

**STUDENTS' PERCEPTION ON THE USE OF  
DEBATE STRATEGY ON LEARNING SPEAKING**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**By:**

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**OF KIAI HAJI ACHMAD SIDDIQ JEMBER**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**ENGLISH EDUCATION PROGRAM**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements for Undergraduate Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic and Language Education Department  
English Education Program

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UNIVERSITAS ISLAM NEGERI  
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# STUDENTS' PERCEPTION ON THE USE OF DEBATE STRATEGY ON LEARNING SPEAKING

## THESIS

Has been examined and approved by the board examiners  
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
English Education Program

Day and Date : Thursday, 15<sup>th</sup> May 2025

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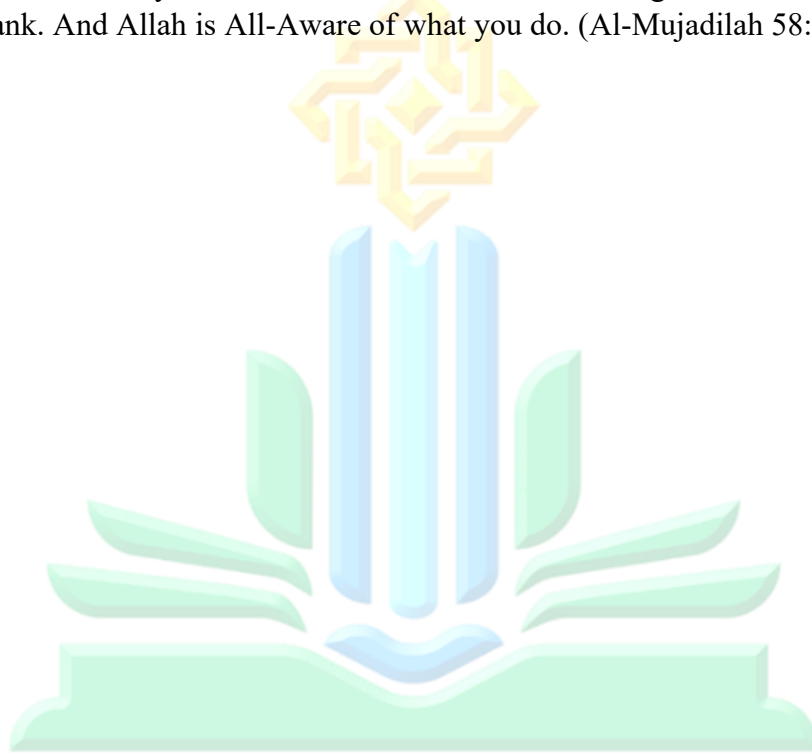


  
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## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do. (Al-Mujadilah 58:11)\*



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\*Translated from Surah Al Mujadilah-Terjemah Berbahasa Inggris-Sahih International-Ensiklopedia. Alquran Alkarim, [https://quranenc.com/id/browse/english\\_sahee](https://quranenc.com/id/browse/english_sahee)

## DEDICATION

I dedicate this thesis to:

1. My beloved parents and all my family who have supported me until now.
2. All my teachers who have educated and guided me to continue learning.
3. All my friends, especially the residents of Ma'had Al faisali because of your help and support this thesis is finished.



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## ACKNOWLEDGEMENT

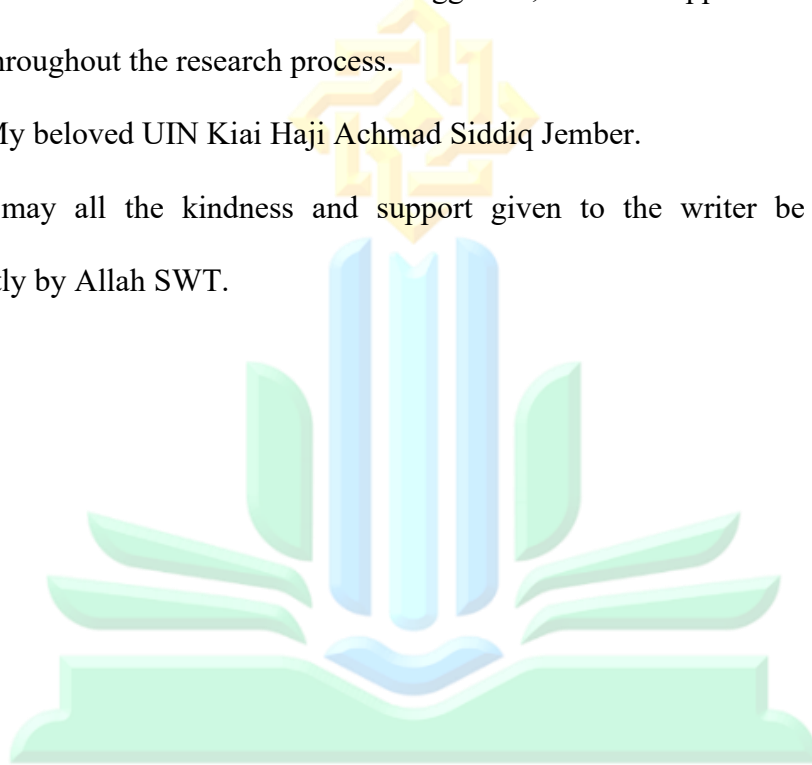
All praise and gratitude are due to Allah SWT, for His mercy and grace so that the planning, implementation, and completion of the thesis with the title “Students' perception on the impact of debate strategy on learning speaking” can run well and smoothly. Shalawat and salam may be poured out to our lord the Prophet Muhammad Shallallahu 'Alaihi Wasallam, along with his family and friends.

The successful completion of this thesis was made possible through the support of many parties. Therefore, the writer sincerely expresses deep gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., Rector of UIN Kiai Haji Achmad Siddiq Jember, for providing the necessary facilities during the writer's studies at UIN KHAS Jember.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., Dean of the Faculty of Tarbiyah and Teacher Training, for his guidance throughout the academic process.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I., Head of the Department of Islamic Education and Languages, for his support in the completion of this research.
4. Dewi Nurul Qomariyah, S.S., M.Pd., Head of the English Education Program, for her guidance during the coursework process.
5. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D., Thesis Supervisor, who patiently and wholeheartedly provided guidance, direction, and motivation, enabling the writer to complete this thesis.
6. Zahratul Maujudatul Mufida, M.Pd., Academic Advisor, who has patiently guided and supported the writer from the first semester until now.

7. All lecturers at UIN Kiai Haji Achmad Siddiq Jember who have shared their knowledge with the writer.
8. Hoiron, S.Pd., Principal of MA Ma'arif NU Jenggawah, for granting permission to conduct the research.
9. All teachers at MA Ma'arif NU Jenggawah, for their support and assistance throughout the research process.
10. My beloved UIN Kiai Haji Achmad Siddiq Jember.

Finally, may all the kindness and support given to the writer be rewarded abundantly by Allah SWT.



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## ABSTRACT

**Ilham Arifandi**, 2025: *“Students' Perception on The Use of Debate Strategy on Learning Speaking”*

**Keywords:** Speaking, Perception, Debate Strategy

Teaching English as a Foreign Language (EFL) has shifted towards communicative and student-centered learning approaches. One strategy that has attracted attention is the use of debate in the classroom. Debate not only facilitates the development of students' speaking abilities, but also support confidence, and active involvement in learning. Exploring students' perceptions toward this strategy is essential to understand how they experience and respond to debate as part of their learning process.

This study investigates students' perceptions of the use of debate strategy in learning speaking at MA Ma'arif NU Jenggawah. The study focuses on two main questions: 1) How is the debate strategy implemented in speaking classes? 2) How do students view the role of debate in supporting their speaking skills?

This research uses a qualitative approach with a case study design. The participants are eleventh-grade science students at MA Ma'arif NU Jenggawah. Data were collected through interviews, observations, and document review. Data analysis follows the model of Miles, Huberman, and Saldana, including data condensation, data display, and conclusion drawing. Triangulation techniques were used to ensure data validity.

The findings show that: 1) The implementation of the debate strategy includes preparation by designing lesson plans and materials, structured learning activities through debate sessions guided by the teacher, and evaluation based on students' attitudes, skills, and knowledge during the learning process. 2) Most students expressed a *positive perception* of the debate strategy, stating that it helps them express ideas clearly, use appropriate vocabulary, feel more confident when speaking, and engage actively in discussions. Nonetheless, some students also mentioned experiencing nervousness and hesitation during debate sessions.

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## CHAPTER 1

### INTRODUCTION

#### A. Research Background

Speaking ability in English is one of the most essential skills in language learning. This skill not only functions as a means of communication but also serves as a primary indicator of how well students are able to use English actively and effectively. However, in practice many students still struggle to master speaking skills due to a lack of confidence, limited opportunities to practice, and teaching methods that do not fully support interactive and meaningful learning.

One of the main challenges in teaching speaking skills is creating a learning environment that encourages students to actively participate and confidently express their opinions. Many students still feel hesitant, fear making mistakes, or lack self-confidence when asked to speak in English. This issue is worsened by the limited face-to-face instructional time and teaching approaches that tend to be teacher-centered. Therefore, a strategy is needed that not only develops language aspects but also fosters students' confidence, activeness, and engagement in the learning process.

Among various pedagogical strategies, debate has emerged as a promising approach to enhance students' speaking competence. Debate provides an authentic and dynamic setting in which students are required to express their opinions, defend their arguments, and respond to opposing views in real-time.<sup>2</sup> This process helps

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<sup>2</sup> A. J. Freeley and D.L. Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th ed. (Boston, MA: Wadsworth/Cengage Learning, 2009).

students to organize their thoughts coherently, use persuasive language, and improve their fluency and spontaneity in speaking. In addition, debate promotes collaboration, and active listening skills that are essential for effective communication both inside and outside the classroom.

Furthermore, the implementation of debate in the language classroom has been found to increase student motivation and engagement.<sup>1</sup> When students are given a platform to voice their perspectives and participate in structured arguments, they are more likely to take ownership of their learning. Debate also introduces a competitive yet supportive environment that encourages learners to prepare thoroughly and articulate their ideas confidently

Understanding how students perceive debate as a strategy for learning speaking skills is important for several reasons.<sup>2</sup> First, examining students' attitudes toward debate can offer valuable insights into their motivation, involvement, and enjoyment of the learning process. Positive perceptions and experiences can lead to greater participation and effort, which in turn enhances speaking proficiency. Second, recognizing the factors that shape students' attitudes toward debate, such as cultural influences, personal preferences, and perceived advantages, can help adjust teaching methods to better suit their needs and interests.

Based on the researcher's preliminary research through the distribution of a simple questionnaire to the eleventh-grade students of MA Ma'arif NU Jenggawah,

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<sup>1</sup> A. A. Putri and R. S. Rodliyah, "EFL Students' Perception on the Use of Debate in Speaking Classroom," in *Advances in Social Science, Education and Humanities Research*, vol. 546, *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*.

<sup>2</sup> Yunisa Putri, "EFL Students' Perception on the Use of Debate as a Strategy in Learning Speaking" (Undergraduate Thesis, UIN Mataram, 2023), <https://etheses.uinmataram.ac.id/4762/>

the majority of students stated that debate activities helped them become more confident when speaking in English. This initial finding indicates a positive perception of the debate strategy and encouraged the researcher to further explore students' views regarding the use of this strategy in speaking learning.

MA Ma'arif NU Jenggawah was chosen as the research site because it has unique characteristics compared to other schools. This school upholds moderate and inclusive values under the auspices of the Nahdlatul Ulama (NU) institution. However, in practice, the school faces certain challenges in the learning process, particularly in English instruction. One of the main issues is the large number of subjects in the curriculum, which causes English lessons to be scheduled only once a week, especially for grades XI and XII. This condition pushes teachers to find effective teaching strategies to ensure that students' speaking skills continue to develop despite the limited instructional time. Debate has been implemented as one of the alternative strategies.

Fundamentally, the debate strategy encourages students to learn independently and to be more active in arguing and discussing. However, this approach also generates various perspectives among the students of MA Ma'arif NU Jenggawah. Therefore, the researcher is interested in investigating more deeply students' perceptions of the use debate strategy in learning speaking. Understanding these perceptions is crucial for identifying both the benefits and challenges students experience during debate. The findings of this study are expected to contribute to the development of more effective and engaging speaking instruction strategies.

### **A. Research Questions**

1. How is implementation of debate strategy in learning speaking?
2. How do students view the role of debate strategy in supporting their speaking skills?

### **B. Research Objectives**

1. To investigate how is implementation of debate strategy in learning speaking
2. To explore how do students view the role of debate strategy in supporting their speaking skills.

### **C. Significance of Research**

This research is expected to provide benefits for various parties, both in the form of theoretical and practical.

#### **1. Theoretically**

The results of this study are expected to be useful for readers, especially to add ideas, concepts, and theories related to the application of effective strategies in learning to speak. This research contributes to the development of science related to language learning strategies, especially in the context of Indonesian language.

#### **2. Practically**

For Teachers

The findings of this study provide insight into the impact of debate strategy as a teaching method, so teachers can better understand how this strategy can improve students' motivation, confidence and speaking skills.

This can help teachers in designing more interesting and interactive learning.

For Further Researcher

The results of this study can serve as a basis for further research exploring other interactive methods to improve English language proficiency and student engagement.

#### **D. Definition of Key Terms**

The definitions provided are intended to ensure that readers have the same understanding and perception when interpreting the terms used in this study. The definitions are also intended to prevent ambiguity or misinterpretation, as outlined below:

##### **1. Speaking**

Speaking is the skill or ability to convey, communicate, or transfer ideas, ideas, or sentences by using proper grammar, pronunciation, intonation, accent, and other elements in speaking the language, so that the interlocutor can understand the speaker's intention.

##### **2. Perception**

Perception is the view or understanding that an individual has of something, which involves the process of receiving, organizing, and interpreting information. This perception is influenced by the individual's experience, knowledge, and background, so it can vary from one person to another. In the context of education, students' perceptions of learning methods are important to understand how students receive and respond to



these strategies, as well as their impact on the learning process and outcomes.

### 3. Debate Strategy

A teaching method that engages students in structured arguments, defending positions, and responding to opposing views. This method is used to improve speaking and communication skills through active participation in discussions.

## **E. Outline of Subsequent Chapters**

The systematic discussion outlines the process of presenting the thesis, from the introductory chapter to the final one. The structure of this study is as follows:

1. Chapter one includes the background of the research, the focus of the study, the research objectives, the significance of the research, and the definition of key terms.
2. Chapter two presents a review of relevant literature, including previous studies and theoretical concepts related to the research.
3. Chapter three describes the research approach and type, the research object, data sources, data collection methods, data analysis techniques, and the validity of the data.
4. Chapter four contains a description of the research object, the research findings, and a discussion of the results from the data analysis.
5. Chapter five provides the conclusions drawn from the research and offers suggestions based on the findings.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Studies

1. The initial study, conducted by Meldia and Melyani (2022) and titled "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills".<sup>5</sup> The Study aimed to explore students' opinions on the use of classroom debates to enhance their speaking abilities. The research employed a descriptive quantitative approach by administering a questionnaire consisting of 30 statements measured on a 5-point Likert scale. The findings indicated that the majority of students held positive perceptions toward three key aspects of the debate technique: its benefits, the debate process itself, and the procedural framework. Furthermore, most participants provided affirmative responses.
2. The second study entitled "Improving Students' Speaking Ability Through Debate Technique" written by Reni Rosianna Lumbangaol and Muhammad Rizki Mazali (2020).<sup>6</sup> The research aimed to identify how to improve students' speaking ability in formulating questions, giving explanations, and answering based on debate topics. The study used classroom action research (CAR) method which was conducted in three cycles. The research data was collected through observation sheets and field notes. The results showed an increase in students' ability to formulate questions and give explanations.

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<sup>5</sup> P. Meldia and M. Melani, "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills," *ELP (Journal of English Language Pedagogy)*, (2022).

<sup>6</sup> R.R. Lumbangaol and M.R. Mazali, "Improving Students' Speaking Ability Through Debate Technique," *JELE (The Journal of English Literacy Education)* 7, no. 2 (2020).

3. The third study, conducted by Afore Tahir Harefa and Roi Jefri Ndruru (2022) with the title “Improving Student's Speaking Ability Through Alley Debates Strategy”.<sup>5</sup> The research aimed to address problems related to the speaking ability of students in grade XI of SMA N 1 Ulunoyo. The main focus of this study was to assist students in composing expressions to convey opinions, pronounce words related to opinions and thoughts, and expand their vocabulary through the use of the alley debates strategy. This study used the classroom action research (CAR) method to evaluate the impact of the alley debates strategy on students. The results showed that students' speaking skills improved significantly after implementing this strategy.
4. The fourth study, titled “A Use of Debate Technique to Improve Speaking Skill” written by Eva Apriliani<sup>1</sup>, Vera Yulia Harmayanthi , Dini Fitriani (2021).<sup>6</sup> This study aims to describe how the debate technique is implemented in teaching speaking and to determine the extent of improvement in students' speaking skills after being taught using this technique in the Eleventh Grade AP class at SMK Setia Karya Depok. The research was conducted as a classroom action study carried out over three cycles. Data were gathered through interviews, observations, and tests. The

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<sup>5</sup> A.T. Harefa and R.J. Ndruru, "Improving Students' Speaking Ability Through Alley Debates Strategy," *Educativo: Jurnal Pendidikan*, (2022).

<sup>6</sup> Reem Sh. AlRubaie, Khaled M. Shuqair, and Badria A. Alhaji, “Use of Debate Strategies to Increase the Effectiveness of a 1st-Year Conversation Course at the College of Basic Education in Kuwait,” *International Journal of Higher Education* 13, no. 6 (2024).

findings reveal that applying the debate technique effectively enhances students' speaking abilities.

5. The fifth study, titled "*Students' Perceptions about Debate and Their Ability to Debate*" by Juliansyah J, Bambang T. Adi, and Rheinatus A. Beressaby (2023).<sup>7</sup> The research aims to determine the level of correlation between the debate ability (in English) of students from the English Language and Culture Department at Darma Persada University and their perception of debate. The research method used is quantitative correlational. Students' perceptions are measured using a research instrument in the form of a questionnaire, while the correlation values are taken from the scores obtained after the students participated in a debate test. The results of the study show a positive correlation between students' debating ability and the three main research variables: knowledge of debate and technical skills (correlation coefficient 0.195), self-confidence in debating (correlation coefficient 0.195), and the debate learning process (correlation coefficient 0.222). These findings indicate that the better the students' perception and learning experience in debate, the higher their debating ability tends to be.

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<sup>7</sup> J. Juliansyah, Bambang T. Adi, and Rheinatus A. Beressaby, "Students' Perceptions about Debate and Their Ability to Debate," *Journal of English Language and Education*, (2023).

**Table 2.1. The Similarities and Differences Between Previous Research and Research Study**

No.	Author's Name and Title	Similarities	Differences
1	2	3	4
1.	Putri Meldia and Melyann Melani (2022), "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills"	a). Both studies aimed to examine students' perceptions regarding the use of debate as a strategy in learning. b). Both studies used questionnaires as the main data collection method.	a). The previous study used a quantitative approach, while the current study used a qualitative approach. b). The current study involved interviews as an additional method to collect data, whereas the previous study did not use this method.
2.	Reni Rosianna Lumbangaol and Muhammad Rizki Mazali (2020), "Improving Students' Speaking Ability Through Debate Technique"	a). Both studies examine the use of debate as a learning strategy.	a). The previous study used the classroom action research (CAR) method, while the current study used a qualitative approach. b). The previous study used observation and field notes, while the current study used questionnaires and interviews. c). The previous study aimed to assist students in improving their speaking skills, while the current study emphasizes exploring students' perceptions of how impact debates are in their speaking abilities.
3.	Afore Tahir Harefa and Roi Jefri Ndruru (2022), "Improving Student's Speaking	a). Both studies examine the use of debate as a learning strategy.	a). The previous study used the Classroom Action Research (CAR) method, while the

No.	Author's Name and Title	Similarities	Differences
1	2	3	4
	Ability Through Alley Debates Strategy”		<p>current study used a qualitative approach.</p> <p>b). The previous study focused on improving students' speaking skills, while the current study focuses on students' perceptions of the impact of debates in improving speaking skills.</p> <p>c). The previous study used observation and interviews, while the current study used questionnaires and interviews.</p>
4.	Eva Apriliani <sup>1</sup> , Vera Yulia Harmayanthi, Dini Fitriani (2021) “A Use of Debate Technique to Improve Speaking Skill”.	a). Both studies discuss the use of debate as a learning strategy.	<p>a). The previous study used the Classroom Action Research (CAR) method, while the current study used a qualitative approach.</p> <p>b). Previous research only used interview, observation and test, while the current study used questionnaires and interviews.</p> <p>c). The previous study focused on debate technique is implemented in teaching speaking and to determine the extent of improvement in students' speaking skills, while the current study is more specific</p>

No.	Author's Name and Title	Similarities	Differences
1	2	3	4
			on students' perceptions of the impact of debates in improving speaking skills.
5.	Juliansyah J, Bambang T. Adi, and Rheinatus A. Beressaby (2023) "Perceptions about Debate and Their Ability to Debate"	a). Both studies discuss the use of debate as a learning strategy. b). Both studies used questionnaires as data collection instruments.	a). The previous study used a correlational design, which aims to find a relationship or association between two or more variables, while this study used a qualitative design.  b). The previous study used questionnaires and tests, while this study used questionnaires and interviews.

Based on the table above, it can be concluded that the similarity between the previous studies lies in the use of debate strategies as a learning strategy. However, what distinguishes this study from the previous ones is the research design. Most of the previous studies used Classroom Action Research (CAR) and quantitative approaches, while this study uses a descriptive qualitative approach. The main focus of this study is to analyse implementation and students' perceptions of the using debate strategy on speaking skills, conducted with students of MA Ma'arif NU Jenggawah as a case study.

## B. Related Theories

### 1. Concept of Speaking Skill

#### a. Definition of Speaking

Speaking is the ability to use language in everyday conversations, whether to convey messages or to express oneself through words. The



speaking process involves understanding how to use language effectively, including choosing the right vocabulary, constructing proper grammar, and pronouncing words clearly and accurately. To achieve effective speaking skills, one must be able to integrate various elements of language, such as sentence structure, appropriate word choice, intonation, and articulation, to communicate smoothly and be easily understood by the interlocutor. However, speaking in a language that is not one's native or everyday language often poses a complex challenge. This is due to the need to master higher linguistic skills, such as grammar, vocabulary, and correct pronunciation, as well as the ability to design and formulate well-structured statements to speak confidently and fluently.

According to Rebecca Hughes, speaking is defined as the act of using language in everyday conversations, where one must be able to use words appropriately, understand the proper use of language according to the situation, articulate thoughts through words, and produce speech that is easy to understand.<sup>8</sup> The form and meaning of spoken utterances are highly dependent on the context in which they occur, the participants involved, and the purpose of communication. For instance, speaking in formal settings differs from speaking in casual conversations; this requires a good understanding of the social and cultural norms that apply. David Nunan also explains that speaking is a productive oral skill that involves systematically

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<sup>8</sup> Rebecca Hughes and Beatrice Szczepk Reed, *Teaching and Researching Speaking*, 3rd ed. (New York: Routledge, 2007), 260.



producing verbal utterances to convey meaning clearly. This skill is not only important in everyday contexts but also in educational and professional environments, where effective communication greatly impacts the success of interactions and information delivery.<sup>9</sup>

Additionally, Brown defines speaking as the ability to produce words in verbal communication that involves various aspects, such as pronunciation, grammar, and fluency. Speaking requires speed, fluency, and a good command of vocabulary to communicate effectively. This skill also involves the ability to think quickly, respond to questions or statements spontaneously, and adjust the level of formality and tone of speech according to the communication situation.<sup>10</sup>

Based on the previous explanations, speaking is a productive skill in English that is essential for effective communication. This skill allows one to express opinions, intentions, and views to the interlocutor and build meaningful interactions. Speaking involves the ability to construct grammatically correct sentences, appropriate word choice, clear pronunciation, and the ability to manage and respond well to conversations. All these aspects are interconnected, making it essential for individuals to continuously develop their speaking skills through practice and experience, both in learning environments and in everyday life, to achieve better and more confident communication.

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<sup>9</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, Inc., 2003), 48.

<sup>10</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall Inc., 2001).

## **b. Aspect of Speaking**

There are five components in speaking ability, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the researcher will explain each of these components in detail:

### **1) Pronunciation**

Pronunciation refers to how the sounds in a particular language or word are articulated, and it encompasses intonation, stress, and voice modulation.<sup>11</sup> Mastery of proper pronunciation is crucial in effective communication because poor pronunciation can lead to confusion or misunderstandings between speakers. This aspect of language is particularly important in English, where certain words may have similar sounds but vastly different meanings, such as “love” with “laugh” or “sea” with “see.” Proper pronunciation aids in making speech more intelligible, promoting clearer communication and reducing the chances of misinterpretation. Furthermore, pronunciation is not just about individual sounds but also involves the rhythm and melody of speech, which can convey emotions and intent. Speakers who pronounce words correctly are more likely to be understood and to engage their listeners, thus fostering more productive conversations.

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<sup>11</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995).

## 2) Grammar

Grammar is a system of rules that dictates how words are arranged and used in a language to form sentences that are correct and comprehensible. With a strong understanding of grammar, speakers can create coherent sentences, comprehend the relationships between words, and use language efficiently in communication. Grammar acts as a structural framework that enables language users to express ideas, emotions, and information in a clear and organized manner. Without grammar, language would become chaotic and hard to follow, as there would be no guidelines for combining and using words effectively. Maybin pointed out that grammar can be understood in two broad ways in linguistics: first, as an aspect of language structure (either as an inherent faculty of language or the structure of a specific language) and second, as a targeted approach within the study of linguistic structure.

<sup>12</sup>. An understanding of grammar allows speakers to modify their sentences to match different contexts, adjust levels of formality, and use language in a way that makes interactions smooth and effective. In essence, grammar provides the rules that make language predictable and intelligible, forming the foundation of both spoken and written communication.

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<sup>12</sup> Janet Maybin, *The Routledge Companion to English Language Studies* (New York: Routledge, 2010).

### 3) Vocabulary

Vocabulary refers to the knowledge of words and their meanings, and it plays a fundamental role in effective communication. According to Diamond and Gutlohn having a sufficient vocabulary enables a person to comprehend and utilize language effectively in both spoken and written forms.<sup>13</sup> A rich vocabulary allows for precise expression of ideas, reduces the use of filler words such as “umm” or “uhh” and helps create more natural and fluid conversations. Vocabulary also functions as a collection of words used to explain concepts or ideas clearly, contributing to more nuanced communication. Language learners often face significant challenges if their vocabulary is limited, as they may struggle to express their thoughts, making conversations stilted or incomplete.

Additionally, the meaning of a word can often be understood by examining its relationship to other words. For example, the word “full” can be described in contrast to “empty,” and “cheap” can be understood by comparing it to “expensive”.<sup>14</sup> This interconnectivity between words supports language learners in acquiring more complex vocabulary and using it effectively. Thus, a strong vocabulary is essential for

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<sup>13</sup> J. Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Longman, 2009).

<sup>14</sup> J. Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Longman, 2009).

constructing coherent and contextually appropriate sentence structures to convey messages clearly, whether spoken or written.

#### 4) Fluency

Fluency is the ability to speak smoothly and effectively, allowing for seamless and natural communication. In the context of language learning, fluency emphasizes the flow and ease of speech rather than strict grammatical accuracy.<sup>15</sup> Achieving fluency is often one of the main goals for language learners, as it demonstrates their ability to use the language spontaneously and confidently across a variety of communicative situations. Fluent speakers are capable of engaging in conversations without significant hesitation, allowing for more meaningful and efficient interactions.

The main indicators of fluency include a relatively stable and fast speaking speed, minimal pauses, and a reduced reliance on filler words such as "um," "uh," or "er." These indicators suggest that the speaker does not need to spend considerable time searching for the appropriate words, phrases, or sentence structures needed to express their thoughts. A fluent speaker is able to think and articulate their ideas simultaneously, navigating conversations without being slowed down by internal language processing. This ability indicates a high level of

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<sup>15</sup> J. Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Longman, 2009).

comfort with the language and an ease in switching between thoughts and words.

Fluency also involves the capacity to express ideas smoothly, even if minor errors in grammar or pronunciation occur. The focus here is on the continuity and effectiveness of communication rather than absolute precision or perfection in form. It is natural for fluent speakers to make occasional mistakes; however, their overall message is still conveyed in a way that is understandable and coherent. The ability to maintain a conversation without disruption is an essential aspect of fluency, as it allows for richer and more dynamic interactions.

Furthermore, fluent learners often exhibit greater confidence when using the target language. This confidence not only encourages them to engage more actively in conversations but also motivates them to participate in discussions and practice even further. This increased engagement contributes to their continued improvement in language skills, enhancing their ability to comprehend, express, and respond in diverse linguistic contexts. Fluency is therefore not just about speaking quickly or without mistakes but about the comfort and ease with which one can communicate and adapt to various speaking scenarios.

##### 5) Comprehension

According to Brown, in the context of speaking, comprehension involves the listener's ability to capture and understand what the speaker

is saying.<sup>16</sup> This encompasses not only the understanding of vocabulary and sentence structure but also grasping the contextual meaning of the speech. Effective comprehension is vital for clear and successful spoken communication, ensuring that the message being conveyed is fully understood by the listener. A listener with strong comprehension skills can engage with the speaker more effectively, respond appropriately, answer questions, and follow conversations without difficulty or confusion.

Comprehension is more than just recognizing words and phrases; it is an active process that involves the mind's ability to perceive, interpret, and analyze the deeper meanings conveyed in speech. This means that a listener must be able to infer meaning from context, understand nuances, and identify the speaker's intent, tone, and emotions. For example, recognizing the difference between a literal statement and an implied message requires a level of comprehension that goes beyond basic understanding. This analytical ability helps prevent misunderstandings and allows the listener to respond in a way that aligns with the speaker's message, facilitating smoother and more effective communication.

Moreover, comprehension is essential for building rapport and fostering meaningful interactions. When listeners can fully understand

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<sup>16</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall Inc., 2001).

and engage with the content being spoken, they are more likely to contribute relevant and thoughtful responses, which in turn promotes a more interactive and collaborative conversation. This can strengthen relationships, create a sense of shared understanding, and encourage open dialogue.

Good comprehension also plays a crucial role in adapting to different communication situations. Whether in casual conversations, formal discussions, or professional meetings, being able to comprehend spoken language effectively ensures that participants can adjust their responses to fit the context and respond appropriately to varying levels of formality, language complexity, and subject matter. By enhancing comprehension skills, speakers and listeners can create more engaging and productive conversations, leading to better communication outcomes and stronger interpersonal connections.

### **c. Function of Speaking**

The function of speaking skills is to express ideas, feelings, and thoughts orally and spontaneously. According to Harmer, the ability to speak fluently is an important part of one's knowledge, where fluency is necessary to achieve the goal of effective conversation.<sup>17</sup> Brown categorize the functions of speaking into three main types: speaking as interaction, speaking as transaction, and speaking as performance. Each of these types

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<sup>17</sup> J. Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Longman, 2009).



of speaking has different forms and functions, requiring specific teaching methods.<sup>18</sup>

### 1) Speaking as Interaction

Speaking as interaction focuses on everyday communication, which involves socializing and maintaining relationships with others. This type of speaking encompasses casual conversations, greetings, small talk, and discussions that occur in daily life. These exchanges are typically informal and spontaneous, involving two or more participants.

The primary purpose of speaking as interaction is to foster and sustain social bonds. In this context, the speaker shares thoughts, feelings, or intentions, while the listener processes and responds to the conveyed message. Success in speaking as interaction relies heavily on interpersonal skills, such as active listening, empathy, and the ability to adapt tone and style to fit the social situation. For instance, greeting a colleague, asking about someone's making polite inquiries are all examples of speaking as interaction that strengthen social connections.

### 2) Speaking as Transaction.

Speaking as transaction prioritizes the clarity, accuracy, and precision of the message being communicated. This type of speaking is goal-oriented, aiming to ensure that the listener comprehends the conveyed information without ambiguity. It often involves structured

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<sup>18</sup> H. Douglas Brown. (2001). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Inc.

and purposeful exchanges, making it essential in educational, professional, and service contexts. In educational settings, speaking as transaction occurs when teachers provide explanations, students ask questions, or peers collaborate on assignments. In professional environments, this type of speaking can be seen during business discussions, client meetings, or technical briefings. The emphasis here is on delivering and receiving information effectively to achieve a specific outcome, such as understanding instructions, clarifying details, or solving problems collaboratively.

### 3) Speaking as Performance

Speaking as performance pertains to public speaking scenarios where individuals present information, ideas, or stories to an audience. This type of speaking is often formal and requires a high level of preparation and confidence. Examples include delivering speeches, giving lectures, making announcements, performing storytelling, or hosting events. Speaking as performance demands a well-structured presentation, clear articulation, and an engaging delivery style to capture the audience's attention and effectively convey the intended message. In addition to content, the speaker must also consider non-verbal elements, such as body language, gestures, and eye contact, which contribute significantly to the performance's success.

The goal of speaking as performance is usually to inform, persuade, or entertain the audience. For example, in an educational

context, a teacher delivering a lecture aims to inform students, while a storyteller seeks to entertain and engage the listeners. Public speakers must adapt their tone, language, and style to suit their audience, ensuring that the message resonates with them.

#### **d. Speaking Learning Strategies**

In the learning process, students often feel uncomfortable when they encounter obstacles. This may be due to a lack of ability and confidence in developing their potential. Therefore, it is essential for students to find appropriate strategies or methods to support their learning process. These strategies are referred to as learning strategies.<sup>19</sup> The use of suitable learning strategies can help students improve their academic performance, especially for those who have not yet developed strong metacognitive skills. Moreover, these strategies encourage students to become more independent and engaged in their learning. Students' behaviors and actions during the learning process reflect the learning strategies they use. Learning strategies serve as tools for promoting self-directed and active learning, which are crucial for developing students' communicative competence.<sup>20</sup>

In relation to speaking skills, learning strategies can also assist students in overcoming various challenges in mastering this ability. Learning strategies should be designed to enhance students' speaking skills,

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<sup>19</sup> Nonny Basalama, Indri Wirahmi Bay, dan Aprilia Abubakar, Students' Learning Strategies in English Speaking Class, Jambura Journal of English Teaching and Literature 1, no. 1 (April 2020)

<sup>20</sup> R. L. Oxford, Language Learning Strategies: What Every Teacher Should Know (Baston, MA: Heinle & Heinle Publisher, 1990).

incorporating a variety of approaches. According to Hanunah several strategies in speaking practice include group discussions, storytelling, role-plays, public speaking, and debates.<sup>21</sup> These types of learning strategies not only improve students' speaking abilities but also foster active participation, confidence, and communication skills in English.

#### e. Challenges of Learning Speaking

Speaking is considered one of the most challenging skills to master in language learning, especially for students learning English as a foreign language (EFL). According to Zuhoor and Fatima students may face a variety of difficulties that hinder their speaking performance. These difficulties are not only linguistic in nature but are also related to psychological and environmental factors. The main types of speaking difficulties identified as follow:<sup>22</sup>

##### 1) Anxiety

Anxiety is one of the most common psychological barriers that affect students' speaking ability. It may cause physical symptoms such as sweating, trembling, and stuttering, all of which hinder fluency. When students feel anxious, they struggle to express their thoughts clearly and may avoid speaking altogether, which negatively affects their language development.

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<sup>21</sup> Hanunah, "Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya" (Thesis, IAIN Sunan Ampel Surabaya, 2009).

<sup>22</sup> Zuhoor Mohammad Bani Younes, Fatima Salamh Albalawi, Investigating the Factors Leading to *Speaking* Difficulties: Both Perspectives of EFL Saudi Learners and Their Teachers, (Saudi Arabia: Arab World English Journal (AWEJ), 2016), p. 272-273.

## 2) Low Motivation

Motivation is a key driver in language acquisition. Without a clear sense of purpose or personal goal, students often become passive in learning. When motivation is low, students are less likely to engage in speaking activities or put in the effort needed to improve. In contrast, motivated learners tend to take initiative and show persistence even when faced with difficulties.

## 3) Low Confidence

A lack of confidence can significantly affect students' willingness to speak. Many students are afraid of making mistakes or being judged by others. However, making mistakes is an essential part of the learning process. Teachers are encouraged to create a supportive atmosphere where students feel appreciated for their efforts, which can help boost their confidence.

## 4) Mother Tongue Interference

Students who are too dependent on their native language often find it difficult to switch to English. This reliance slows down their ability to think and respond in English. While it is important to respect and preserve students' mother tongue, teachers should consistently encourage the use of English during speaking activities to promote better language immersion.

### 5) Low Participation

Active participation is crucial in developing speaking skills. When only a few students dominate classroom discussions, others miss out on valuable speaking practice. Teachers should implement strategies to ensure that all students are given equal opportunities to participate, such as pair work, group discussions, or structured speaking turns.

### 6) Fear of Making Mistakes

Fear of making errors is a major cause of students' reluctance to speak. This fear can manifest as physical discomfort and a lack of fluency. It is essential to cultivate an environment where mistakes are seen as a natural part of learning, allowing students to gain experience and improve over time.

### 7) Shyness

Shyness often prevents students from engaging in public speaking or group discussions. Many students feel intimidated speaking English in front of classmates or teachers. To address this, teachers need to use suitable strategies and provide encouragement that helps students gradually overcome their shyness and speak more comfortably in class.

## f. Aspects of Successful Speaking Activities

Successful speaking activities in the classroom possess several important characteristics that contribute to the effectiveness of language learning. These characteristics ensure that learners are actively engaged and are provided with meaningful opportunities to practice spoken English.

According to Ur, the main aspects of successful speaking activities include learner talk a lot, balanced participation, strong motivation, and appropriate language use.<sup>23</sup>

#### 1) Learners Talk a Lot

In a well-structured speaking activity, most of the time should be occupied by student talk rather than teacher talk. This aspect emphasizes the importance of maximizing student speaking time to develop fluency. Although it may seem obvious, in practice many classrooms are still dominated by teacher explanations or long pauses. Therefore, teachers must design activities that encourage learners to speak frequently and at length.

#### 2) Balanced Participation

Another important aspect is equal participation among students. Speaking activities should not only involve a small group of active students, but should encourage all learners to contribute. When participation is evenly distributed, each student has the chance to practice, express their ideas, and build confidence.

#### 3) Strong Motivation

Students are more likely to engage in speaking activities when they are interested in the topic or feel that the task is meaningful. High motivation may stem from personal interest, the relevance of the topic,

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<sup>23</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 120.

or the desire to complete a task successfully. Speaking tasks that are interactive, authentic, and purposeful can significantly increase learners' motivation and willingness to speak.

#### 4) Appropriate Language Use

In successful speaking activities, students are able to express themselves using language that is both understandable and appropriately accurate. While errors are expected in the learning process, the overall communication should still be clear and meaningful. Learners should aim to produce utterances that others can comprehend easily, and that reflect a reasonable degree of grammatical and lexical accuracy

## 2. Concept of Debate in Learning Strategy

### a. Definition of Debate

Debate is an activity where two opposing groups discuss a specific topic following established rules. Judges evaluate the arguments presented by both sides and determine the winning team based on the strength of their reasoning and evidence. Each team is required to challenge the perspectives and arguments of their opponents. Debate serves as an effective learning strategy to enhance critical thinking, speaking ability, and collaboration among students.<sup>24</sup> Through the debating process, students engage in analyzing information, constructing sound arguments, and responding logically to the

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<sup>24</sup> Austin J Freeley., and David L. Steinberg. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*. 12th ed. Boston, MA: Wadsworth/Cengage Learning, (2009).



arguments of others. This method offers various benefits, including the enhancement of speaking skills, fostering critical thinking, and encouraging teamwork.<sup>25</sup> Debate techniques can improve students' speaking abilities, particularly in asking questions and presenting arguments clearly and logically.<sup>26</sup> Additionally, classroom debate has been shown to contribute significantly to the development of critical thinking skills, as it encourages students to think quickly, respond thoughtfully, and structure their ideas more effectively.<sup>27</sup> As a learning strategy, debate plays a significant role in improving language proficiency, particularly speaking skills. Before engaging in a debate, participants are expected to prepare thoroughly by researching materials relevant to the topic, building a strong background, and formulating logical arguments. Furthermore, debates require participants to remain consistent with their arguments and articulate their points convincingly.

Debates provide students with an opportunity to practice their speaking skills in a structured and organized manner. This strategy not only aids in improving their comprehension of subject matter but also promotes critical analysis and in-depth discussions.<sup>28</sup> Through debate,

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<sup>25</sup> A Halvorsen. "Incorporating critical thinking skills development into ESL/EFL courses". *The Internet TESL Journal*, 11(3), 1-5 (2005).

<sup>26</sup> R.R. Lumbangaol and M.R. Mazali, "Improving Students' Speaking Ability Through Debate Technique," *JELE (The Journal of English Literacy Education)* 7, no. 2 (2020).

<sup>27</sup> Pezhman Zare & Moomala Othman "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability " *Asian Social Science*; Vol. 11, No. 9; (2015)

<sup>28</sup> S. Somjal and Jansen, "The use of debate technique to develop speaking ability of grade ten students at Bodindencha (Sing Singhaseni) School," *International Journal of Technical Research and Application*, (2015), pp. 27-31.

students develop analytical thinking, strengthen their argumentation skills, and enhance their ability to convey ideas persuasively. Moreover, this approach cultivates essential communication competencies such as active listening and appreciating diverse perspectives, which are crucial for effective interpersonal interactions.

From the above perspectives, debate can be understood as a dynamic activity that supports the development of communication skills. In a debate, participants are required to express their opinions clearly, defend their viewpoints, and respond thoughtfully to differing opinions. These activities demand a high level of oral communication proficiency, critical reasoning, and quick thinking. Additionally, participants must actively consider and address the perspectives of their opponents, fostering mutual respect and deeper understanding during discussions. This combination of skills makes debate a comprehensive tool for enhancing students' cognitive and communicative abilities.

#### **b. Types of Debate**

Debates come in many forms, each designed to serve specific purposes and follow unique sets of rules.<sup>29</sup> Understanding the different types of debates helps participants choose the format best suited to their goals, whether they aim to engage in intellectual discussions, practice

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<sup>29</sup> F. Arung, "Improving the Students' Speaking Skill Through Debate Technique," *Journal of English Education* 1, no. 1 (2016): 70–76.

public speaking, or explore real-world issues. Here are some of the most common types of debates:

1) The Lincoln-Douglas

The Lincoln-Douglas debate is a format rooted in the historic debates between Abraham Lincoln and Stephen Douglas. This type of debate focuses on philosophical and ethical issues, encouraging participants to explore value-based topics such as justice, freedom, morality, and equality. Each participant represents either the affirmative or the negative position. The format emphasizes critical thinking and the ability to present compelling moral reasoning. Participants must demonstrate a deep understanding of the topic while delivering persuasive arguments that resonate with logical and ethical principles.

2) Parliamentary Debate

Inspired by the debating style of parliamentary sessions, parliamentary debate is a team-based format typically involving two or three members per team. Teams argue either for or against a specific motion or resolution within a limited preparation time. The format demands structured arguments, effective rebuttals, and persuasive delivery. Debaters must engage with the motion in a way that mirrors parliamentary discourse, focusing on logical reasoning and rhetorical skills. Parliamentary debates often require participants to think quickly, collaborate effectively, and adapt to

counterarguments in real-time, making it a highly dynamic form of debate.

### 3) Public Forum Debate

Public Forum debate is designed to emulate discussions on current events and public policy in an accessible and engaging manner. This format involves two teams, each consisting of two debaters, who present arguments, evidence, and engage in a structured “crossfire” questioning session to challenge each other's points. Public Forum debates aim to inform and persuade not only the judges but also the audience, often addressing contemporary and socially relevant issues. The emphasis on clarity and public engagement makes this format especially suitable for participants who want to connect with diverse audiences while honing their argumentative and analytical skills.

### 4) Academic Debate

Academic debates are commonly held in educational institutions and are structured to encourage participants to explore topics from multiple perspectives. This format emphasizes thorough research, evidence-based arguments, and critical analysis. Participants typically engage in debates on complex topics, focusing on logic, reasoning, and effective communication. Academic debates provide an opportunity for students to practice intellectual rigor and persuasive speaking while fostering a deeper

understanding of the subject matter. They are particularly beneficial for developing skills such as critical thinking, teamwork, and public speaking.

### c. Element of Debate

The elements of debate encompass a variety of components that contribute to a well-organized and effective exchange of ideas<sup>30</sup>. Below is a more detailed explanation of these essential elements:

#### 1) Motion

A motion serves as the central topic or issue that shapes the focus of the debate. It guides participants in exploring different ideas, formulating arguments, and presenting evidence to support their stance. Motions are typically crafted to address topics of significance and can encompass issues such as politics, social challenges, education, or other subjects meant to provoke critical thought and deep analysis. Debate topics play a crucial role in determining students' motivation to participate actively.<sup>31</sup> The motion's role is to spark intellectual engagement and ensure that debaters stay focused on a coherent theme.

#### 2) Affirmative Team

The affirmative team is tasked with supporting the motion, advocating for the topic by constructing compelling arguments and

<sup>30</sup> D'Cruz, *The Austral-Asian Debating Guide*, 2nd ed. (2003).

<sup>31</sup> Pezhman Zare and Moomala Othman, "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability," *Asian Social Science* 11, no. 9 (2015).

presenting evidence that reinforces their stance. Their role requires thorough research, the development of a well-structured case, and effective communication skills to persuade the audience or judges. The affirmative team must anticipate counterarguments and strengthen their position through logical reasoning and convincing evidence. Success for the affirmative team depends on their ability to clearly articulate their points and engage the audience in a way that demonstrates the validity of their position.

### 3) Negative Team

The negative team challenges the motion, presenting arguments to highlight its flaws and weaknesses. Their objective is to deconstruct the affirmative team's case and propose an alternative perspective that underlines the flaws or inadequacies in the proposition. Members of the negative team must be adept at identifying weaknesses in the affirmative's arguments and formulating strong rebuttals. Their effectiveness relies on quick thinking, strategic counterarguments, and the ability to pivot during the debate to address points raised by the affirmative team.

### 4) Moderator

The moderator is the individual responsible for steering the debate, maintaining a structured flow, and ensuring that participants adhere to the rules. This role is crucial for preserving order, allotting equal speaking time to each team, and facilitating a fair debate

environment. Moderators may ask questions to clarify points, guide the direction of the discussion, and ensure that the debate remains focused and within the allotted time limits. Their impartiality and ability to manage the debate effectively are essential for a successful event.

#### 5) Author

The spokesperson or author is charged with crafting the final summary or conclusion of the debate. This individual analyzes the arguments and evidence presented by each team, weighing their strengths and weaknesses, and produces an objective assessment that highlights the most compelling aspects of each side. The spokesperson may also assist in creating a final report or document that records the outcomes and notable points discussed during the debate, which can be referenced for future debates or educational purposes.

#### d. The Benefit of Debate

Debate serves as an effective strategy for communication and active participation, offering students a range of benefits that extend beyond the classroom. One of the most significant advantages is the improvement of speaking skills. Debate can help improve students' speaking skills, particularly in components such as vocabulary,

pronunciation, grammar, fluency, and comprehension.<sup>32</sup> Debate activities encourage students to speak more confidently and express their thoughts more clearly.<sup>33</sup> Through frequent involvement in argumentation and the need to respond quickly during debates, students become more comfortable in delivering their arguments without hesitation.<sup>34</sup>

According to Freely and Steinberg, engaging in debate can motivate students to practice their speaking abilities in a structured and effective manner, leading to greater fluency and articulation. In a classroom setting, debate fosters active student involvement, shifting the focus from passive learning to active problem-solving and collaboration.<sup>35</sup> This participatory approach helps students to articulate their thoughts, structure their arguments, and express themselves clearly, which is vital for both academic and personal growth. As students engage in debates, they deepen their understanding of complex topics and learn to present their perspectives confidently.

Beyond enhancing speaking skills, debate plays a pivotal role in developing critical thinking. Debates challenge students to analyze and

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<sup>32</sup> A.T. Harefa and R.J. Ndruru, "Improving Students' Speaking Ability Through Alley Debates Strategy," *Educativo: Jurnal Pendidikan*, (2022).

<sup>33</sup> Reem Sh. AlRubaie, Khaled M. Shuqair, and Badria A. Alhaji, "Use of Debate Strategies to Increase the Effectiveness of a 1st-Year Conversation Course at the College of Basic Education in Kuwait," *International Journal of Higher Education* 13, no. 6 (2024).

<sup>34</sup> Syamdianita and Amedea Cathriona Maharia, "Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perception," *Advances in Social Science, Education and Humanities Research* 432 (2019).

<sup>35</sup> A. J. Freeley and D. L. Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th ed. (Boston, MA: Wadsworth/Cengage Learning, 2009).



evaluate arguments rigorously.<sup>36</sup> Participants must gather evidence, assess the validity of different points of view, and construct coherent arguments. This process encourages them to think independently and make informed decisions based on logical analysis. Through debate, students are not only encouraged to speak up but also to listen actively, respond thoughtfully, and collaborate effectively with their peers.<sup>37</sup> Debating sharpens cognitive skills such as reasoning, problem-solving, and the ability to see issues from multiple perspectives. By learning to question assumptions and critique the arguments of others, students strengthen their analytical capabilities.

Additionally, debate helps build students' confidence and resilience, as it contributes to boosting their self-assurance and reducing anxiety levels during public speaking situations.<sup>38</sup> The nature of debating often involves facing difficult questions, counterarguments, and moments of defeat. These challenges teach students how to remain composed under pressure and respond constructively to criticism. As they learn to think on their feet and provide reasoned responses, they develop greater self-assurance. Another benefit of Debaters is often required to explore topics outside of their expertise, which expands their

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<sup>36</sup> Desita, L., Supardi, I., & Suhartono, L. (2017). Improving students' speaking ability through debate technique. *English Education Study Program of FKIP UNTAN, Pontianak*, 6, 5–9.

<sup>37</sup> Mariana S. Djirlyay and Mukhamad Murdiono, "Application of Debate Learning Method as an Effort to Improve Communication Skills in Civic Education Courses," *Devotion: Journal of Research and Community Service* 5, no. 9 (September 2024)

<sup>38</sup> P. Meldia and M. Melani, "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills," *ELP (Journal of English Language Pedagogy)*, 2022.

knowledge base and prepares them for unfamiliar or challenging situations.<sup>39</sup> This experience builds adaptability and enhances their readiness to engage with complex issues both within and beyond the classroom. Through debate, students not only become better speakers and critical thinkers but also more confident and prepared individuals.

#### e. **Implementation of Debate Strategy in Learning**

According to Sudjana, the implementation of learning is a systematically organized process based on specific steps to ensure that the intended outcomes are achieved.<sup>40</sup> It is an educational activity that involves meaningful interactions between teachers and students. These interactions are considered valuable because they are purposefully designed to meet learning objectives that have been set prior to the teaching process. The implementation phase also includes specific stages that structure the learning activities as follow:

##### 1) Learning Planning

Mulyasa stated that learning planning refers to a structured plan outlining the management and instructional procedures aimed at achieving the core competencies outlined in the content standards and elaborated in the syllabus.<sup>41</sup> Based on various definitions, it can

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<sup>39</sup> A. A. Putri and R. S. Rodliyah, "EFL Students' Perception on the Use of Debate in Speaking Classroom," in *Advances in Social Science, Education and Humanities Research*, vol. 546, Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020).

<sup>40</sup> Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2005), 64.

<sup>41</sup> Mulyasa. *Kurikulum Tingkat Satuan Pendidikan "Sebuah Panduan Praktis"* (Bandung: PT. Remaja Rosdakarya, 2010)

be inferred that learning planning is an organized effort by teachers to assist, guide, and direct students in gaining meaningful learning experiences. This process is built upon systematic material preparation stages to ensure that education is conducted effectively and efficiently, tailored to the students' needs, conditions, and educational goals, as well as the context of the local community. In preparing for the learning process, teachers must develop essential instructional tools such as the lesson plan (RPP), teaching materials, and other necessary resources.

## 2) Learning Implementation

Learning implementation refers to the communication process between students and their learning environment, which aims to foster positive changes in students' personalities. This process follows the lesson plan (RPP) that the teacher has designed prior to the instructional session. The implementation of learning is divided into the following stages:

### a) Pre-Activities

This initial stage must be carried out by the teacher at the beginning of the learning process. The purpose is to generate student motivation and focus their attention so they actively engage

in the lesson.<sup>42</sup> One common activity in this stage is checking student attendance.

#### b) Main Activities

This stage represents the core of the learning process, intended to help students achieve the basic competencies. It should be interactive, engaging, stimulating, and inspiring. The main aim is to encourage students' active participation and to provide opportunities for them to express their creativity and develop independence, according to their interests and talents.

#### c) Closing

At the end of the lesson, the teacher is expected to conduct closing activities. These typically involve summarizing the material, conducting assessments or reflections, offering feedback, and suggesting follow-up actions. Key activities may include asking review questions, giving additional tasks to deepen understanding, and providing a brief overview of topics for the next session.

#### 3) Evaluation

Evaluation in English learning is the process used by teachers to measure students' development and progress in mastering English. This form of assessment is similar to those used in other subjects, focusing on evaluating students' achievements in

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<sup>42</sup> Muhammad Fathurrahman and Sulistyorini, *Belajar dan Pembelajaran*, (Yogyakarta: Teras, 2012). P 114

three key domains: attitudes, skills, and knowledge. Teachers apply authentic assessment techniques, which aim to reflect real learning experiences and outcomes through meaningful tasks that demonstrate what students truly understand and can do.

### 3. Perception

#### a. Types of Perceptions

Perception is a complex process through which individuals interpret and make sense of the information they encounter. It involves not only the act of receiving stimuli but also assigning meaning based on past experiences, knowledge, and expectations. From a cognitive perspective, perception allows individuals to attach significance to their experiences, enabling them to understand and navigate the world around them.<sup>43</sup> This process includes selecting relevant stimuli, organizing them into coherent patterns, and interpreting them to form a meaningful understanding of the environment.

When individuals are exposed to new situations or stimuli, their interpretation is shaped by their previous experiences, which act as a reference point for processing the information.<sup>44</sup> Signals from the physical or chemical stimulation of sensory systems are transmitted through the nervous system, a process that relies on its intricate and highly coordinated functions. While the mechanisms behind perception are complex, they often

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<sup>43</sup> Eggen P. and D. Kauchak, *Strategies for Teachers: Teaching Content and Thinking Skills* (Englewood Cliffs: Prentice-Hall, 1988).

<sup>44</sup> S. J. Gould, *Full House* (Cambridge: Harvard University Press, 2011).

operate effortlessly and unconsciously, making perception appear seamless.<sup>45</sup>

However, perception is not merely a passive reception of stimuli. It is an active and dynamic process that is influenced by various internal factors, including memory, expectations, and attention. These factors interact with the incoming sensory data, shaping how individuals perceive and respond to their surroundings. This adaptive nature of perception highlights its critical role in helping individuals form a coherent understanding of their experiences and adapt to their environment effectively.

Slameto highlights that perception is an ongoing process that continuously inputs messages or information into the human brain, maintaining an interactive relationship with the environment. This interaction takes place through the five primary senses: sight, hearing, touch, smell, and taste. Through these senses, the brain receives and processes information, creating a perception that influences an individual's behavior and responses.<sup>46</sup>

Based on the explanation above, it can be concluded that perception is a complex process in which an individual receives, interprets, and gives meaning to sensory information from the surrounding environment.

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<sup>45</sup> G. E. Bruce. *Sensation and perception*. Belmont: Wadsworth, (2009).

<sup>46</sup> Slameto. *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta. (2010).

Perception involves various senses, such as sight, hearing, feeling, smell, and touch, which provide input to the brain in forming meaningful experiences. This process is influenced by various factors, including past experiences, knowledge, motivation, and social interactions. Perception not only helps individuals understand the environment but also affects how they think, feel, and act. Therefore, understanding perception is important in identifying how a person responds to stimuli and develops attitudes or beliefs towards different things.

The process of perception formation shows that individuals are influenced by various stimuli received by their minds, which then shape their way of thinking about a particular phenomenon. According to Arifin et al, there are two main factors that influence a person's perception as follow:<sup>47</sup>

- 1) Internal factors originate from within the individual, such as learning motivation, focus of attention, ability to respond to stimuli, psychological condition, gender, personal behavior, personal values, morality, desires, aspirations, and hopes. Internal factor, come from within the individual, and cannot be directly identified, thus requiring further interpretation.
- 2) External factors refer to the individual's external environment, such as family, school, community, information obtained from

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<sup>47</sup> H. S. Arifin., Fuady, I., & Kuswarno, E. 2017. "Analisis Faktor yang Mempengaruhi Persepsi Mahasiswa Untirta terhadap Keberadaan Perda Syariah di Kota Serang". Jurnal Penelitian Komunikasi dan Opini Publik, 21(1), 90.

various media, adopted culture, and knowledge acquired from the surrounding environment. External factors are tangible, visible to the eye, and easy to identify.

Based on these explanations, it can be concluded that a person's perception is formed through the influence of various factors, both internal and external. Internal factors reflect an individual's condition and personal characteristics, while external factors refer to environmental influences that shape how a person understands and responds to a phenomenon or event occurring around them.

#### **b. Types of Perceptions**

Irwanto stated that when individuals engage with perceived objects, the outcomes of their perception can be categorized into two types as follow:<sup>48</sup>

##### **1) Positive Perceptions**

Positive perception refers to an individual's view or judgment of certain information or objects based on hopeful and optimistic expectations. This type of perception arises when a person feels satisfied with the object that serves as the source of their perception. In other words, an individual is said to have a positive perception when they interpret information or objects

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<sup>48</sup> Irwanto *Psikologi Umum*, (Jakarta: Gramedia Pustaka Utama .1994).



favorably and form a mental image that reflects positive values toward the ideas or things they observe.

## 2) Negative perception

On the other hand, negative perception occurs when someone views information or objects with unpleasant feelings. Dissatisfaction with the observed object is a dominant factor in the formation of negative perception. This perception can be understood as a judgment arising from displeasure toward a source of information or a specific object. Contributing factors to this negative view include dissatisfaction, lack of knowledge, and limited experience related to the perceived subject.

From this statement, it can be concluded that perception, whether positive or negative, has a significant influence on a person's actions. Such perception shapes an individual's point of view toward an object or situation, which in turn affects their decisions, attitudes, and responses in dealing with certain conditions. Whether the perception formed is positive or negative largely depends on how the individual interprets and gives meaning to the information and knowledge they have regarding the object being evaluated.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Approach and Design of Research**

This research employed a qualitative approach. According to Creswell, qualitative research is an investigative method where researchers aim to understand and interpret what they observe, hear, or experience.<sup>51</sup> This approach is closely related to the meaning individuals assign to various aspects of their lives, such as behavior, perceptions, motivations, and actions. Qualitative research is research that seeks to understand a phenomenon by looking at the bigger picture rather than individual variables<sup>52</sup>. In general, qualitative researchers tend to empathize with and immerse themselves in the perspectives of their subjects to understand how they view things. The research design implemented in this study is a case study. This design focuses on a specific phenomenon.

##### **B. Research Location**

The research location is the place where the research process is conducted. Selecting the location is a crucial step to ensure that the data collected aligns with the focus of the research problem. The location was chosen due to specific or unique aspects related to learning activities, making it a valuable source of data to support this research.

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<sup>51</sup> John W. Creswell, *Qualitative Inquiry & Research Design* (2nd edition), (London: Sage Production, 2007), 57.

<sup>52</sup> Donal Ary, *Introduction to Research in Education, 8th Edition*, (Belmont USA: Wadsworth, 2010), 29.

The research was conducted at MA Ma'arif NU Jenggawah, located at Jl. KH. Wahid Hasyim No. 18, Jenggawah, Jember, East Java. This location was selected because the school faces significant challenges, particularly in students' English-speaking skills, resulting in suboptimal speaking practice in classroom settings. Various teaching methods have been implemented to improve students' speaking abilities, including debate strategies. Therefore, the researcher is interested in examining students' perceptions on the impact of debate strategy in enhancing their speaking skills.

### **C. Research Subject**

The research subject refers to the data used by the researcher to gather information as the result of the study. This research applies a purposive technique. The purposive technique is a method for selecting informants with specific objectives and considerations. According to Creswell, the purposive technique ensures that only respondents or informants who can provide meaningful insights relevant to the research are included in the study<sup>51</sup>.

The researcher selected the eleventh-grade science students at MA Ma'arif NU Jenggawah as the subjects of the study. Based on information from informants, there are four classes that use the debate strategy in speaking lessons: twelfth-grade science, twelfth-grade social studies, eleventh-grade science, and eleventh-grade social studies. The selection of eleventh-grade science as the subject of the study was based on the consideration that eleventh-grade science is more interactive

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<sup>51</sup> John W. Creswell, *Qualitative Inquiry & Research Design* (2nd edition), (London: Sage Production, 2007). 57

compared to eleventh-grade social studies, while twelfth-grade students are focused on preparing for the national examination. Moreover, this decision was supported by recommendations from the English teacher, who has an in-depth understanding of class dynamics and student characteristics.

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

This study used questionnaires and interviews as tools to collect data from the participants. Data was collected by distributing the questionnaire in the class and through voice recordings. Initially, the questionnaire was shared with the students by distributing the survey in the class, followed by the interview process.

##### **1) Interview**

An interview is a form of conversation conducted for specific purposes, where the researcher and participants engage directly (face-to-face) to gather oral information that can address the research issues.<sup>52</sup> In an interview, the structure of the questions is prepared beforehand, along with their predetermined order. Additionally, the researcher has the flexibility to provide further clarification if the subject requires more explanation or to respond to unclear answers to ensure a better understanding.<sup>53</sup> This indicates that the purpose of an interview is to deeply explore the informants' perspectives and experiences, enabling researchers to understand the phenomenon being studied more thoroughly. Additionally, interviews

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<sup>52</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 303.

<sup>53</sup> Karim Nabawi, *Data Collection Methods (Interview and Questionnaire)* (2017).

enable researchers to collect a large volume of detailed data in a relatively short period.<sup>54</sup>

In this study, the researcher employed semi-structured interviews to openly explore participants' views or perceptions. According to Lexy J. Moleong a semi-structured interview is an interview that has a set of predetermined questions or a framework, but still allows the interviewer the freedom to adjust and explore answers further during the interview process.<sup>55</sup>

## 2) Observation

The researcher used observation as a method to collect data on the use of the debate strategy in learning speaking skills. Observation is a technique used to collect data by monitoring human behavior, work processes, natural phenomena, and respondents.<sup>56</sup> In this study, the researcher observed the classroom or learning activities without directly interacting with the participants. Here, the observation was conducted to obtain data about the students' behavior in the learning activities through debate strategy in classroom setting.

## 3) Document Review

Document Review is used to obtain data related to the research through various written or visual documents. Documentation refers to

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<sup>54</sup> D. Ary, *Introduction to Research in Education* (New York: Holt, Rinehart and Winston, 2010).

<sup>55</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 303.

<sup>56</sup> Sugiyono, *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta, 2012), 166

records of past events, which are usually in the form of written texts, images, or someone's monumental works.<sup>57</sup> Documents can serve as an important source of data in qualitative research, as they complement data obtained through observation and interviews.<sup>58</sup> Therefore, in this study, documentation was used to support the validity of the data and to provide a concrete overview base on the picture of the learning process that took place.

### **E. Data Analysis**

According to Miles, Huberman, and Saldana, the process of data analysis in qualitative research involves three stages, as a follow:<sup>59</sup>

#### **1) Data Condensation**

Data condensation is the process of selecting, narrowing down, simplifying, and transforming raw data into a written form, such as observation notes, interview transcripts, and documents. The researcher simplifies the data while maintaining its significance in relation to students' perceptions of English education. Irrelevant data, which does not address the research questions is excluded. Finally, the researcher identifies the crucial information needed for the study on using argumentation as a method to enhance speaking skills.

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<sup>57</sup> Sugiyono, *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta, 2012), 166

<sup>58</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 303.

<sup>59</sup> Matthew B. Miles, A. Michael Huberman, and Johny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (USA: Sage Publications, 2014).

## 2) Data Display

Data display involves organizing and categorizing the collected information in a way that leads to a conclusion. The data is arranged based on the categorization and collection process, ultimately guiding the researcher to a conclusion. The researcher takes steps to elaborate on all the information gathered through questionnaires and interviews. This process aids in collecting the necessary data for the study and helps the researcher in completing the research. The researcher then presents the results from the interviews and questionnaires, focusing on students' perceptions of using debate as a method for learning speaking.

## 3) Verifying Conclusion

At this stage, the researcher makes preliminary conclusions. However, it is crucial to emphasize that these conclusions are temporary. If new data emerges during further research, these conclusions may be revised and validated. Once the data has been thoroughly collected, refined, aligned with the research focus, and verified, the researcher reaches a final conclusion about students' perceptions of using debate as a method for learning speaking.

## **F. Trustworthiness**

Data validity in this study uses triangulation. Triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. The triangulation approach is well-recognized and commonly used to verify the validity of qualitative data. The data gathered by the researchers

needs to be carefully processed and verified to ensure it is consistent with the research focus.

The researcher using technique triangulation to test the validity of the data. According to Moleong the data triangulation technique is a method used in qualitative research to enhance the validity and reliability of the data. Triangulation involves the use of various data sources, methods, or researchers to verify findings and reduce potential bias.<sup>60</sup> In this study, technique triangulation was conducted using observation, interview, and document review.

### **G. Research Procedure**

This section explains the research implementation plan to be carried out by the researcher, starting from preliminary research, design development, fieldwork, and report writing. This research consists of three main stages, namely:

#### **1. Pre-Field Stage**

This stage involves several important activities that must be completed by the researcher. One key consideration in this stage is research ethics in the field. The steps in this stage include:

- a. Preparing the research design.
- b. Selecting the research site.
- c. Obtaining necessary permissions.
- d. Exploring and assessing the research site.
- e. Selecting and determining the research subjects.

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<sup>60</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 303.



- f. Preparing necessary equipment.
- g. Considering ethical issues related to the research.

## 2. Fieldwork Stage

This stage involves the direct implementation of the research at the site, which includes:

- a. Understanding the research background and conducting preparations.
- b. Entering the research site.
- c. Collecting data through direct participation.

## 3. Data Analysis Stage

Data analysis serves as the final stage of the research process.

Activities in this stage includes:

- a. Data condensation (summarizing and filtering relevant data).
- b. Presenting data in an organized manner.
- c. Drawing conclusions based on the analyzed data.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter contains the findings and discussion of the research. The findings include data obtained from the field, while the discussion is an analysis at the findings related to the topic of this research. Before presenting the findings and discussion below is the describe of the research object;

#### A. Description of Research Object

##### 1. The Profile of MA Ma'arif NU Jenggawah

Ma'arif NU Jenggawah Islamic Senior High School (Madrasah Aliyah Ma'arif NU Jenggawah) was established in 1982 by Islamic scholars (Ulama) and NU (Nahdlatul Ulama) figures from the Jenggawah and Ajung sub-districts. Initially, the learning activities took place temporarily at MI Al-Azhar Jenggawah until 1983. In 1984, Ma'arif NU Jenggawah Islamic Senior High School moved to a waqf land covering 3,650 m<sup>2</sup>, which was purchased by NU scholars in 1982 and later officially endowed to the Ma'arif NU Jenggawah Educational Institution. Since then, this land has served as the permanent location for the school. Additionally, the funds used to purchase the land came from donations from the local community.

There were two main reasons why Ma'arif NU Jenggawah Islamic Senior High School was established by the Ulama and NU figures. The first reason was the religious culture of the community at the time, which lacked a Madrasah Aliyah (Islamic Senior High School). NU figures believed that the primary purpose of establishing the school was to preserve the purity of

Ahlussunnah wal Jama'ah teachings, and more broadly, to uphold the noble character of the nation in line with the NU-based Ahlussunnah wal Jama'ah values. The second reason was the absence of a high school (SLTA) in the area at that time—only Madrasah Ibtidaiyah (MI) and Junior High Schools (SMP) existed. Although SMA Gapura and SMA PGRI had been established earlier, they did not last long. Therefore, the Ulama and NU figures took the initiative to establish an Islamic educational institution under the auspices of Nahdlatul Ulama (NU).

Ma'arif NU Jenggawah Islamic Senior High School is a dynamic institution that continuously adapts to the needs of the community. To meet these needs, the school undergoes continuous improvements, both physically and non-physically, including the enhancement of facilities and the recruitment of professional educators in their respective fields.

## 2. Vision/Mission

### a. Vision

The vision of Madrasah Aliyah Ma'arif NU Jenggawah is the realization of students who are knowledgeable, capable and skilled and have noble character in the framework of worship to Allah based on Ahlussunnah wal Jama'ah.

### b. Mission

- 1) Improving the quality of education and teaching through efficient and effective competency-based organization.

- 2) Increasing the understanding and deepening of religious, social, and natural sciences in a balanced and integrated manner by encouraging the ownership of complete literature books.
- 3) Implementing learning activities with the PAIKEM approach.
- 4) Providing mastery or competence in Islamic science, citizenship, language (Indonesian, Arabic and English), mathematics, science, social science, arts and culture physical education and necessary skills.

## **B. Findings**

Data presentation and analysis includes a detailed description of the data and findings obtained through the methods and procedures described in the previous chapter. This section presents data relevant to the research topic based on the questions asked. The findings of this study aim to understand students' perceptions towards the application of debate technique in their speaking skill learning. The data collected in this study were analyzed through interview, observation, and document review. Based on these results, the researcher outlines the research findings as follows:

### **1. Implementation of Debate Strategy in Learning Speaking**

#### **a. Planning**

Based on the results of interviews, the planning stage in the implementation of the debate strategy includes various preparations conducted by the teacher to ensure the success of the activity. The English teacher explained:

“Usually before the debate, I prepare the motions and divide the students into teams. I also give them some vocabulary and expressions useful for

arguing and responding. I encourage them to look for information related to the topic and write their arguments beforehand.”<sup>61</sup>

This statement shows that the teacher plays an active role in preparing both the material and the structure of the debate. The teacher not only prepares the debate motions but also supports students by providing relevant vocabulary and expressions that are useful in expressing opinions and counterarguments. In addition, students are encouraged to research the topic and write down their arguments in advance, which helps them build confidence and clarity in delivering their ideas. A student also shared their experience in preparing for the debate:

“Before the debate, we always prepare the arguments with our team. Sometimes we ask the teacher about difficult vocabulary, and we also practice speaking so we won't feel nervous during the actual debate.”<sup>62</sup>

This student's statement reflects how the planning stage is not only a teacher-centered process but also involves active student participation. Students collaborate with their teammates to construct arguments and practice their speaking skills, which helps them feel more confident during the actual debate.

Based on the observation results, the planning stage in the implementation of the debate strategy involves several important steps to ensure students are well-prepared. The teacher begins by preparing a Lesson Plan (RPP), which outlines the objectives of the debate activity, the topics to be discussed, the debate format, and the assessment criteria. This lesson plan serves as the main reference during the learning process.

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<sup>61</sup> English Teacher, Interviewed by the researcher, Jember 11 February 2025

<sup>62</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025

The teacher selects relevant and engaging topics and usually gives the motion in the previous meeting to give students time to research and gather supporting evidence. Students are then divided into pro and contra teams and guided to collaborate in constructing arguments. The teacher also prepares supporting materials such as examples of argument structures, key vocabulary, and expressions used to agree, disagree, and rebut. These materials help students to systematically organize their ideas and express them clearly in English. Additionally, the teacher communicates the importance of debate activities to the students and encourages them to participate actively. The planning stage also includes setting rules and time limits for each part of the debate so that the activity runs fairly and in an organized manner.

In conclusion, both interview and observation data show that the planning stage of the debate strategy includes preparation of topics and motions, team formation, guiding students in researching and constructing arguments, and equipping them with the necessary vocabulary and expressions. This stage ensures students are mentally and linguistically prepared to engage in meaningful and structured speaking activities.

#### **b. Implementing**

Based on interview results, the implementation of the debate strategy in the classroom is conducted in a structured and interactive manner. The English teacher explained:

“Before the debate begins, I greet the students and check attendance. Then I divide them into two teams, pro and con. Since the number of students is small, I usually give two different motions. After that, I give them time to

prepare their arguments. During the debate, I guide the process and ensure that each student gets a chance to speak.”<sup>63</sup>

The teacher also explained the structure of the learning activities during the debate:

“At the beginning of the lesson, I usually deliver the learning objectives and provide motivation or a brief introduction to the debate topic. I also explain the ground rules so the students know what to do. Then, I divide them into teams and the debate starts. At the end, I give them feedback, and sometimes I ask them to write a reflection or follow-up assignment.”<sup>64</sup>

This statement is supported by one of the students who said:

“Usually before the debate begins, the teacher first explains the objective of the lesson that day and why the debate topic is important. We are also given an explanation of the debate rules, so we know what to do during the debate.”<sup>65</sup>

Another student added:

“The teacher gave two different topics for each pro and con team. The teacher was also fair in dividing speaking time and helped if someone was confused. After the debate, the teacher gave feedback on how we spoke and presented our arguments. Sometimes we were also asked to write our opinions or reflections about the debate.”<sup>66</sup>

Based on the observation results, the implementation of the debate strategy at MA Ma’arif NU Jenggawah follows a well-structured and systematic learning sequence. The learning activity begins with the teacher greeting the students, checking attendance, and providing motivation along with an introduction to the debate topic. The teacher also communicates the learning objectives and basic debate rules to ensure that students understand what is expected from the activity.

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<sup>63</sup> English Teacher, Interviewed by the researcher, Jember 11 February 2025

<sup>64</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025

<sup>65</sup> Student 2, Interviewed by the researcher, Jember 11 February 2025

<sup>66</sup> Student 3, Interviewed by the researcher, Jember 11 February 2025



Next, in the main activity, the teacher divides the students into two groups affirmative and negative that each group consisting of 3 to 4 members. Since the class consists of 14 students, the teacher provides two different motions so that all students can actively participate. Therefore, the debate is conducted in two sessions: the first session involves groups 1 and 2, and the second session involves groups 3 and 4.

Each debate session lasts for 20 minutes. Before the debate begins, students are given time to prepare their arguments by researching references and supporting evidence. The debate is carried out according to predetermined rules, such as time allocation and turn-taking. During the sessions, the activity runs smoothly; students present arguments in turns, respond to opposing viewpoints, and conclude their positions.



**Picture 4.1**  
**Implementation of debate strategy in speaking class**



The teacher plays an active role as the moderator during the debate. In addition, the teacher monitors the progress of the debate and acts as a facilitator if any student encounters difficulties. The teacher's presence as a moderator and facilitator helps create an orderly, fair, and conducive environment for active and purposeful speaking practice. In the closing activity, the teacher provides feedback on the students' performance during the debate, summarizes key points, and gives students the opportunity to reflect or complete relevant follow-up assignments.

Furthermore, the implementation aligns with the Lesson Plan (RPP) document, which outlines the learning flow clearly from the opening activity to the main and closing activities. The RPP specifies that the teacher acts as a facilitator in discussion and debate, and is responsible for providing evaluation and follow-up on the learning process.

In conclusion, both interview and observation data show that the implementation of the debate strategy is structured and interactive. The teacher plays an active role in managing the debate, from explaining objectives and rules to guiding the debate process and giving feedback. The activity encourages all students to participate actively and improves their speaking, critical thinking, and teamwork skills. The process also aligns well with the Lesson Plan, ensuring that the debate strategy supports the learning goals.

### **c. Evaluating**

Evaluation is an important phase in the learning process aimed at assessing the extent to which the learning objectives have been achieved. In the implementation of the debate strategy at MA Ma'arif NU Jenggawah, evaluation is

conducted by the teacher not only based on students' final performance during the debate but also through ongoing assessment throughout the learning process. In an interview, the English teacher explained:

“I usually assess how students present their arguments—whether they align with the motion and are supported by facts. I also evaluate how logically they respond to the opposing team's arguments. I also observe how they speak, whether they are confident, use correct sentences, and if they can convey their ideas clearly in English.”<sup>67</sup>

This statement shows that the evaluation process includes several important components: the content of arguments, logical responses, as well as clarity and fluency in students' oral communication.

Based on observations, the evaluation process in the debate strategy covers three main aspects: attitude, knowledge, and skills. The attitudinal aspect is assessed through students' behavior during the debate activity, such as self-confidence, respect for others' opinions, discipline, and responsibility in completing tasks. The teacher observes how students uphold ethical standards during discussions, listen attentively to opposing arguments, and demonstrate sportsmanship. One student expressed this by saying:

“During the debate, we were taught to respect others' opinions, not to interrupt, and to stay confident when presenting our arguments.”<sup>68</sup>

The knowledge aspect is evaluated based on students' understanding of the debate topic and their ability to present arguments supported by facts and logical reasoning. This includes the relevance of their arguments to the motion and their strength in responding to opposing viewpoints. One of student explained:

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<sup>67</sup> English Teacher, Interviewed by the researcher, Jember 11 February 2025

<sup>68</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025

“The teacher often asks whether the arguments we present are supported by correct facts. We are also required to understand the debate topic so that we do not misstate our opinions.”<sup>69</sup>

The skills aspect focuses on students’ ability to express ideas orally in clear, fluent, and well-structured English. The teacher also pays attention to the use of appropriate expressions, intonation, and body language that support message delivery. One student said:

“The teacher pays attention to how we speak, whether we are fluent and clear. Sometimes the teacher corrects our pronunciation or incorrect sentences so that we can speak better.”<sup>70</sup>

Additionally, the document review of the Lesson Plan (RPP) shows that evaluation is an integrated part of the debate learning process. The document contains clear and systematic assessment criteria covering attitude, knowledge, and skills in accordance with the learning objectives. The RPP also states that the teacher conducts ongoing evaluation both during the process and at the end of the debate activity, making the assessment comprehensive and objective.

In conclusion, interview, observation, and document review show that the evaluation of the debate strategy at MA Ma’arif NU Jenggawah is comprehensive and continuous. It includes assessment of students’ attitudes, understanding of the debate topic, and speaking skills. Teachers evaluate not only the final performance but also students’ participation and progress throughout the process. This ensures that students are assessed fairly and in line with the learning objectives stated in the Lesson Plan.

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<sup>69</sup> Student 2, Interviewed by the researcher, Jember 11 February 2025

<sup>70</sup> Student 3, Interviewed by the researcher, Jember 11 February 2025

## **2. Students view the role of debate strategy in learning speaking skills**

### **a. Students' perception of the role of debate on speaking fluency**

The first indicator is Students' Perception of Debate's Influence on Speaking Fluency. Based on the interviews, several students shared that debate requires them to respond quickly to arguments, which leads to less hesitation when speaking. Students 1 explained:

“Yes, Because I am used to speaking without much thought, I am more fluent when expressing my opinion. I have to respond quickly to my opponent's arguments, so I don't have much time to hesitate or think too long.”<sup>71</sup>

This response suggests that debate situations push students to speak more spontaneously, reducing pauses and uncertainty in their speech. Students 2 added:

“Because I often say English words during practice and debates, my pronunciation has become better.”<sup>72</sup>

This implies that frequent verbal expression in debates supports smoother and more continuous speech, especially as students grow more familiar with expressing ideas in English. On the other hand, Students 3 expressed a different opinion:

“I felt that the debate strategy made me too focused on the rules, so my ideas did not flow naturally.”<sup>73</sup>

This shows that while debate encourages fast-paced communication, some students may find the structure too rigid, making it difficult for them to speak smoothly or express ideas freely. The emphasis on following procedures and

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<sup>71</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025

<sup>72</sup> Student 2, Interviewed by the researcher, Jember 11 February 2025

<sup>73</sup> Student 3, Interviewed by the researcher, Jember 11 February 2025

argument formats may become a barrier for some students in developing fluent speech.

Observations in the classroom support both perspectives. During debate activities, many students appeared to speak with fewer pauses and more extended sentences compared to regular speaking lessons. They also showed eagerness in responding to arguments, even when they had to speak without prior preparation. However, a few students were seen struggling to keep up with the flow of debate, often stopping mid-sentence, whispering to teammates, or asking for help before responding. These behaviors suggest that while some students adapt well to the pressure of speaking in debates, others feel overwhelmed, which may interfere with fluency.

In summary, the majority of students admitted that debate activities contribute to smoother verbal expression, particularly in helping them speak with fewer pauses and in longer stretches. However, for a small number of students, the structured nature of debate can restrict natural flow, making fluency more difficult to achieve.

#### **b. Students' perception of the role of debate strategy on vocabulary and language use**

The second indicator is students' perception of debate's influence on vocabulary and language use. Based on the interview most of the students agreed that debating exposed them to a variety of new vocabulary, both through personal preparation and by listening to others during the activity. Student 1 stated:

“In the debate I learned a lot of new words from my opponent and the material I prepared beforehand.”<sup>74</sup>

This response suggests that the process of researching topics and observing opponents during debates provides access to new and diverse vocabulary. It also reflects how debates encourage the use of topic-specific terms and expressions that may not be commonly used in daily conversation. Supporting this, Students 2 added:

“Debate makes me more active in learning English as I am constantly challenged to look up new vocabulary and prepare arguments.”<sup>75</sup>

This experience highlights how the preparation phase of debates plays a role in expanding lexical knowledge and encourages students to find precise words to support their arguments.

Moreover, the debate format requires students to use more formal and accurate sentence structures. During observations, students were seen using phrases like “In my oppinion...”, “From my point of view...”, or “In conclusion...” expressions that demonstrate a more advanced use of language and that are typically associated with structured oral communication. However, not all students shared this view. Students 3 expressed:

“I feel that the debate strategy does not help much to improve my vocabulary because the topics discussed tend to be limited. So, I rarely get the chance to explore or use new words outside of familiar contexts.”<sup>76</sup>

This response reveals that while some students benefit from the topic-specific vocabulary exposure, others feel that the narrow scope of topics limits their

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<sup>74</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025

<sup>75</sup> Student 2, Interviewed by the researcher, Jember 11 February 2025

<sup>76</sup> Student 3, Interviewed by the researcher, Jember 11 February 2025

language development. They might not feel challenged enough to step outside their existing vocabulary range.

Observational data aligns with these mixed perceptions. During classroom debates, many students could be seen referencing printed notes or digital materials to support their arguments, indicating that vocabulary preparation was a part of the process. Yet, a few students relied heavily on familiar phrases and repeated vocabulary, showing limited variety in their language use.

In summary, based on results interview and observation most students perceive debate as an opportunity to access and apply new vocabulary and more structured expressions. However, for some, the limited range of debate topics can restrict vocabulary exposure, especially for those who prefer broader and more spontaneous learning contexts.

### **c. Students' Perception of Speaking Confidence During Debate**

Base on interviewed Most students stated that participating in debates gradually helped them feel more comfortable and confident when speaking in public. Students 4 explained:

“By participating in debates, I often have to speak in front of the class. At first, I felt nervous, but over time I became more accustomed to and comfortable speaking in front of many people. I also started to become more confident in answering questions from my opponents.”<sup>77</sup>

Students 1 added:

“Debate helped me practice organizing arguments and presenting my opinions clearly. Every time I successfully express an idea, I feel more certain when speaking.”<sup>78</sup>

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<sup>77</sup> Student 4, Interviewed by the researcher, Jember 11 February 2025

<sup>78</sup> Student 1, Interviewed by the researcher, Jember 11 February 2025



These responses suggest that speaking experiences during debates not only build confidence but also help students develop skills in organizing arguments and expressing opinions clearly and logically.

Classroom observations supported these findings. Students who were active in debates appeared more confident: they responded to arguments quickly, maintained eye contact, and used gestures while speaking. This indicated debate strategy has positive perception on engagement and comfort in public speaking. However, not all students have similar view. Some felt more anxious and pressured during debates. Students 5 shared:

“I actually become more tense and afraid of saying the wrong thing. If I can’t answer my opponent, I feel really embarrassed.”<sup>79</sup>

Similarly, Students 3 stated:

“The pressure and fear of making mistakes during debates make me hesitant, so my confidence hasn’t improved much.”<sup>80</sup>

These statements reflect that for some students, the fear of making mistakes and being judged becomes a barrier that hinders their confidence development. Observations showed that these students tended to be quieter, spoke in low voices, and preferred to share ideas privately with teammates rather than speaking publicly. They often avoided taking the speaker’s role and only participated when directly prompted by the teacher.

Therefore, it can be concluded that the speaking experience during debates has varied impacts on students. For most students, debates have positive perceptions

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<sup>79</sup> Student 5, Interviewed by the researcher, Jember 11 February 2025

<sup>80</sup> Student 3, Interviewed by the researcher, Jember 11 February 2025



strategy to support speaking confidence and speaking experience. However, for others, debates remain an intimidating setting due to anxiety and fear of errors. Thus, while debates can be a beneficial learning strategy, supportive and adaptive approaches are needed to ensure all students can fully benefit from the activity.

### **C. Discussion**

#### **1. Implementation of Debate Strategy in Learning Speaking**

According Mulyasa, learning planning is a structured effort carried out by teachers to assist and guide students in gaining meaningful learning experiences.<sup>81</sup> In the context of the debate strategy at MA Ma'arif NU Jenggawah, the planning stage is conducted systematically and aligns with the principles of instructional planning. The teacher prepares a Lesson Plan (RPP) that includes learning objectives, debate topics, implementation format, and assessment criteria. This indicates that the teacher has prepared comprehensive instructional tools, as recommended by Mulyasa, including the development of teaching aids such as lesson plans and teaching materials.

In addition, the teacher ensures student readiness by providing the motion in the previous meeting, forming pro and con teams, and supplying supporting materials such as vocabulary and argument structures. These activities reflect a process of guidance and direction aimed at enabling students to actively engage and be well-prepared to participate in the debate effectively. Therefore, the planning

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<sup>81</sup> Mulyasa. Kurikulum Tingkat Satuan Pendidikan “Sebuah Panduan Praktis” (Bandung: PT. Remaja Rosdakarya, 2010)

stage in the debate strategy reflects the principle that effective learning must begin with thorough preparation.

Referring to Sudjana's theory, the implementation of learning is a communication process between students and the learning environment aimed at achieving learning objectives.<sup>82</sup> This process consists of three stages: pre-activities, main activities, and closing. The results of observations and interviews show that the implementation of the debate strategy has followed this sequence.

The pre-activity stage begins with the teacher greeting the students, checking attendance, and explaining the objectives and rules of the debate. The main activity stage reflects the principles of interactive and student-centered learning. The teacher divides the students into two teams, provides preparation time, and facilitates the flow of the debate. During the debate, students actively present arguments, respond to the opposing team, and conclude their viewpoints. The teacher acts as both a facilitator and moderator, maintaining order and ensuring that all students are involved. The closing stage involves giving feedback, summarizing the debate session, and sometimes assigning reflection or follow-up tasks. This stage shows that the teacher does not merely end the session administratively but also encourages students to engage in self-evaluation and deepen their understanding.

According to Sudjana, learning evaluation is a process used to determine the extent to which students have achieved the learning objectives.<sup>83</sup> In the context

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<sup>82</sup>Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2005), 64.

<sup>83</sup>Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2005), 64.

of English language learning, evaluation is conducted to assess how far students have developed their language abilities in terms of knowledge, attitude, and skills.<sup>84</sup> Evaluation is not only aimed at measuring the final outcomes but also focuses on the entire learning process. The results of interviews, observations, and lesson plan (RPP) documentation reveal that the teacher evaluates the debate activity comprehensively.

The attitudinal aspect is assessed through students' behavior during the debate, such as confidence, respect for others' opinions, and discipline. The teacher observes the students' discussion ethics and sportsmanship. This demonstrates that the affective domain is a key focus in the evaluation process. The knowledge Aspect is reflected in the students' ability to understand the debate motion and present arguments based on facts and logic. The teacher evaluates the relevance and accuracy of the information used by the students in the debate. This highlights the importance of subject mastery as a foundation for meaningful speaking. The Skills aspect focuses on the students' ability to express ideas orally in a fluent, clear, and well-structured manner in English. The teacher also pays attention to the use of intonation, expressions, and body language.

The debate strategy at MA Ma'arif NU Jenggawah is well-organized, where the teacher prepares lesson plans, materials, and ensures students are ready. During implementation, the teacher guides students through clear stages; opening, debating, and closing. Evaluation covers students' attitudes, knowledge, and

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<sup>84</sup> Boyd, E. *Assessment for Young Learners in the English Language Classroom*. Cambridge Papers in ELT. Cambridge: Cambridge University Press, 2020.

speaking skills, focusing not only on final results but also on their behavior, understanding, and ability to communicate clearly in English. This shows that the debate strategy supports meaningful and well-structured English learning.

## **2. Students view the role of debate strategy in learning speaking skills**

Most of students perceive that participating in debates helped them speak more fluently. The spontaneous nature of responding to opponents encourages quick thinking and more natural speaking. This support finding by Lumbangaol and Mazali, who noted that debate techniques help students organize ideas logically during speaking.<sup>85</sup> However, some students felt that the strict rules of debate sometimes made it difficult to express ideas naturally, and limited preparation time negatively affected their fluency and confidence. This indicates that while debates can enhance fluency, flexibility and adequate preparation are important to maximize benefits.

Students admitted that debates helped them expand their vocabulary and improve pronunciation. They learned new words both from debate materials and peer interactions. This aligns with Harefa and Ndruru's findings on the positive impact of debate on vocabulary and speaking components. However, some students felt debate topics were sometimes too limited or difficult, which restricted opportunities to practice vocabulary and spontaneous speech.<sup>86</sup> Zare and Othman's

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<sup>85</sup> R.R. Lumbangaol and M.R. Mazali, "Improving Students' Speaking Ability Through Debate Technique," *JELE (The Journal of English Literacy Education)* 7, no. 2 (2020).

<sup>86</sup> A.T. Harefa and R.J. Ndruru, "Improving Students' Speaking Ability Through Alley Debates Strategy," *Educativo: Jurnal Pendidikan*, (2022).

observation that topic relevance affects motivation and participation is reflected here, emphasizing the need for carefully chosen topics.<sup>87</sup>

Most of students admitted that debate reduced their nervousness and increased their comfort in public speaking, consistent with AlRubaie et al. and Meldia and Melani's findings about confidence-building through debate.<sup>88</sup> Debate was also seen as encouraging active participation and collaboration, supporting Freely and Steinberg's ideas on active learning.<sup>89</sup> However, some students still experienced anxiety and fear of making mistakes, which limited their participation. Observations suggest a supportive and flexible debate environment, along with careful topic selection, is crucial to ensure all students benefit and stay motivated.

Based on the explanation above it can be conclude that most students showed a positive perception of using debate in speaking class. They admitted it helped them speak more naturally, organize ideas clearly, and gain new vocabulary through practice and peer interaction. Debate also made them feel more confident in public speaking. However, some students found strict rules, limited preparation, and difficult topics challenging. Despite the different views, overall students have a positive perception of the role of debate strategy in learning speaking skills.

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<sup>87</sup> Pezhman Zare & Moomala Othman "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability " Asian Social Science; Vol. 11, No. 9; (2015).

<sup>88</sup> Reem Sh. AlRubaie, Khaled M. Shuqair, and Badria A. Alhaji, "Use of Debate Strategies to Increase the Effectiveness of a 1st-Year Conversation Course at the College of Basic Education in Kuwait," International Journal of Higher Education 13, no. 6 (2024).

<sup>89</sup> A. J. Freeley and D. L. Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th ed. (Boston, MA: Wadsworth/Cengage Learning, 2009).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research finding and discussion in the previous chapter, the researcher divides the conclusions as follows:

1. Implementation of debate strategy in speaking learning. In the planning stage, the teacher prepares debate motions, forms teams, and provides students with relevant vocabulary and expressions. The teacher also prepares a Lesson Plan (RPP), selects engaging topics, and gives students time to prepare arguments by conducting research and collaborating with teammates. In the implementation stage, the debate is carried out in a structured and interactive way. The teacher begins by conveying the objectives and rules, then guides the debate sessions as a facilitator and moderator. All students are given a chance to actively participate in presenting arguments and responding to opponents. The activity is conducted according to a clear procedure aligned with the RPP. In the evaluation stage, the teacher assesses students' performance through a comprehensive approach, which includes attitude, knowledge, and speaking skills. Evaluation is carried out both during the debate process and after the activity, with the aim of providing fair and objective assessment in accordance with the learning objectives.
2. Students' perceptions of the role of the debate strategy in learning speaking skills. Most students agree that debates help in speaking

fluency, as they are trained to speak spontaneously and confidently. In terms of vocabulary and language use, students perceive that debates expose them to new vocabulary and require them to use more structured and formal expressions. Meanwhile, regarding speaking confidence, many students admitted more courageous and comfortable speaking in public thanks to frequent debate practice, although some still feel anxious and afraid of making mistakes.

## **B. Suggestions**

After summarizing the findings, the researcher proposes several suggestions for educators and researchers who plan to conduct similar research:

1. For English teachers, it is suggested that the results of this study be taken into consideration in choosing methods, approaches, techniques, and strategies that are applied to meet the needs of students.
2. For future researchers, it is suggested to conduct a more in-depth study with more comprehensive research methods. This is because the research focuses on implementation of debate strategy in learning speaking and students' perceptions of debate strategy on learning speaking skills.



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## Appendix

## Appendix 1

## Matrix of The Research

[illegible]

## Appendix 2

### Observation

Observation List: Implementation of Debate Strategy in Learning Speaking

No	Indikator	Aspek yang Diamati	Yes	No	Catatan Pengamat
1.	Planning Stage	RPP mencantumkan tujuan debat, topik, format debat, dan kriteria penilaian	✓		Ya lengkap
		Topik, sudah diberikan sebelum hari debat	✓		Topik diberikan pada pertemuan sebelumnya
		Siswa dibagi menjadi kelompok pro dan kontra secara adil	✓		Setiap siswa mendapat/mendapat kelompok
		Guru menyediakan kosa kata, ekspresi, dan struktur argumen untuk siswa	✓		In my opinion, I agree I disagree... etc
2.	Implementing Stage	Guru menyapa siswa, menjelaskan tujuan pembelajaran, dan memberikan motivasi	✓		Ada sapaan
		Guru menyampaikan tema debat, menjelaskan peran tim, dan menyebutkan aturan debat secara rinci	✓		Ada sapaan
		Guru membagi siswa ke dalam 2 sesi dan 2 topik agar semua siswa dapat berpartisipasi	✓		1. Haluskan program untuk sesi 1 dan 2, big money 2. Haluskan aturan permainan program untuk sesi 1 dan 2
		Siswa diberikan waktu untuk merancang dan menyiapkan argumen sebelum debat dimulai	✓		refleksi 2 s. waktu
		Siswa menyampaikan argumen, menanggapi lawan bicara, dan menyampaikan kesimpulan sesuai giliran	✓		Be all sound giliran dan tidak menanggapi lawan bicara
		Guru memandu jalannya debat, membantu siswa yang kesulitan, dan menjaga suasana tetap kondusif	✓		Guru sering membantu jika siswa tidak bisa berkata-kata
		Guru memberikan umpan balik, merangkum poin penting, dan memberi tugas refleksi jika perlu	✓		Ya, refleksi berupa pengamatan materi pelajaran dan siswa

3.	Evaluating Stage	Guru memberikan evaluasi lisan/tulisan mengenai kekuatan dan kelemahan siswa dalam debat	✓		pp
		Penilaian mencakup aspek sikap, pengetahuan, dan keterampilan seperti yang tercantum dalam RPP	✓		Sesuai dengan RPP
		Guru menilai siswa tidak hanya pada hasil akhir, tetapi juga proses dan partisipasi sepanjang kegiatan	✓		Penilaian dilakukan selama diskusi dan partisipasi

Observation list: Students view the role of debate strategy in supporting their speaking skills

No	Indikator	Aspek yang Diamati	Yes	No	Catatan Pengamat
1.	Pengaruh debat terhadap kelancaran berbicara (fluency)	Siswa berbicara tanpa terlalu banyak jeda atau pengulangan kata.	✓		Sedikit, siswa mampu berbicara dengan lancar namun ada yang terbata-bata
		Siswa merespons secara spontan tanpa terlalu lambat	✓		Sedikit, siswa namun ada yang masih berpikir
		Siswa aktif berbicara selama debat	✓		Sedikit, siswa
2.	Pengaruh debat terhadap kosakata dan penggunaan bahasa	Siswa menggunakan kosakata topik tertentu atau istilah formal	✓		ada beberapa, beberapa digital
		Siswa mengutip ungkapan seperti "I disagree...", "In my opinion..."	✓		ya
3.	Pengaruh debat terhadap kepercayaan diri dalam berbicara di depan umum	Siswa tampil percaya diri saat berbicara di depan kelas	✓		Sedikit, siswa namun ada yang masih gugup dan malu
		Siswa menunjukkan gestur aktif (kontak mata, anggukan, ekspresi wajah)	✓		Sedikit, siswa namun ada yang malu

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JEMBER

## Appendix 3

### Lesson Plan (RPP)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah : MA Ma'arif NU Jenggawah  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : XI/ Genap  
Alokasi Waktu : 2 JP (60 Menit)

##### A. Kompetensi Dasar

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)

4.1 Meryusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

##### B. Indikator Pencapaian Kompetensi

3.2.1 Mengidentifikasi ungkapan meminta dan memberikan pendapat.

3.2.2 Mengidentifikasi respon ungkapan memberikan pendapat.

3.2.3 Menuliskan bagaimana meminta sebuah pendapat berdasarkan konteks.

3.2.4 Menuliskan memberi sebuah pendapat berdasarkan konteks yang sesuai.

3.2.5 Menuliskan respon sebuah pendapat berdasarkan konteks yang sesuai.

4.2.1 Mengungkapkan pendapat berdasarkan konteks yang sesuai.

4.2.1 Merespon ungkapan menyatakan pendapat berdasarkan konteks yang sesuai.

4.2.2 Memberikan pendapat secara tertulis berdasarkan konteks yang sesuai.

4.2.3 Merespon pendapat berdasarkan konteks yang sesuai

##### D. Materi Pembelajaran

Asking for an opinion	Giving an Opinion
-----------------------	-------------------



What do you think of ...?	I think(that) ...
What do you think about ... ?	According to me, ...
What is your opinion about ... ?	In my view ....
Do you think ... ?	As I see it, ....
What is your idea about ...?	As far I'm concerned

Agreeing an opinion	Disagreeing an Opinion
I agree	I see your opinion, but ....
I think so	I don't think so
I don't have any objection	I disagree
That's true	You may be right, but ....
You're right	I don't agree

#### Unsur Kebahasaan

- Ungkapan menyatakan pendapat I think, I suppose, in my opinion
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### E. Pendekatan, Model dan Metode

Pendekatan : scientific

Model Pembelajaran : Discovery Learning

Metode : Debate Strategy

#### F. Langkah Langkah Pembelajaran

Kegiatan Pendahuluan (5 menit)
Guru membuka pelajaran dengan salam dan memeriksa kehadiran siswa.
Guru menyampaikan tujuan pembelajaran dan memberikan motivasi
Guru memperkenalkan topik debat dan menjelaskan pentingnya topik tersebut.
Guru menjelaskan aturan debat secara rinci agar siswa memahami prosedur.
Kegiatan Inti (50 menit)
Guru membagi siswa ke dalam 4 kelompok (2 sesi debat) secara adil.
Tiap tim diberi topik/motion debat (2 topik berbeda untuk dua sesi).
Siswa menyiapkan argumen, data, dan referensi.
Sesi 1: Kelompok 1 vs 2 (20 menit)

Sesi 2: Kelompok 3 vs 4 (20 menit)
Setiap tim menyampaikan argumen, menanggapi lawan, dan memberikan kesimpulan.
Guru bertindak sebagai moderator, mencatat proses dan membantu jika diperlukan.
Guru memberikan umpan balik langsung terkait argumen, pengucapan, dan kerja sama tim.
<b>Kegiatan Penutup (5 menit)</b>
Guru menyimpulkan poin-poin penting debat.
Guru memberikan umpan balik umum tentang kinerja siswa.
Siswa menulis refleksi singkat atau opini pribadi tentang topik debat.
Guru memberikan tugas lanjutan jika diperlukan.

## G. Penilaian

### 1. Sikap

- Kerja sama dalam tim
- Sikap menghargai lawan debat
- Kepercayaan diri dalam berbicara

### 2. Pengetahuan

- Ketepatan isi argumen
- Relevansi data dan fakta yang disampaikan
- Pemahaman terhadap topik debat

### 3. Keterampilan (Skills)

- Kelancaran berbicara (fluency)
- Kejelasan artikulasi dan pengucapan
- Penggunaan kosakata dan tata bahasa
- Kemampuan menanggapi argumen lawan

Mengetahui,  
Kepala MA Ma'arif NU Jenggawah



Hoiron, S.Pd.

Jember, 2 Februari 2025  
Guru Mata Pelajaran



Dita A.K., S.Pd



## Appendix 4



MADRASAH ALIYAH MA'ARIF NU JENGGAWAH  
TERAKREDITASI "B"

Jalan KH.Wahid Hasyim Nomor 18 Jenggawah – Jember,  
Telp. (0331) 758 900

Email : [mamaarifjenggawah1431@gmail.com](mailto:mamaarifjenggawah1431@gmail.com)

### SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 0202 / Ma . 13 . 32 . 505 . 01 / 04 / 2025

Yang bertanda tangan dibawah ini, Kepala Madrasah MA Ma'arif NU Jenggawah menerangkan

bahwa:

Nama : Ilham Arifandi  
Tempat/Tanggal Lahir : Jember, 07 Agustus 2000  
NIM : 214101060041  
Program studi : Tadris Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Kiai Haji Ahmad Shiddiq (UIN KHAS Jember)  
Alamat : Jl. Mataram No. 01, Karang Mluwo, Mangli, Kecamatan Kaliwates,  
Kabupaten Jember

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di MA Ma'arif NU Jenggawah Jember pada tanggal 31 Januari – 14 Februari 2025 dalam rangka penyusunan skripsi dengan judul: "STUDENTS' PERCEPTION ON THE IMPACT OF DEBATE STRATEGY ON LEARNING SPEAKING".

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jember, 26 April 2025

Kepala Madrasah,



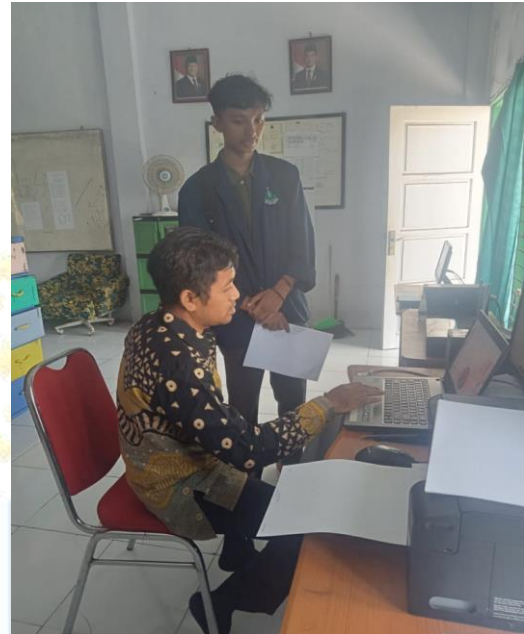
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KH ACHMAD SHIDDIQ  
JEMBER

## Appendix 5

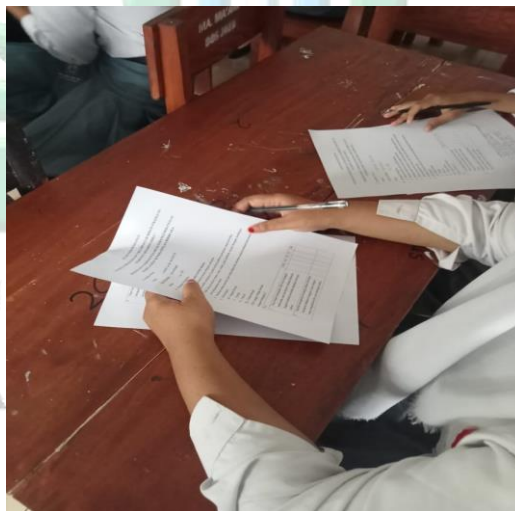
### Documentation



Asked the principal for research permission



Requesting a research schedule



Distributing questionnaires preliminary research



Conducting interview with student



Conducting interview with English teacher



Observation of the implementation of debate strategy at class X1 MA Maarif NU  
Jenggawah

KH ACHMAD SIDDIQ  
JEMBER

## Appendix 6

### AFFIRMATION OF ORIGINALITY WRITING

The undersigned below

Name : Ilham Arifandi

Place, date of birth : Banyuwangi, 7 August 2000

Address : Krajan, Kalibaru Kulon, Kalibaru, Banyuwangi.

Nim : 214101060041

Study program : English Education Department

Faculty : Education and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Affirm that the research with the title "Students' Perception on The Use of Debate Strategy on Learning Speaking" is really the result of my work carried out at MA Ma'arif NU Jenggawah. Except for some parts cited in this research are from several sources that are used as references in writing this research.

Jember, May 1, 2025



UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ**  
JEMBER

Ilham Arifandi  
SRN: 204101060022

## Appendix 7

### CURRICULUM VITAE



#### 1. Personal Information

- Full Name : Ilham Arifandi
- SRN : 214101060041
- Gender : Male
- Place, date of birth : Banyuwangi, 7<sup>st</sup> of August 2000
- Address : Kalibaru Kulon, Kalibaru, Banyuwangi
- Religion : Islam
- Faculty : Education and Teacher Training
- Major : English Education Program
- Email : [ahmadafandi4128@gmail.com](mailto:ahmadafandi4128@gmail.com)

#### 2. Educational Background

- Kindergarten (2005 – 2007) : TK Mekarsari Malang Sari
- Elementary School (2007 – 2013) : SDN 2 Kebonrejo
- Junior High School (2013 – 2016) : SMP Annur Kalibaru
- Senior High School (2016 – 2019) : MA Annur Kalibaru