

**EXPLORING THE DEBATE MEDIATED COOPERATIVE  
LEARNING STRATEGY ON STUDENTS' SPEAKING ABILITY:  
A CASE STUDY**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JULY 2025**

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Submitted to State Islamic University of KH. Achmad Siddiq Jember to fulfill of  
the requirement for the Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study Program of English Education



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By :

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## **THESIS**

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

Day : Thursday  
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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

*"Invite all to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious. For thy Lord knoweth best, who have strayed from His Path, and who receive guidance."\**

(Q.S. An-Nahl: 125)

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\* Yusuf Ali, A. (2001). *The meaning of the Holy Qur'an* (11th ed.). Amana Publications.

## DEDICATION

**With respect and pleasure, I dedicate this thesis to:**

1. My beloved and powerful mother, Sriyanah, the true hero of my life.  
Her tireless energy and unwavering support in all situations have given me strength. This undergraduate degree is for you, Mom — thank you for everything you've sacrificed for your son.
2. My strongest father, Imam Turmudi, who never tires of asking about the progress of my thesis and is always by my side, no matter what. His dedication, patience, and sacrifices for our family are endless. This degree is also for you, Dad.
3. My dearest wife, Nicky Af Idatut Tasya, who has stood by me with love, patience, and endless support. Her presence is a source of calm and motivation in completing this thesis. Thank you for believing in me.
4. My entire family, including my grandmother, grandfather, and elder brother, who have been my constant source of motivation. Thank you so much for your encouragement and support.

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## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful, praise to Allah SWT for His mercy, blessings, health, and opportunity that enabled me to complete this undergraduate thesis properly. May peace and blessings be upon our beloved Prophet Muhammad SAW who has brought us from the darkness into the light of knowledge and faith.

On this special occasion, I would like to express my deepest gratitude and appreciation to the following individuals:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember, for giving me the opportunity to pursue my studies at this institution.
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7. All staff of the Main Library of State Islamic University of Kiai Haji Achmad Siddiq Jember, for their assistance in finding the references needed for this thesis.
8. All participants, especially the students of the English Education Department who were involved in the learning activities and in-depth interviews — thank you for your contributions to this research.

I realize that this thesis is far from perfect. Therefore, I humbly welcome constructive criticism and suggestions to improve this work. May this thesis be beneficial for future researchers and contribute to the advancement of educational knowledge. May Allah SWT reward all those who have supported and guided me in completing this work.

**Jember, 26 May 2025**

**Researcher**



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## ABSTRACT

**Reza Amien Thohari, 2025:** Exploring The Debate-Mediated Cooperative Learning Strategies on Students' Speaking Skill: A Case Study

**Keywords:** *Debate, Cooperative Learning, Speaking Ability, Speaking Skill*

The ability to speak English effectively is essential for learners; however, many students continue to face challenges due to limited vocabulary, low self-confidence, and insufficient opportunities for practice. In educational environments such as Islamic boarding schools, the use of English remains limited, and traditional teaching methods often fail to support the development of active speaking ability. To address these issues, *Debate-Mediated Cooperative Learning* (DMCL) has been introduced as an innovative strategy that fosters student participation, critical thinking, and speaking fluency. Previous studies have demonstrated that DMCL significantly enhances students' speaking abilities and boosts their confidence in using English. In light of these considerations, this study aims to explore the implementation of DMCL strategies in improving students' speaking skills through a CASE research approach.

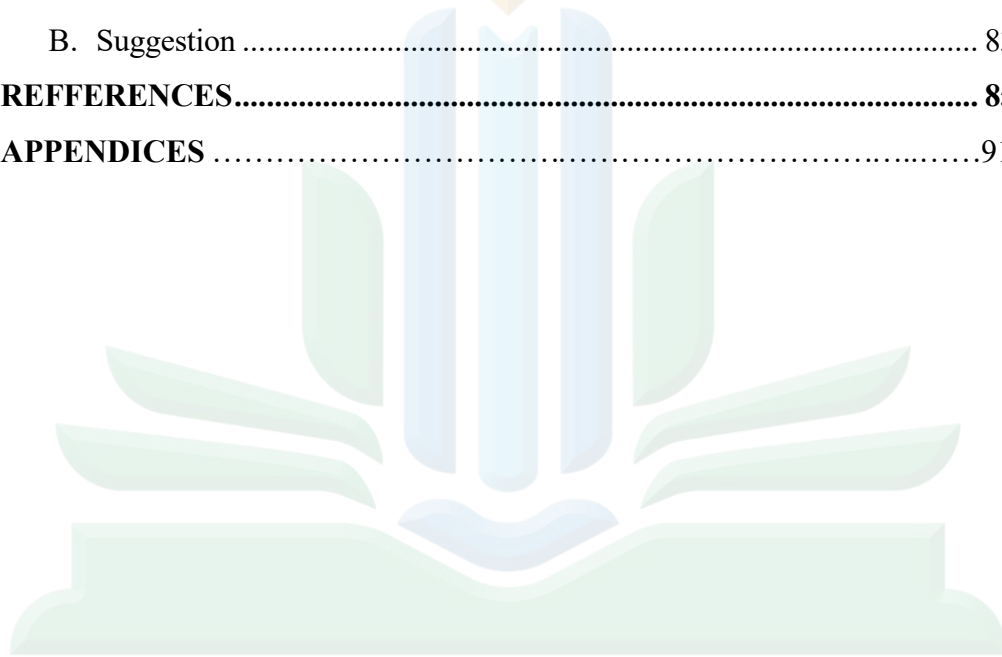
This study employs a qualitative case study approach to deeply explore how *Debate-Mediated Cooperative Learning* (DMCL) enhances students' speaking abilities. The research was conducted at Madrasah Aliyah Al Barokah An-Nur in Jember, East Java, chosen for its relevant context and supportive environment. Participants were selected purposively, consisting of an English teacher and eleventh grade of senior high boarding school students, to ensure data relevance. Data were collected through non-participatory classroom observations, semi-structured interviews, and document analysis. These methods enabled the researcher to capture participants' experiences, behaviors, and perceptions. The data were analyzed using thematic analysis, which involved identifying patterns and themes across the qualitative dataset. To ensure validity, the researcher applied triangulation techniques (technical and source triangulation), prolonged engagement in the field, peer checking, and member checking. The research followed structured stages from pre-field planning to final report writing, ensuring the findings were rich, credible, and contextually grounded in classroom realities.

The study revealed that the use of Debate-Mediated Cooperative Learning (DMCL) was associated with enhanced student speaking abilities, particularly through the development of critical thinking, increased confidence, and collaborative peer interactions. Conducted through three stages—pre-debate preparation, active debate, and post-debate reflection—DMCL helped students become more fluent, expressive, and engaged, especially those who were previously passive. Students showed progress in vocabulary use, argument structure, and self-confidence, while also benefiting from supportive group dynamics. Despite challenges such as time constraints and the need for teacher facilitation, these were effectively managed. Overall, the implementation of DMCL appeared to foster improvements in students' speaking skills and learning motivation, as reflected in their responses and observed classroom interactions.

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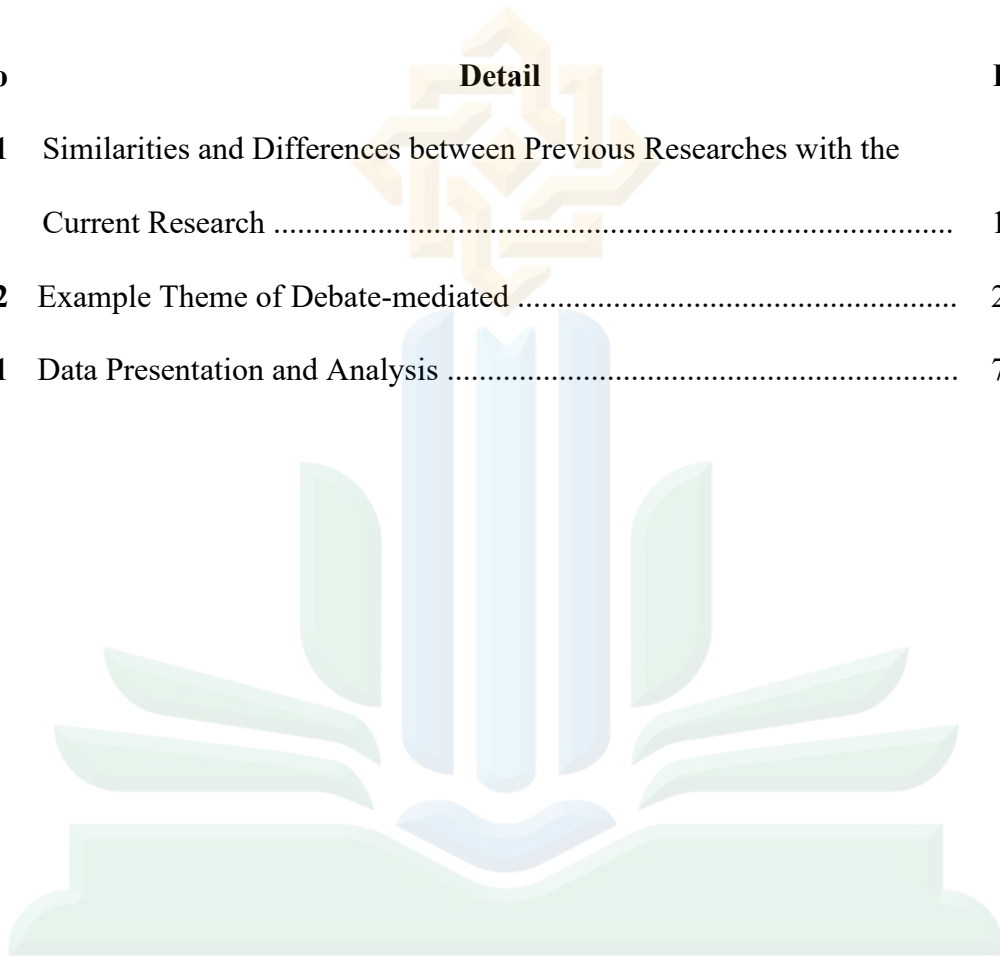
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## CHAPTER I

### INTRODUCTION

#### A. Research Context

In the context of language learning, numerous studies and classroom observations have highlighted the crucial role of speaking skills in facilitating meaningful interaction. The ability to communicate effectively is essential for language ability. This is especially true for students who are learning English as a second or foreign language. The ability to communicate allows students to express their ideas and opinions appropriately. In terms of expressing ideas and opinions, Self-confidence is one factor contributing to good or fluent speaking ability. This is important in speaking ability, because if someone does not have good self-esteem, they will be afraid to try.<sup>1</sup> Furthermore, speaking is one of the most important ability to develop and improve as part of effective communication.<sup>2</sup> To become effective communicators, learners must work towards mastering fluent speaking Fluency not only enhances students' ability to convey messages clearly, but also encourages them to take the initiative and engage more actively in communication.

In order to attain effective speaking ability, learners must develop five key components that are widely recognized as indicators of oral proficiency: pronunciation, grammar, vocabulary, comprehension, and fluency. Pronunciation

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<sup>1</sup> Al-Ahmadi, S. T. (2024). 'I am worthy and special; I am not afraid to speak.': Creating a sense of belonging to increase students' self-confidence. *Psychology-Based Activities for Supporting Anxious Language Learners: Creating Calm and Confident Foreign Language Speakers*, 35.

<sup>2</sup> Leong, L. M., & Ahmadi, S. M. (2017). *An Analysis Of Factors Influencing Learners' english Speaking Skill*. Doi: [10.18869/acadpub.ijree.2.1.34](https://doi.org/10.18869/acadpub.ijree.2.1.34)

plays a crucial role in ensuring intelligibility and clarity in spoken language.<sup>3</sup> Grammar allows for the correct structuring of sentences, contributing to the accuracy and coherence of the speaker's message.<sup>4</sup> A rich and active vocabulary enables learners to express themselves precisely and adapt their language use to different contexts.<sup>5</sup> Comprehension, which refers to the ability to understand and process spoken input, is essential for maintaining meaningful and interactive communication.<sup>6</sup> Fluency, as the ability to speak smoothly and with minimal hesitation, allows for natural and confident conversation.<sup>7</sup> Mastery of these five elements supports learners in developing both the confidence and competence required for successful oral communication.

However, mastering how to speak fluently presents challenges, such as limited vocabulary, grammatical errors, and inaccurate pronunciation often hinder learners from expressing their ideas clearly.<sup>8</sup> In addition, psychological factors like anxiety or fear of making mistakes can reduce learners' confidence when speaking in front of others.<sup>9</sup> A lack of exposure to real-life speaking opportunities

<sup>3</sup> Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–133. <https://doi.org/10.5539/elt.v9n6p123>

<sup>4</sup> Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.

<sup>5</sup> Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.

<sup>6</sup> Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.

<sup>7</sup> Skehan, P. (2009). Modelling Second Language Performance: Integrating Complexity, Accuracy, Fluency, and Lexis. *Applied Linguistics*, 30(4), 510–532. <https://doi.org/10.1093/applin/amp047>

<sup>8</sup> Normawati, A., Dwitiya, D., Sahid, N., & Susanto, A. I. F. (2023). *EFL Learners' Difficulties in Speaking English*. *Electrum: English Language and Education Spectrum*, 3(1), 1–14. <https://doi.org/10.53416/electrum.v1i1.116>

<sup>9</sup> Mak, B. (2011). *An exploration of speaking-in-class anxiety with Chinese ESL learners*. *System*, 39(2), 202–214. <https://doi.org/10.1016/j.system.2011.04.002>



also contributes to the difficulty in developing fluency. One of the challenges faced by learners is a lack of language proficiency. Educators stated that learners struggled with vocabulary, sentence organization, and self-consciousness when speaking English.<sup>10</sup> A lack of practice chances is also an external element that contributes to students' inability to speak fluently.<sup>11</sup> Many learners are unable to speak a foreign language well due to a lack of opportunity to do so in their daily lives.<sup>12</sup> In addition to a lack of opportunity, many students are also prevented from speaking eloquently by their fear of making mistakes. It also affects self-confidence which often decreases if someone does not speak fluently. These challenges slow down the progress of students in striving to reach their full potential in language acquisition. Of course, more practice can help build ability over time. Expanding vocabulary will also make speaking easier. In overcoming these challenges is very important for success in English speaking ability.

Nowadays, many schools and Islamic boarding schools use English as a second language for learning and dialogue every day. This is certainly good progress because English is a universal language. However, as explained in the previous paragraph, there are also many problems encountered in using English as a foreign language in everyday life, as there are lots of students who have trouble

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<sup>10</sup> Wichanee, T. H. I. D. A. W. A. N., & Thongrin, S. (2022). *Cultivating critical consciousness of struggling readers in a culturally diverse EFL context* (Doctoral dissertation, Thammasat University).

<sup>11</sup> Zrekat, Y., & Al-Sohbani, Y. (2022). Arab EFL University learners' perceptions of the factors hindering them to speak English fluently. *Journal of Language and Linguistic Studies*, 18(1).

<sup>12</sup> Islam, W., Ahmad, D. S., & Islam, M. D. (2022). Investigating the problems faced by the university EFL learners in speaking English language. *Islam, W., Ahmad, S., & Islam, MD (2022). Investigating the Problems Faced by the University EFL Learners in Speaking English Language. International Journal of TESOL & Education*, 2(2), 47-65.



communicating because of the difficulties they have with the English language, which makes it harder for them to trust themselves while they are speaking<sup>13</sup>, the environment around the boarding school frequently does not encourage the use of English, with many interactions taking place in regional or Arab languages<sup>14</sup>, so the students does not have much time to practice, so there are many methods used to teach foreign languages in Indonesia.

One of the teaching methods used is the traditional teaching method. This method often emphasizes passive learning and memorization, and may not provide enough opportunities for students to engage in active speaking activities. As a result, students may have difficulty expressing their ideas in English and may be less motivated to participate in class discussions.<sup>15</sup> Therefore, innovative teaching strategy are needed that encourage active student involvement, encourage communication, and create a supportive learning environment. One such approach is the integration of cooperative learning strategy mediated by debate activities. This approach enhances students' language ability and promotes critical thinking, collaboration, and active participation.

Debate-mediated is one of the media which is appropriate for enhancing students' speaking ability. Therefore, with debate-mediated cooperative learning, students work in groups to research, discuss, and convey arguments on various

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<sup>13</sup> Kholid, N. (2023). Problematika Interaksi Siswa Dalam Penggunaan Bahasa Arab Dan Inggris Di Pondok Pesantren. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 6(4), 8-13.

<sup>14</sup> Abid, N. (2022, September). Kajian Qualitative Meta-Analysis Belajar dan Pembelajaran Bahasa Inggris di Pesantren. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 5, No. 1, pp. 856-862).

<sup>15</sup> Usmonova, L. M. (2020). Improving traditional methods of teaching chemistry. *International Journal on Integrated Education*, 3(11), 90–92. <https://doi.org/10.31149/ijie.v3i11.850>

topics, engaging in meaningful interactions that improve their speaking ability.<sup>16</sup> This debate format encourages students to think critically, articulate their thoughts coherently, and respond to opposing viewpoints, essential ability for effective communication. By participating in debate activities, students can develop a deeper understanding of language, expand their vocabulary, and improve their ability to construct well-organized and persuasive arguments. Implementing cooperative learning debate media in this class can create an interactive and dynamic learning environment where students actively contribute to discussions and learn from their peers.<sup>17</sup>

There are some prior studies regarding Debate-Mediated Cooperative Learning Strategy. According to Hidayati<sup>18</sup>, this study found that significant variation in speaking ability between students taught utilizing the Cooperative Learning model with Think Pair Share against the Conventional Learning model. The experimental and control groups' average speaking skill comparisons were 15.12 and 9.67, respectively. The adoption of the Cooperative Learning Model with the Think Pair Share type had a positive impact on the students' speaking abilities, as demonstrated by the large change. Another research that studies cooperative learning uses the same medium, that is Think Pair Share such as

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<sup>16</sup> Crone, J. A. (1997). *Using panel debates to increase student involvement in the introductory sociology class*. Teaching Sociology, 25(3), 214-218. doi: [10.2307/1319397](https://doi.org/10.2307/1319397)

<sup>17</sup> Mustafa, H. (2019). *Using Peer Mediation and Cooperative Learning Techniques to Promote Active learning and Assess Student Learning Outcomes in Computer Engineering Classes*. California State University: Chico.

<sup>18</sup> Hidayati, N. A., Hariadi, T., Praheto, B. E., Kusnita, S., & Darmuki, A. (2023). The effect of cooperative learning model with think pair share type on speaking skill. *International Journal of Instruction*, 16(3), 935-950. <https://doi.org/10.29333/iji.2023.16350a>

Singh<sup>19</sup>. The results reveal that Think Pair Share increases learners' speaking abilities and has a tremendous impact on raising learners' confidence level to speak English.

In addition to the Think Pair Share model, several studies have explored the integration of debate as a cooperative learning strategy to enhance students' speaking performance and critical thinking. For instance, Sanchez Prieto<sup>20</sup> examined the implementation of academic debate within a cooperative learning structure in a human resources classroom. The findings indicated that students engaged in debate activities collaboratively developed arguments, negotiated meaning, and improved communication skills, which aligns with the core principles of cooperative learning. Similarly, Malone & Michael<sup>21</sup> reported that a debate-based pedagogy significantly enhanced learners' ability to work in teams, while simultaneously promoting critical thinking and oral fluency. These studies support the notion that debate-mediated strategy not only foster collaborative engagement among learners but also contribute positively to their speaking proficiency and overall communicative competence.

While previous research has demonstrated the effectiveness of debate-based cooperative learning in improving students' speaking abilities and critical

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<sup>19</sup> Singh, C. K. S., Ramachandran, A., Singh, T. S. M., Tek, O. E., Yunus, M. M., & Mulyadi, D. (2020). The use of think pair share of cooperative learning to improve weak students' speaking ability. *International Journal of Psychosocial Rehabilitation*, 24(05). doi: 10.37200/ijpr/v24i5/pr2020111

<sup>20</sup> Sanchez Prieto, G. A. (2017). Competitive debate classroom as a cooperative learning technique for the human resources subject. *Aula*, 23, 303–318. <https://doi.org/10.14201/aula201723303318>

<sup>21</sup> Malone, Y., & Michael, T. (2018). Collaborative learning and critical thinking skills: Effects of a debate-based pedagogy. *International Journal of Learning and Teaching*, 10(1), 61–69.

thinking, few studies have specifically addressed its implementation within unique educational contexts such as Islamic boarding schools. Additionally, many of the existing studies have primarily focused on general classroom settings in higher education, often overlooking the distinctive linguistic, cultural, and pedagogical characteristics present in secondary-level EFL learners in boarding environments. Moreover, most literature tends to generalize findings without exploring how debate strategies are adapted to suit different learner profiles or institutional settings. Therefore, there remains a critical gap in understanding how debate-mediated cooperative learning functions in these more specialized and under-researched contexts.

Considering the points mentioned above, the researcher seeks to gain a deeper understanding about the implementation of debate-mediated cooperative learning through research titled “Exploring The Debate-Mediated Cooperative Learning Strategy on Students’ Speaking Ability: A Qualitative Study”

## **B. Research Questions**

Based on the research background, the researcher generated the following research question:

1. What is the contribution of Debate-Mediated Cooperative Learning Strategy on Students’ Speaking Ability?
2. How are the Steps of Debate-Mediated Cooperative Learning Strategy on Students’ Speaking Ability?

### **C. Research Objectives**

his research aimed to explore the contribution of the Debate-Mediated Cooperative Learning (DMCL) Strategy in enhancing students' speaking ability, particularly among those who experience difficulties in mastering English speaking skills. In addition, this study sought to describe the implementation steps of the DMCL strategy in the classroom, focusing on how the strategy fosters student participation, critical thinking, and collaborative learning in the development of speaking competence.

### **D. Research Significances**

Theoretically, this research provided valuable insights and references for deepening the understanding of implementing debate-mediated cooperative learning strategy to improve students' speaking abilities. The study aimed to contribute to the theoretical framework for enhancing students' oral communication ability .

Practically, this research is beneficial for:

1. For Teachers, this research is used as an additional resource in facilitating student speaking ability through Debate-Mediated cooperative learning.
2. For students, this research is intended to offer insights into methods that can help improve their speaking ability .
3. For future researchers, this study serves as a reference for those interested in pursuing research with similar themes or objectives.

## **E. The Definition of Key Terms**

### **1. Debate**

A debate is basically a structured way of arguing or discussing a certain topic. In a debate, participants usually take different sides, some agree with the idea, while others disagree. The purpose is not just to argue, but to convince others using logical reasons and evidence. It usually involves two or more people, and each side takes turns presenting their points. Debates can be really engaging, both for the people involved and for those watching. They often spark lively discussions, and even though the arguments can get intense, they're generally done in a respectful way. That's part of what makes debates so interesting, they're not just about winning, but also about sharing and challenging ideas.

### **2. Debate-Mediated**

Debate-mediated learning is an educational strategy that uses debate as the main tool to support the learning process. The word "mediated" here means that debate serves as a medium through which students learn. This approach encourages learners to take part in structured arguments where they can express their opinions and critically evaluate different points of view. By participating in debates, students naturally improve their communication skills. Their critical thinking also develops as they learn to respond thoughtfully and logically. Over time, students find it easier to organize and express their ideas clearly, which significantly helps improve their speaking

abilities. Overall, this strategy has shown to be quite effective in helping students become more confident and fluent speakers.

### 3. Speaking Ability

Speaking ability refers to the capacity to communicate and express ideas clearly through spoken language. It involves a range of skills such as fluency, clarity, vocabulary use, and confidence in verbal interaction. Improving speaking ability is essential for effective communication, both in academic and everyday contexts. It plays a significant role in public speaking, debates, and classroom discussions, where conveying ideas accurately is crucial. Even in daily conversations, strong speaking skills help maintain meaningful interpersonal interactions. In short, speaking ability not only supports academic success but also enhances social engagement and personal expression.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

The researcher reviewed five earlier studies that were crucial in reinforcing this research, using them as key references. Several researchers have carried out prior studies, but each one varies. These differences arise from variations in the research location, subjects, and the literature employed by the researchers.

The first previous study was from Hidayati. The study found the impact of the Cooperative Learning model using Think Pair Share (TPS) on speaking ability in the Indonesian Language and Arts program at the Institute of Teachers. Education and Training "PGRI" Bojonegoro. This study is not experimental. There were 172 first-year students in the demographics, and 24 students gg29 learners in Class 1B as the control group and Class 1A as the experimental team. The speaking ability data were gathered using a Verbal assessment form based on learners' achievements. The information was subsequently examined using the variance-pooled t-test. The study found significant variation in speaking ability between students taught utilizing the Cooperative Learning model with Think Pair Share against the Conventional Learning model. The experimental and control groups' average speaking skill comparisons were 15.12 and 9.67, respectively. The adoption of the Cooperative Learning Model with the Think Pair Share type had a



positive impact on the students' speaking abilities, as demonstrated by the large change.<sup>22</sup>

The study conducted by Zuhriyah and Pratolo aimed to explore the use of digital debate as a strategy to maintain and improve students' speaking ability during the COVID-19 pandemic, when traditional face-to-face classroom interactions were restricted. This research employed a qualitative design, focusing on students enrolled in an online speaking class at an Indonesian university. Data were collected through student reflections and online classroom observations. The results revealed that digital debate not only helped students preserve their speaking fluency and critical thinking skills but also increased their motivation and engagement in virtual learning environments. Students reported that participating in online debates improved their ability to organize arguments, respond spontaneously, and build confidence when speaking English.<sup>23</sup>

The third previous study is from Al Jawad, A. S. H. The objective of this study is to look into how adopting the Cooperative Learning Method in the EFL classroom improves students' speaking ability in Libyan universities. The author used the quasi-experimental method, which was divided into two groups: experimental and control groups. This study's sample size was 50 students, chosen using the purposive sampling method. The results showed that the learners scored

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<sup>22</sup> Hidayati, N. A., Hariadi, T., Praheto, B. E., Kusnita, S., & Darmuki, A. (2023). The effect of cooperative learning model with think pair share type on speaking skill. *International Journal of Instruction*, 16(3), 935-950. <https://doi.org/10.29333/iji.2023.16350a>

<sup>23</sup> Zuhriyah, M., & Pratolo, B. W. (2020). Digital debate in speaking class: Preserving students' speaking ability during COVID-19 pandemic. *Linguists: Journal of Linguistics and Language Teaching*, 6(2), 77-88.

fairly on the pretest. Their ability to speak improved dramatically following treatment.<sup>24</sup>

The study conducted by Laia, B. Aimed to improve students' speaking skills through the use of the debate technique. The research was carried out at SMK Negeri 1 Aramo, involving sixteen students as participants. The research design used was Classroom Action Research (CAR), consisting of four stages: planning, action, observation, and reflection. Data collection was conducted through direct observation and field notes during the learning process. The data were analyzed using both qualitative and quantitative methods to assess changes in students' speaking performance. The results showed that in the first cycle, students' performance was not satisfactory, but there was improvement in the second cycle. Out of 16 students, one was at the low level, four at the adequate level, and eleven at the good level, with an average score of 65. Field notes also indicated an increase in student participation, from 75% being active in the first meeting to 94% in the second meeting. Creativity and cooperation also improved significantly. Overall, the study found that the use of the debate technique helped create an active and creative learning environment, enhancing students' speaking skills through teamwork and the exchange of ideas.<sup>25</sup>

Meanwhile, Siregar investigated the effectiveness of the debate strategy in enhancing the speaking ability of tenth-grade students at SMA Negeri 2 Medan.

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<sup>24</sup> Al Jawad, A. S. H. (2023). The effect of using cooperative learning method in enhancing EFL students' performance in speaking skill in Libyan universities: A case study of Benghazi University. *International Journal of Linguistics, Literature and Translation*, 6(6), 64-74. doi: 10.32996/ijllt.2023.6.6.7

<sup>25</sup> Laia, B. (2019). Improving the Students' Ability in Speaking by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo. *Scope: Journal of English Language Teaching*, 4(1), 1-9. ISSN: 2541-0326 (cetak), 2541-0334 (online)

This research used a quantitative pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 35 students who participated in classroom-based debate activities over several sessions. Data were analyzed using statistical methods to compare pretest and posttest scores. The findings showed a significant improvement in students' speaking performance after the implementation of the debate strategy. The students demonstrated better fluency, clearer articulation of ideas, and increased confidence when engaging in spoken English tasks.<sup>26</sup>

**Table 2.1** Similarities and Differences between Previous Researches with the Current Research

No	Author and title	Similarities	Differences
1	Hidayati, Nur Alfin, et al. "The Effect of Cooperative Learning Model with Think Pair Share Type on Speaking Skill."	A. Both Studies used cooperative learning as a model/strategy.	A. This research used TPS (think pair Share), However the current research is used debate as a media for cooperative learning. B. The participant of previous research is undergraduate students, but the current research is boarding school students. C. The current research used a qualitative

<sup>26</sup> Siregar, F. M. (2022). Using debate strategy to improve the students' speaking ability at SMA Negeri 2 Medan. *Journal of English Language Teaching and Linguistics*, 7(2), 115–123.

			approach (case study), however, the past research used quantitative research.
2	Zuhriyah, M. & Pratolo, B. W. (2020). "Digital Debate in Speaking Class: Preserving Students' Speaking Ability During COVID-19 Pandemic."	<p>A. Both studies used debate as a medium to facilitating speaking ability.</p> <p>B. Both studies focused on exploring students' fluency and confidence.</p>	<p>A. The previous study was conducted online during the pandemic, while the current research is conducted in-person.</p> <p>B. The former focused on university EFL learners, the current study is on senior high school boarding students.</p> <p>C. The past research integrated digital tools, while the current study uses face-to-face classroom settings.</p>
3	Al Jawad, A. S. H. (2023) "The effect of using cooperative learning method in enhancing EFL students' performance in	<p>A. Both researchers used cooperative learning as a strategy.</p> <p>B. Both researchers used qualitative case study design as a type of data</p>	<p>A. The previous research participants is undergraduate students and current research is senior high boarding school.</p> <p>B. This research uses TPS (think pair</p>

	speaking skill in Libyan universities: A case study of Benghazi University”	analysis.	Share), However the current research is using debate as a media for cooperative learning.
4	Laia, B. (2019) “Improving the Students’ Ability in Speaking by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo”	A. Both Studies used debate as a medium to improve speaking ability.	A. The prior study used Classroom Action Research, instead the current study using qualitative study.
5	Siregar, F. M. (2022). “Using Debate Strategy to Improve the Students’ Speaking Ability at SMA Negeri 2 Medan.”	A. A. Both studies emphasized debate as a central speaking strategy. B. Both involved senior high school learners.	A. The former study used quantitative pre-experimental design, while the current one used qualitative case study. B. The prior research focused on pre- and post-test scores, while the current study emphasizes student observation and interviews.

Several studies predominantly employed a qualitative approach using designs such as case studies or phenomenology.<sup>272829</sup> However, based on the research that researcher reviewed, most of these studies relied heavily on data collected through observation and interviews alone.<sup>3031</sup> Previous studies on Cooperative Learning primarily employed Think Pair Share as a medium, with the subject being EFL (English Foreign Learner).<sup>323334</sup> In other words, the current study fills the research gap by exploring the use of debate in cooperative learning within the context of boarding school students, employing a qualitative case study approach to provide deeper insights compared to previous studies. So, debate-mediated cooperative learning is an attractive topic as a research variable that researchers can use to determine whether or not this technique works.

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<sup>27</sup> Yang, R. (2024). *Exploring Learner Engagement with English Debates: A Case Study of Chinese University Students*. Transactions on Social Science, Education and Humanities Research, 8, 72–80. <https://doi.org/10.62051/bz5mmg03>

<sup>28</sup> Al Firdaus, M. M. (2025). *Case-Based Method for Enhancing Critical Thinking in English Debate Courses*. Metathesis: Journal of English Language, Literature and Teaching, 8(2), 193–202.

<sup>29</sup> Suharsih, S., & Supriatna, Y. (2020). *Speaking Activities in English Debating Club: A Case Study at English Conversation and Debating Club of SMKN 1 Pandeglang*. Journal of English Language Teaching and Cultural Studies.

<sup>30</sup> Irawan, Y. R., Haryono, A., & Rokhmani, L. (2016). *Improve Students Activeness With Lesson Study Based Debate Model Integrated Numbered Heads Together Model*. Classroom Action Research Journal.

<sup>31</sup> Yang, R. (2024). *Exploring Learner Engagement with English Debates: A Case Study of Chinese University Students*. Transactions on Social Science, Education and Humanities Research, 8, 72–80. <https://doi.org/10.62051/bz5mmg03>

<sup>32</sup> Syafii, M. L. (2018). Using the Think-Pair-Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Ability. *Indonesian Journal of English Education*, 5(1), 61–80. <https://doi.org/10.15408/ijee.v5i1.7679>

<sup>33</sup> Akbarjono, A., Putra, P. P., & Khasanah, U. N. (2021). The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking. *Jurnal Pustaka Indonesia*, 1(3), 174–181. <https://doi.org/10.62159/jpi.v1i3.641>

<sup>34</sup> Azizah, S. N., Pahlevi, M. R., & Ridwan, I. (2024). Exploring EFL Students in Think Pair and Share Practice in Reading Classroom: A Case Study. *Jurnal Ilmiah Wahana Pendidikan*, 10(2), 813–818. <https://doi.org/10.5281/zenodo.10499275>



## B. Theoretical Framework

### 1. Vygotsky's Theory on Cooperative Learning

#### a. Definition of Vygotsky's Social Constructivism Theory

One of concepts included on Vygotsky's Social Constructivism Theory is Zone of Proximal Development (ZPD). The Zone of Proximal Development (ZPD) is a concept introduced by Lev Vygotsky, which refers to the distance between a student's actual ability to complete a task independently and their potential ability when assisted by a more competent person, such as a teacher or peer.<sup>35</sup> In an educational context, the ZPD indicates the area where learning most effectively occurs, as students can achieve higher levels of understanding with appropriate support.<sup>36</sup>

In certainly, a high level of knowledge and proper support from teachers and peers necessitate the importance of social contact in learning, as Vygotsky stated that learning does not occur alone, but rather through connection with others.<sup>37</sup> In a social setting, students learn new insights, information, or ability through discussion and collaboration with those around them, such as teachers, peers, or family members.

#### b. Indicators of Vygotsky's Social Constructivism Theory

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<sup>35</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>36</sup> Widada, W. (2016). Scaffolding dalam ZPD: Bagaimana? Retrieved from <https://www.kompasiana.com/budiwahyu1146/65cd6360c57afb2f18605cc2/scaffolding-dalam-zpd-bagaimana>

<sup>37</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

### 1) Peer Collaboration as a Means of Extending the Zone of Proximal Development (ZPD)

Lev Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which refers to the difference between what a learner can do independently and what they can achieve with guidance or collaboration.<sup>38</sup> Peer collaboration is an effective method for extending and exploring this zone. It enables learners to work together, share knowledge, and support each other's learning processes.

Peer collaboration effectively extends the Zone of Proximal Development (ZPD) by providing scaffolding through interaction, shared cognitive resources, and social engagement. Peers often offer temporary support by explaining concepts, modeling ability, or giving feedback, enabling others to accomplish tasks they might struggle with independently.<sup>39</sup> Peer interaction is more relatable and informal than teacher-led scaffolding, making complex ideas easier to grasp.<sup>40</sup> Additionally, collaborating peers contribute diverse ability, perspectives, and experiences that

<sup>38</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>39</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>40</sup> Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Psychologist*, 44(2), 65-74.



bridge gaps in understanding. While a more skilled peer might clarify a challenging topic, a less skilled peer might introduce a unique approach to problem-solving. Social interaction, a key component of Vygotsky's theory, is also central to peer collaboration.<sup>41</sup> It encourages learners to verbalize thoughts, negotiate meaning, and co-construct knowledge, deepening their understanding and making learning more meaningful.<sup>42</sup> Furthermore, observing how peers approach tasks, manage challenges, and apply strategy fosters self-regulated learning. This cooperative process builds confidence as learners recognize their ability to contribute and succeed with the support of their peers.

## **2) Debate as a Scaffolded Activity to Enhance Language Ability**

Debating as a scaffolded activity effectively improves language ability because it encourages critical thinking, structured communication, and active interaction.<sup>43</sup> Scaffolding refers to instructional support provided to learners to help them accomplish tasks that might be

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<sup>41</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>42</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>43</sup> Zaretta, E., & Zaretta, C. (2015). The impact of debate on student engagement and learning outcomes in higher education: A systematic review of the literature. *International Journal of Teaching and Learning in Higher Education*, 27(1), 25-36.

challenging to complete independently.<sup>44</sup> In language learning, debates offer a real-world context to practice speaking, listening, reading, and writing ability. Speaking ability improve as learners articulate their arguments, while listening ability are honed by understanding opposing viewpoints.<sup>45</sup> Additionally, researching debate topics enhances reading comprehension, and preparing arguments improves writing ability. Debates also expand vocabulary by introducing new words and phrases while training participants to think critically and organize ideas logically.<sup>46</sup>

To ensure success, debates can be scaffolded by providing templates for argument structures, examples of debate language, or simplified reading materials during the preparation phase. In the practice phase, teachers can conduct structured debates and provide sentence starters to support less confident learners. As students progress, debates can be carried out in small groups with peer feedback or involve real-time challenges like counterarguments. Suitable debate formats include Oxford-style debates for formal structures, turncoat debates to

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<sup>44</sup> Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.

<sup>45</sup> Johnson, D. W., & Johnson, R. T. (2009). *An educational psychology: Theory and practice*. Pearson Education.

<sup>46</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

practice flexibility, and team debates to reduce individual pressure. To assess progress, teachers can evaluate clarity of arguments, use of evidence, language variety, and responsiveness to opposing points while offering constructive feedback. By combining structure, interaction, and creativity, debates serve as an effective scaffolded activity to comprehensively develop language ability and boost learners' confidence.<sup>47</sup>

### c. The Relationship between ZPD and Cooperative Learning

Cooperative learning is a method in which students work together in small groups to achieve a common learning goal. This method is very much in line with the ZPD principle because:

- 1) Collaboration Between Students: In cooperative learning, students help each other. They can share knowledge and ability, thereby helping their classmates to develop in their respective ZPD areas.<sup>48</sup>
- 2) Social Support: Cooperative learning creates a social environment where students feel comfortable asking for help and providing support. This is especially important in

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<sup>47</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>48</sup> Iqbal, M. (2022). The role of scaffolding in the Zone of Proximal Development in sociology learning. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 4(8), 2024.

the context of the ZPD, where social interactions contribute to cognitive development.<sup>49</sup>

- 3) Implementation of Scaffolding: In cooperative groups, teachers can implement scaffolding strategy by providing appropriate guidance as students work together to complete tasks. For example, teachers can provide prompting questions or divide tasks into smaller parts to make them more manageable for the group.<sup>50</sup>
- 4) Encouraging Independence: With peer support and teacher guidance within the context of the ZPD, students gradually learn to become more independent in their learning. This is in line with the goals of cooperative learning which focus not only on academic outcomes but also on developing social ability and independence.<sup>51</sup>

ZPD and cooperative learning complement each other in creating effective learning experiences.<sup>52</sup> Educators can support students' cognitive and social development holistically by understanding their ZPD and implementing cooperative learning methods.

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<sup>49</sup> Kurniawan, A., & Sari, D. P. (2023). The use of discussion and debate methods in learning citizenship education to improve critical thinking skills of elementary school students. *International Journal of Students Education*, 2(1), 56-59.

<sup>50</sup> Widada, W. (2016). Scaffolding dalam ZPD: Bagaimana? Retrieved from <https://www.kompasiana.com/budiwahyu1146/65cd6360c57afb2f18605cc2/scaffolding-dalam-zpd-bagaimana>

<sup>51</sup> Al-Khresheh, B. A. K. M. A. (2019). The impact of debate on student engagement and learning outcomes. *International Journal of Instruction*, 12(1), 175-192.

<sup>52</sup> Al-Khresheh, B. A. K. M. A. (2019). The impact of debate on student engagement and learning outcomes. *International Journal of Instruction*, 12(1), 175-192.

#### **d. Integration of Debate and Cooperative Learning**

The synergy between debate and cooperative learning strategy creates a dynamic educational environment that enhances student engagement, critical thinking, and cooperative ability. Both approaches emphasize the importance of interaction among students, allowing them to share diverse viewpoints and support each other's learning processes. In cooperative learning, students work in small groups to achieve shared learning goals, fostering a sense of community and encouraging mutual respect.<sup>53</sup>

This cooperative framework aligns well with debate activities, where students must articulate their arguments and engage in constructive dialogue with peers. The combination of these methods not only improves cognitive development by promoting active listening, reasoning, and the exchange of ideas but also enhances social-emotional ability such as empathy and communication.<sup>54</sup> Furthermore, debate encourages students to think critically about various perspectives, reinforcing the cooperative learning principle of positive interdependence, where the success of one student is linked to the success of the group.<sup>55</sup>

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<sup>53</sup> Johnson, D. W., Johnson, R. T., & Smith, K. A. (2013). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3), 85-118.

<sup>54</sup> Johnson, D. W., & Johnson, R. T. (2009). *An educational psychology: Theory and practice*. Pearson Education.

<sup>55</sup> Wass, G., & Golding, C. P. (2014). *Cooperative Learning Theory*.

Obviously, By integrating debate into cooperative learning settings, educators can create an enriched learning experience that prepares students for real-world challenges by equipping them with essential ability for collaboration and effective communication.

This is exemplified in Table 2.2, which presents sample debate themes commonly used to foster critical thinking and collaborative discussion, allowing students to explore both supporting and opposing viewpoints on relevant educational issues.

**Table 2.2 Example Theme of Debate-mediated**

Aspect	Pro	Contra
Education	Expands access to information and online learning resources.	Distractions from classroom activities and lessons.
Productivity	Uses apps to take notes and organize assignments.	Students tend to use smartphones for social media.
Safety	It makes communication with parents easier during emergencies.	The potential spread of fake news or cyberbullying.
Discipline	It helps students take responsibility for time management.	Difficult to control, potentially disrupting class discipline.

## 2. Concept of Debate-Mediated Cooperative Learning Strategy

Debate-Mediated cooperative learning is an educational technique where students participate in organized discussions involving multiple perspectives on a topic, aiming to develop critical

thinking, persuasive arguing, and effective communication ability.<sup>56</sup> Obviously, Debate-Mediated Cooperative learning has a structure and phases that must be completed.

The structure typically includes several stages designed to ensure thorough preparation, fair participation, and meaningful conclusion. Here's a breakdown of the typical steps involved<sup>57</sup>:

**a. Preparation Phase:**

- 1) Assign Roles: Students are assigned roles such as opening speaker, rebuttal speaker, closing speaker, researcher, organizer, debate moderator, leader, etc., depending on group size and complexity.
- 2) Research Requirements: Students are required to research their assigned topic thoroughly using credible sources like peer-reviewed articles, books, magazines, websites, and expert interviews.
- 3) Preparation Time: Depending on the format chosen, students may have short preparation time (e.g., 15 minutes for quick debates) or extended periods (hours or days).

**b. Debate Session:**

- 1) Motion Presentation: The debate begins with presenting the motion statement clearly defining what is being debated

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<sup>56</sup> Sari, D. P., & Hidayati, N. (2020). Debate-based learning and its impact on students' critical thinking skills. *Journal of Educational Research and Practice*, 10(1), 45-56.

<sup>57</sup> Keller, T., Whittaker, J., & Burke, T. (2001). Student debates in policy courses: promoting police practice skills and knowledge through active learning. *Journal of Social Work*, 37(2), 343–55.



(e.g., "Expands access to information and online learning resources").

- 2) Opening Statements: Each side presents its opening statements within specified time limits (around five minutes each).
- 3) Rebuttals & Counterarguments: Teams take turns delivering rebuttal speeches where they address counterarguments presented by opposing teams.
- 4) Cross Examination & Team Questions: There might be sections dedicated to cross-examination between team members from both sides before closing remarks.
- 5) Closing Statements: Final summaries are given by designated speakers summarizing key points made during the debate session.

### **c. Post-Debate Activities:**

- 1) Class Discussion & Feedback: After both sides have presented their closing arguments, there is often a plenary session where all students can contribute comments or ask questions related to what they heard during debates.
- 2) Voting Session: To conclude, teachers may conduct voting sessions where participants indicate which side made more convincing arguments through hand-raising votes.

Incorporating debate into language learning offers numerous benefits that enhance students' educational experiences and skill development.<sup>58</sup> This is because debate encourages critical thinking by requiring students to analyze information, evaluate arguments, and formulate reasoned judgments, thereby sharpening their ability to think critically about complex issues.<sup>59</sup> It also improves communication ability as students articulate their ideas clearly and coherently, fostering effective verbal fluency and confidence in using the target language.

The dynamic and interactive nature of debates increases student engagement and motivation, making learning more enjoyable.<sup>60</sup> Additionally, preparing for debates enhances research ability as students gather, analyze, and synthesize information from various sources. Working in teams during debates fosters collaboration and teamwork, building essential interpersonal ability such as negotiation and conflict resolution. Regular participation boosts students' self-confidence as they practice presenting their arguments in front of an audience, preparing them for real-world scenarios where effective communication and critical thinking are essential. Furthermore, debates expose students to diverse perspectives on issues, promoting

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<sup>58</sup> Cuong, V. N. (2023). Exploring Students' Perceptions of Debates for Enhancing English Communication and Critical Thinking: A Swinburne Vietnam Study. *Online SubTeacher Dion*, 3(4), 15-31.

<sup>59</sup> Kuhn, D. (2019). Critical thinking as discourse. *Human Development*, 62(3), 146-164.

<sup>60</sup> Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., & Sese, F. J. (2013). Using clickers in class. The role of interactivity, active collaborative learning and engagement in learning performance. *Computers & Education*, 62, 102-110.

open-mindedness and empathy in a multicultural world. Overall, incorporating debate into language learning not only enhances linguistic proficiency but also cultivates essential life ability that prepare students for academic success and active citizenship.

## 2. Speaking Ability

### a. Definition of Speaking Ability

- b. The definition of speaking ability refers to the capacity to convey, express, and share thoughts, ideas, or feelings orally in a coherent and meaningful manner. Speaking is one of the four essential language skills—listening, speaking, reading, and writing—which together form the foundation of communicative competence in a second or foreign language.<sup>61</sup> Among these, speaking plays a particularly critical role as it enables real-time interaction, spontaneous exchange, and immediate feedback, making it central to both social and academic communication. It not only reflects a learner's control over linguistic features such as grammar, vocabulary, and pronunciation, but also demonstrates their confidence, fluency, and ability to organize ideas logically. Speaking ability is essential in fostering learner autonomy, building classroom engagement, and promoting critical.<sup>62</sup> Particularly in

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<sup>61</sup> Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

<sup>62</sup> Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

EFL (English as a Foreign Language) settings, speaking is often perceived as the most challenging skill to acquire due to its demand for instant language production and socio-cultural appropriateness. Therefore, the development of speaking ability should be prioritized through communicative approaches, such as discussion, presentation, and debate-mediated activities that encourage active participation and meaningful use of the language.

### c. The Significance of Speaking Ability

The significance of speaking Ability is Mastering speaking abilities improves social interactions and relationships. It allows students to participate in conversations, debates, and presentations, which are critical for academic success and career growth.<sup>63</sup> So this is very important and must be achieved and mastered by all students in foreign/second language speaking ability in the context of learning.

Furthermore, in a globalized world where communication skills are highly valued, the ability to speak fluently in a second or foreign language has become a key asset for career advancement and cross-cultural collaboration.<sup>64</sup> Therefore, developing speaking ability should not be treated as optional, but as an essential goal

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<sup>63</sup> Haryudin & Jamilah (2018). The Importance of Speaking Skills in Language Learning. *Journal of Education Action Research*, 4(2), 215-221.

<sup>64</sup> Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

that all students must strive to achieve, particularly in English as a Foreign Language (EFL) or English as a Second Language (ESL) contexts. Without adequate speaking proficiency, learners may struggle to fully participate in language communities and express themselves in ways that are socially and academically appropriate.

#### **d. Factors Affecting Speaking Ability**

The Factors affecting speaking ability in language learning are diverse and can be categorized into internal and external influences.

The Internal factors of affects speaking ability are as follows:

- 1) Fear of Mistakes: Many learners experience anxiety about making errors, which can inhibit their willingness to speak.<sup>65</sup>
- 2) Shyness and Low Confidence: Students may feel shy or lack confidence, leading to reduced participation in speaking activities.<sup>66</sup>
- 3) Motivation: A lack of motivation can significantly impede a learner's speaking performance<sup>67</sup>
- 4) Grammar and Vocabulary: Mastery of grammar and vocabulary is essential for effective communication.

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<sup>65</sup> Schwarz, M. (2015). Psychological Factors Affecting Students' Speaking Performance. *Jurnal Penelitian Pendidikan dan Pengajaran*, 5(2), 208-212.

<sup>66</sup> Haryudin & Jamilah (2018). Factors Affecting Speaking Proficiency in Language Learning. *Journal of Education Action Research*, 4(2), 215-221.

<sup>67</sup> Schwarz, M. (2015). Psychological Factors Affecting Students' Speaking Performance. *Jurnal Penelitian Pendidikan dan Pengajaran*, 5(2), 208-212.

Learners need to understand the structure of sentences and have a sufficient vocabulary to express their ideas clearly.<sup>68</sup>

- 5) Pronunciation: Correct pronunciation is critical for being understood. Mispronunciations can lead to misunderstandings and discourage learners from speaking.<sup>69</sup>
- 6) Native Language Influence: The learner's first language can impact their ability to speak a foreign language. Differences between the native language and the target language may create barriers in pronunciation and grammar.<sup>70</sup>
- 7) Age: Younger learners often have more flexibility in acquiring new languages compared to older learners, who might face cognitive and social barriers.

When discussing students' speaking proficiency, it's important to consider not only what happens within the learners themselves, but also what surrounds them. Many learners may have the motivation and potential to speak well, yet still struggle due to conditions outside their control. These external influences often play a critical role in shaping their ability to communicate effectively. Understanding these factors provides a broader perspective on how speaking skills are developed and why some learners progress faster than others.

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<sup>68</sup> Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

<sup>69</sup>Haryudin & Jamilah (2018). Factors Affecting Speaking Proficiency in Language Learning. *Journal of Education Action Research*, 4(2), 215-221.

<sup>70</sup>Haryudin & Jamilah (2018). Factors Affecting Speaking Proficiency in Language Learning. *Journal of Education Action Research*, 4(2), 215-221.

- 1) Class Size: Large classes can limit individual speaking opportunities, leading to uneven participation among students.<sup>71</sup>
- 2) Exposure to English: An environment rich in English usage encourages practice and fluency. Limited exposure can hinder development<sup>72</sup>
- 3) Teaching Methods: The effectiveness of teaching strategy influences how well students develop their speaking ability . Methods that encourage interaction, such as role-playing or discussions, tend to improve speaking proficiency<sup>73</sup>
- 4) Feedback Mechanisms: Regular feedback from teachers can help students identify areas for improvement and build confidence in their speaking abilities<sup>74</sup>

Therefore, speaking proficiency is influenced by a combination of psychological factors (such as fear and motivation), linguistic competence (grammar and vocabulary), the impact of the native language, age-related factors, as well as external conditions like the learning environment and teaching methods. Understanding these

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<sup>71</sup> Haryudin & Jamilah (2018). Factors Affecting Speaking Proficiency in Language Learning. *Journal of Education Action Research*, 4(2), 215-221.

<sup>72</sup> Nawi, W. A. (2019). An Analysis of Factors Affecting Students' Speaking Performance at UIR. *Journal of Education*, 1(1), 15-25.

<sup>73</sup> Amiruddin et al. (2022). Speaking Skills for English as a Foreign Language in Video-Based Discussion. *International Journal of Research in Education and Science*, 1(3), 371-380.

<sup>74</sup> Nawi, W. A. (2019). An Analysis of Factors Affecting Students' Speaking Performance at UIR. *Journal of Education*, 1(1), 15-25.



factors can help educators design more effective language learning programs that enhance students' speaking abilities.

#### **e. Indicators of Speaking Ability**

Speaking is one of the fundamental skills in language learning that enables individuals to communicate ideas, thoughts, and feelings effectively in various social contexts. The development of speaking ability is essential, particularly in second or foreign language acquisition, as it reflects both linguistic competence and communicative performance. Evaluating speaking skill requires clear indicators that encompass different linguistic elements. These indicators serve not only to measure learners' oral performance but also to guide instructional strategy that support communicative competence.

According to Harris<sup>75</sup>, speaking skills consist of five main components: pronunciation, grammar, vocabulary, and fluency.

##### **1) Pronunciation**

Pronunciation is a crucial element in assessing speaking ability. It encompasses segmental features such as vowels, consonants, stress, and intonation. Essentially, pronunciation refers to how students articulate words to make their speech clearer and more understandable. It is related to phonological aspects that govern how sounds are

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<sup>75</sup> David P. Harris, *Testing English as a Second Language*, (New York: McGraw Hill Book Company, 1969), p.84

produced and organized in a language. Accurate pronunciation is important because it directly affects the meaning of the message being conveyed. Mispronunciation can lead to misunderstandings or even offend the listener.

## 2) Grammar

Grammar also plays a vital role in evaluating speaking performance. It involves the ability to construct well-formed sentences by combining words correctly. Grammar enables learners to produce meaningful and coherent sentences during conversations. Furthermore, it reflects a speaker's skill in applying correct sentence structures and distinguishing between appropriate and inappropriate grammatical forms.

## 3) Vocabulary

Vocabulary is another essential aspect of speaking that can be assessed. It refers to the range of words a speaker uses to convey meaning. A rich and varied vocabulary allows speakers to express their thoughts and opinions clearly and effectively. Without sufficient vocabulary, it becomes difficult to produce meaningful speech or participate actively in communication.

## 4) Comprehension

Comprehension in speaking refers to the ability to

understand and respond appropriately during oral communication. It enables the speaker not only to initiate speech but also to react meaningfully to the other speaker's input. This component is fundamental in maintaining a natural flow of conversation, as effective communication requires both understanding and interaction. A speaker with good comprehension can follow the topic, grasp the meaning of questions or statements, and provide relevant responses, thereby ensuring the continuity of dialogue.

#### 5) Fluency

Fluency is defined as the speaker's ability to express ideas smoothly and spontaneously without unnecessary hesitation. It involves speaking at a natural pace, with minimal use of fillers such as "um" or "uh," and maintaining coherence throughout the conversation. Fluency also reflects the speaker's confidence and comfort in using the language. A fluent speaker can communicate thoughts effectively and engage in extended speech without frequent pauses or disruptions, which is often considered a key indicator of speaking proficiency.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Method

In terms of methodology, this study applied a qualitative approach. Qualitative research is a type of analysis that aims to understand, explore, and explain a phenomenon or social problem by creating a picture expressed in words or sentences. The findings are then presented accurately and in detail in the form of a scientific report.<sup>76</sup> This study employs a qualitative methodology to gain a deeper knowledge of how cooperative learning techniques mediated by debate can enhance students' speaking abilities. Gathering information through direct contacts and verbal exchanges, a qualitative approach was selected because it enables researchers to investigate complicated phenomena more comprehensively.

This study employs a qualitative case study design to explore the implementation of cooperative learning strategy mediated by debate to enhance students' speaking ability. A qualitative case study was chosen because this research focuses on understanding how the learning process takes place contextually in a real-world setting. This approach enables the researcher to investigate various complex aspects of student interactions, their engagement in debates, and how these strategy contribute to facilitating their speaking ability. Data collection is carried out through classroom observations, in-depth interviews, and document analysis, allowing the researcher to delve into students' perceptions, their experiences during the learning process, and the direct impact of debate

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<sup>76</sup> Sugiyono, Metode Penelitian Kualitatif Kuantitatif dan R&D, (Bandung: Alfabeta, 2016), 216

strategy on their speaking ability. Emphasizing individual experiences and collective interaction processes provides a detailed picture of the effectiveness of this method in enhancing communication ability.

By utilizing a qualitative case study design, this research aims to gain a deep understanding of the factors influencing the application of this strategy, the challenges encountered, and the successes achieved within a specific context. Thus, this method is not only relevant but also provides space to explore the dimensions of the learning process that are difficult to capture through other methods. Consequently, the qualitative case study was chosen to offer a comprehensive and contextualized insight, strengthening the conclusions drawn from participants' experiences and their impact on students' speaking ability. Specifically, this case study approach was employed to investigate how debate-mediated cooperative learning is implemented and experienced in the classroom setting.

## **B. Research Setting**

The place where research operations are carried out in order to gather the data that the researcher wants is known as the research location. The location that researcher chose is Madrasah Aliyah Al Barokah An-Nur located on Raung Street, Ajung, Jember, east java. The researcher chose this location because there are some reasons such as, wanting to know how the implementation of debate-mediated cooperative learning could improve the speaking ability of students.

The researcher chose Madrasah Aliyah Al Barokah An-Nur, located on Raung Street, Ajung, Jember, East Java, as the research location due to several reasons. This school provides a relevant setting for implementing and analyzing debate-mediated cooperative learning strategy in a real-world educational context. The students at this institution have varying levels of speaking ability, which allows the researcher to observe how the strategy impacts different learners. Additionally, the school's supportive learning environment and willingness to engage in innovative teaching approaches make it an ideal location to measure the effectiveness of debate-mediated methods. Prior to the research, formal permission was granted by the school to conduct the study from April 1<sup>st</sup> 2025 for a period of one month, including access to both teachers and students. Moreover, the teachers and students had already been introduced to the concept of debate in classroom activities, ensuring that they understood the framework and objectives of the research. Thus, Madrasah Aliyah Al Barokah An-Nur serves as a suitable and meaningful setting for this research, as it offers the potential to yield insightful findings about how this strategy can enhance students' speaking abilities.

### **C. Research Participants**

Individuals or groups that are the primary observers and sources who are aware of the real conditions at the study site are known as research subjects. Purposive strategy is used in this study's data source retrieval, specifically through certain goals and concerns. In this context, participants are sources that are

thought to be knowledgeable and skilled in the areas that researchers are interested, specifically the data needed and relevant or in accordance with the title of the research and the students will be disguised. Their names will be, Student 1, Student 2, Student 3 etc. Likewise for teacher who teach English, they will be disguised as Teacher D. Finding data sources from interviewees who are selected based on specific goals and concerns is known as purposeful data collection. Through this purposive technique, the subject of research that will be used as information in this study is:

- 1) English Teacher as a teacher who teach about debate-mediated to students that take responsibility whether this cooperative learning is improving speaking ability or not.
- 2) Students as objects in the implementation of debate-mediated cooperative learning strategy to Improve Students' Speaking Ability

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

Data collection techniques are methods used by researchers to obtain accurate, valid, and reliable data. This data collection technique is very important to ensure the reliability of information in conducting research activities. The data collection techniques in qualitative research are by using observation, interview and documentation methods.

##### **1) Observation**

One of the widely employed techniques in qualitative research for data collection is observation. This method involves the researcher being



physically present in the field to monitor subjects or phenomena of interest. In non-participatory observation, the researcher assumes the role of a passive observer, refraining from engaging in any activities or interactions within the setting, in order to preserve the objectivity of the data. Following the observation process, the findings are systematically documented using precise and contextually appropriate terminology. This technique is particularly effective for exploring social phenomena, environmental conditions, behaviors, or visual contexts that require in-depth understanding without direct interference in the natural course of events.<sup>77</sup> In this study, the researcher employed a non-participatory observation method, where data were collected by observing the implementation of debate-mediated cooperative learning strategy to improve students' speaking abilities without becoming involved in any of the classroom activities. The researcher maintained an objective distance, simply recording what occurred naturally during the teaching and learning process.

## 2) Interview

Interviews are a data collection technique carried out by means of verbal questions and answers between two or more people to obtain information based on a specific objective. Two people participate in the

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<sup>77</sup> Hardani et all. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV Pustaka Ilmu 2020), 124.

conversation: the interviewee responds to the interviewer's questions and the interviewer poses the questions.<sup>78</sup>

There are three categories of interview types: a) semi-structured interviews, b) structured interviews, and c) unstructured interviews.<sup>79</sup>

- a) Researchers that conduct structured interviews do so in accordance with methodically created interview rules.
- b) Semi-structured interviews are those that are conducted by researchers using a set of interview guidelines that have been prepared in a methodical manner. However, there are other interview standards that are still relevant to the research topic.
- c) Unstructured interviews are interviews conducted by researchers not based on interview guidelines.

In this study, the researcher conducted semi-structured interviews, where the participants interviewed were the English teacher and five students of MA Al Barokah An-Nur Ajung Jember. Interviews were conducted based on interview guidelines, but there were also some flexible questions that were still related to the focus of the research.

Interviews were also conducted to record opinions that were being experienced and felt by participants in an institution where they currently work, assisted by tools such as notebooks and cameras. With this interview technique, researchers can provide more optimal and more data. On average, each interview session lasted approximately 5 to 10

<sup>78</sup> Hardani et all. Metode Penelitian Kualitatif & Kuantitatif...137

<sup>79</sup> Muri Yusuf, Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan (Jakarta: Kencana, 2017), 377

minutes per participant, depending on the depth of responses and the flow of the discussion.

### 3) Document Review

Documentation is also one of the data collection techniques used in research as a source of data in the form of writing, photos and notes about the research location to be observed and studied. This documentation is also done to find and interpret data on the variables. Data obtained through documentation techniques tend to be secondary data, while data obtained through observation and interview techniques tend to be primary data or data obtained by researchers directly from the first party concerned.<sup>80</sup>

The data that will be collected by the researcher is data related to the Implementation of Cooperative Learning Strategy Using Debate Media to Improve Students' Speaking Ability. The documentation that will be collected by the researcher is:

- 1) The activity on Implementation of Debate-Mediated Cooperative Learning Strategy to Improve Students' Speaking Ability
- 2) Teaching Module
- 3) Scoring Rubrics

### E. Data Analysis

This study used Thematic analysis as a method to analyze data.

Thematic Analysis is a method for systematically identifying, analyzing, and

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<sup>80</sup> Hardani et all. Metode Penelitian Kualitatif & Kuantitatif, 150

reporting patterns or themes within qualitative data. It is widely used in social research because of its flexibility and ability to provide rich insights into complex phenomena.<sup>81</sup> Below is a detailed explanation of the process involved in conducting thematic analysis, complete with illustrative examples.

The first stage in qualitative data analysis is familiarization with the data. At this point, researchers immerse themselves in the dataset by reading and re-reading interview transcripts, observation notes, or other forms of qualitative input. This process allows them to understand the overall context and begin noticing initial ideas or patterns. During this stage, it is helpful to take notes and highlight impressions that stand out, as they may later guide the coding process.

Once familiar with the data, the next step is generating initial codes. In this phase, the researcher systematically identifies and labels significant features of the data that are relevant to the research questions. These labels, known as codes, help to highlight important segments of the text. Both explicit meanings and more subtle, implicit messages should be considered to ensure a rich and nuanced analysis.

Following the coding process, researchers move on to identifying initial themes. This involves grouping related codes into broader categories or themes that reflect significant patterns in the data. These early themes are not final; instead, they serve as a working framework for further refinement.

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<sup>81</sup> Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>

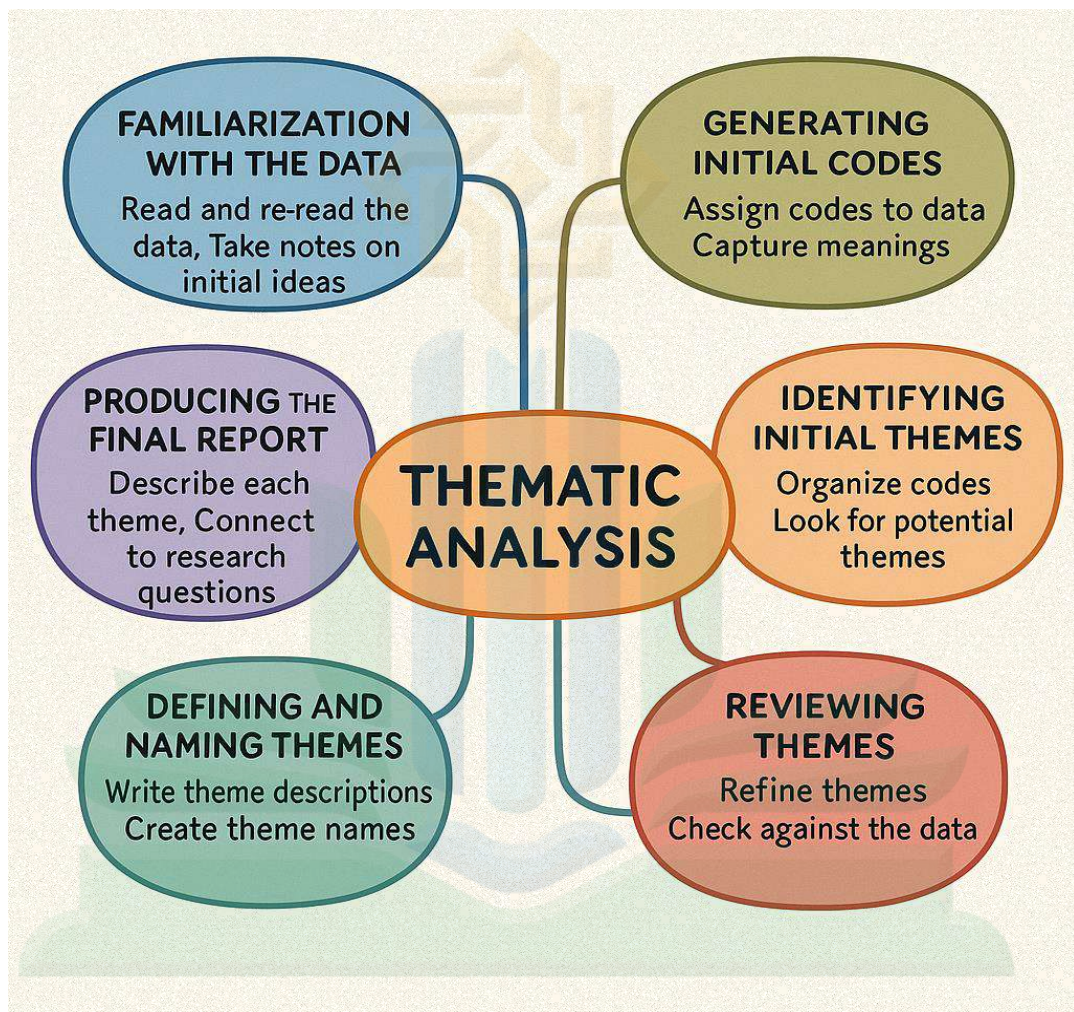
Researchers begin to see how different codes are connected and start organizing them into meaningful clusters.

The fourth stage is reviewing themes, where the provisional themes are examined and refined. Researchers check whether each theme accurately represents the data and ensures internal coherence. During this step, they include all relevant information and remove any data that does not align with the theme. The goal is to ensure that the themes are both representative and meaningful in relation to the research focus.

After reviewing, the next step is defining and naming themes. This involves clearly articulating what each theme captures and ensuring its boundaries are well understood. Researchers write detailed descriptions of each theme, explaining its scope and focus, and then assign a concise and meaningful name. A good theme name should reflect the essence of the data it represents.

Finally, the last stage is producing the final report. This report should present the findings in a coherent and structured way. It begins with an introduction that outlines the research topic and objectives. Each theme is then described in detail, supported by relevant data excerpts such as quotes or examples. The discussion section explains how the themes are interconnected and how they address the research questions. The conclusion summarizes the key findings and their implications, providing a comprehensive understanding of the phenomenon under study.





**Figure 3.1** The Mind mapping of Thematic Analysis

## F. Data Validity

This section covers the actions that researchers will take to obtain the validity of data that has been found in the field. In qualitative research, the standards of data validity used are the degree of trust, transferability, dependability and confirmability. The validity of this data is carried out to obtain valid data, so researchers need to examine its credibility by using techniques to extend the presence of researchers in the field, in-depth

observation, triangulation (triangulation of sources, techniques, methods, researchers and theories can be done), peer checking, negative case analysis, checking the conformity of results, and member checking.<sup>82</sup>

To verify the accuracy of the data in this study, the researcher employed triangulation techniques. Data gathering methods that integrate different methods and pre-existing data sources are known as triangulation techniques.<sup>83</sup>

The triangulation used in the research is technical triangulation, source triangulation, and time triangulation. The explanation is as follows:

#### 1. Triangulation Technique

To ensure the credibility of the data, the researcher employed triangulation by collecting data from the same source using different techniques. The data obtained through observation were corroborated with interview results from participants and further validated through document review.

#### 2. Triangulation Source

To test the credibility of the data, this is done by obtaining data from various sources but using the same technique. Then check the data from various data sources to get the actual data.

Triangulation strengthens the research by cross-verifying data through multiple approaches, allowing for a more holistic and accurate representation of the phenomenon being studied. Specifically, the researcher

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<sup>82</sup> Hardani et all. Metode Penelitian Kualitatif & Kuantitatif.....275

<sup>83</sup> Hardani et all. Metode Penelitian Kualitatif & Kuantitatif.....154



applied technical triangulation and source triangulation. Through technical triangulation, data were collected from the same source using different methods—namely, observation, interviews, and document analysis—to ensure consistency and depth. Source triangulation was conducted by gathering data from various participants (English teacher and students) using the same method to confirm the reliability of the perspectives. These combined approaches not only increased the credibility and confirmability of the findings but also allowed the researcher to explore the complexities of debate-mediated cooperative learning in a richer and more nuanced way. Overall, the use of triangulation ensured that the conclusions drawn were well-founded and accurately reflected the participants' experiences in enhancing speaking skills through debate activities.

## **G. Research Stages**

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

The pre-field stage is the initial stage in research activities. At this stage, the activities carried out are determining the problems to be raised, determining the location of the research, namely at Madrasah Aliyah Al Barokah An-nur Ajung Jember, determining the focus of the research, taking care of and preparing letters and research instruments.<sup>84</sup>

### **2. Field Activity Stage**

At this stage, researchers carry out research activities by going directly into the field to search for and collect data related to The

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<sup>84</sup> Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Implementation of Debate-Mediated Cooperative Learning Strategy to Improve Students' Speaking Ability<sup>85</sup>. The details of the stages are as follows:

a) Doing Observation

In this case, the researcher wants to obtain data regarding The Implementation of Debate-Mediated Cooperative Learning Strategy to Improve Students' Speaking Ability.

b) Doing Interview

In this case, the researcher conducted interviews with participants who were trustworthy and had more knowledge about the data regarding The Implementation of Debate-Mediated Cooperative Learning Strategy to Improve Students' Speaking Ability

c) Doing Documentation

In this case, the researcher wants to obtain photo data that has been obtained from the results of observations and interviews conducted in Madrasah Aliyah Al Barokah An-Nur Ajung Jember.

## H. Analysis Data Stage

At this point, the data is reduced by the researcher through selection, sorting, classification, and simplification. The data is then processed and examined by the researcher so that conclusions can be made. At this point,

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<sup>85</sup> Sari, D. P. (2014). Improving speaking skills through cooperative learning for the VII grade students of SMP N 2 Berbah in the academic year of 2013/2014.

the data is reduced by the researcher through selection, sorting, classification, and simplification. The data is then processed and examined by the researcher in order to make a significant conclusion that will be written down and used as reference material.<sup>86</sup>

## **I. Report Writing Stage**

The researcher presents the findings of his investigation in writing after completing the aforementioned research stage actions. At this point, the researcher gathers information before coming to a conclusion that will be presented in the form of a study report. Later, while the thesis is being prepared, this research report will be taken into consideration. Here are the specifics of the steps taken to write this report:

### **1. Presenting data in written form**

Researchers present data in written form, namely a report. Researchers present data obtained in the field in written form, namely a report, then continue with a consultation of the research results to the supervising lecturer. This is intended to obtain input and suggestions as material for improvement so that the research results are perfect.<sup>87</sup>

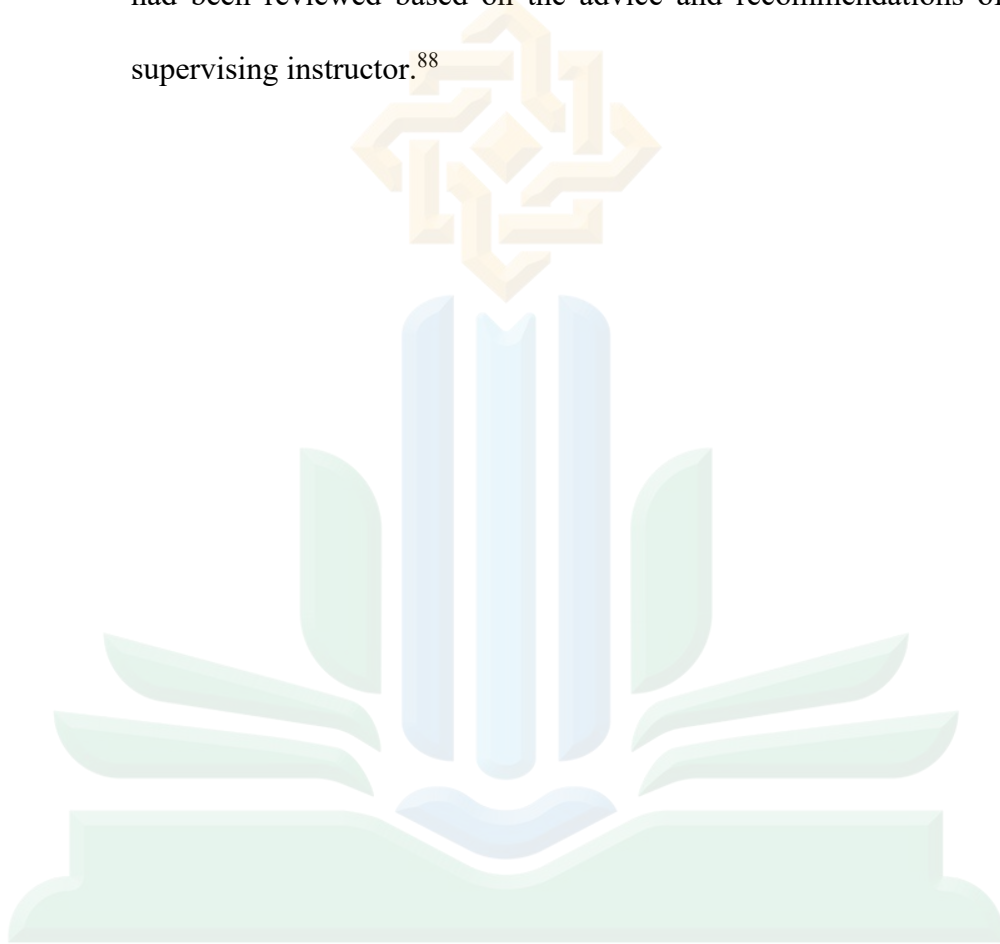
### **2. Revising written reports** To achieve flawless study results, the researcher corrected the mistakes and shortcomings in the report that

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<sup>86</sup> Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

<sup>87</sup> Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

had been reviewed based on the advice and recommendations of the supervising instructor.<sup>88</sup>



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<sup>88</sup> Day, R. A., & Gastel, B. (2012). *How to write and publish a scientific paper* (7th ed.). Cambridge University Press.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Data Presentation and Analysis**

After analyzing the data, the researcher identified emerging themes to answer the following research questions: 1) What is the goal of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability? and 2) How is the implementation of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability? The procedures and approaches described in Chapter III served as the main reference in formulating the data descriptions and drawing conclusions presented in the analysis section. The data collected through observation, interviews, and document analysis were systematically organized based on themes directly related to the research questions. These data serve as empirical evidence that the research was conducted thoroughly through direct observation, contextual exploration, and interaction with various participants. During the analysis phase, the researcher integrated the results of observations and supporting documents to reinforce the information obtained through interviews. This allowed the data to be presented in a structured manner, covering the objectives, stages of implementation, and evaluation of the Debate-Mediated Cooperative Learning Strategy in enhancing students' speaking abilities during the 2024–2025 academic year:

**1. The goal of Debate-mediated Cooperative Learning Strategy On Students' Speaking Ability at the eleventh grade of MA Al Barokah An-Nur Ajung Jember.**

**a) Fostering Active Student Engagement in the Classroom**

To answer the first research question, it is appropriate to begin with the initial observation conducted on April 1<sup>st</sup> 2025<sup>89</sup> which focused on the primary source of the cooperative learning implementation. During this session, the teacher characterized by his distinctive tone and the teaching style of a seasoned educator provided valuable insights into the rationale for using debate as a cooperative learning strategy, particularly as a method to enhance students' speaking abilities.

From the observations done by the researcher on April 1<sup>th</sup> 2025, it can be seen that in the class, students who learn using cooperative learning strategy mediated by debate are quite focused and active in carrying out learning activities in the classroom.<sup>90</sup> This is also supported by the results of interviews with participants whose results will be presented by the researcher below.

*“The purpose of this approach is of course as a strategic consideration within the educational framework of the Foundation. Because previously many students were less active during English lessons, and became the focus of the problem, therefore the idea of cooperative learning mediated by debate emerged.”(Teacher D)<sup>91</sup>*

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<sup>89</sup> Observed on April 1<sup>st</sup> 2025

<sup>90</sup> Observed on April 1<sup>th</sup> 2025

<sup>91</sup> Teacher D Interviewed on April 1<sup>th</sup> 2025

*"In my opinion, cooperative learning mediated through debate makes me more active because I feel responsible for presenting my group's opinion. During the debate, I become more enthusiastic about learning the material because I have to understand the arguments before delivering them in front of my classmates."(Student 1)<sup>92</sup>*

*"Yes, I feel more involved in the learning process. With the debate, I don't just listen to the teacher's explanation, but I also think critically and engage in discussions with my peers. The atmosphere becomes more lively, and I feel more confident to speak up."(Student 2)<sup>93</sup>*

*"In my opinion, cooperative learning mediated through debate makes me more active because I feel responsible for presenting my group's opinion. During the debate, I become more enthusiastic about learning the material because I have to understand the arguments before delivering them in front of my classmates."(Student 3)<sup>94</sup>*



**Figure 4.1 A student raises his hand to contribute during a classroom debate session**

The main focus in this Figure 4.1 is a student raising his hand, which clearly reflects active participation in the learning process.

<sup>92</sup> Student 1 interviewed in 8<sup>th</sup> April 2025

<sup>93</sup> Student 2 interviewed in 8<sup>th</sup> April 2025

<sup>94</sup> Student 3 interviewed in 8<sup>th</sup> April 2025



This action demonstrates the student's engagement, both in presenting arguments and in responding to opposing viewpoints during the debate. It serves as evidence that debate-mediated cooperative learning methods can effectively encourage students to become more confident, articulate in speaking, and capable of thinking critically in an open and constructive manner.

#### **b) Enhancing Students' Critical Thinking Abilities**

Furthermore, the second observation on 8<sup>th</sup> April 2025 revealed that while students employed this strategy, they demonstrated enhanced critical thinking and argumentative ability during the teaching and learning process, particularly in the context of the debate material.

As illustrated in Figure 4.2, it is evident that the students demonstrate a limited understanding when responding to the problem or theme presented by the during the debate process.<sup>95</sup> This condition is further elaborated by Teacher D, who explained that the implementation of cooperative learning mediated through debate is indeed effective in fostering students' critical thinking skills, as described below:

*“In addition, if applied optimally, cooperative learning has a unique character and many pedagogical advantages. For example, this approach combines two powerful methods—training students to think critically, articulate their arguments,*

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<sup>95</sup> Observed in 8<sup>th</sup> April 2025

*and speak spontaneously and coherently. This approach also fosters self-confidence, encourages the development of logical arguments, encourages the use of supporting evidence, and improves the mastery of topic-specific vocabulary.”(Teacher D)<sup>96</sup>*



**Figure 4.2** Student fostering critical thinking and collaborative learning under the supervision of a facilitator.

Figure 4.2 illustrates a classroom atmosphere during a debate-based learning session, in which students are actively engaged in group discussions. One student is seen standing and pointing toward an opposing team member, indicating that he is presenting an argument or offering a direct rebuttal. The student's body language and active involvement reflect the practice of critical thinking in action, such as analyzing opposing arguments, evaluating information, and responding with well-reasoned opinions.

<sup>96</sup> Interviewed, Jember 8<sup>th</sup> April 2025

This observation is further supported by the results of interviews conducted with several students who were considered qualified by the researcher. Their responses aligned closely with the teacher's perspective, highlighting that the debate-based learning strategy not only stimulated classroom engagement but also significantly enhanced students' ability to think critically and communicate effectively. This was conveyed through group interviews from several students named Student 1, Student 2, and Student 3, the participants noted that the strategy was highly effective in their learning environment and contributed significantly to enhancing their critical thinking abilities<sup>97</sup>. As seen at interview below:

*"In my opinion as a student taught by Teacher D, learning English through the strategy applied by Teacher D is very effective in encouraging critical thinking. It allows us to express our opinions, engage actively in class discussions, and develop our ability to think more deeply and logically, especially when using English."*(Student 1)<sup>98</sup>

*"I also agree with Student 1. From the beginning, it was explained that the lesson would use a debate-mediated cooperative learning strategy. Although it was new to me, the method proved effective...not only increasing our participation but also helping us develop critical thinking ability and express our ideas more clearly in English, especially with guidance from Teacher D."*(Student 2)<sup>99</sup>

*"I also agree with Student 1 and Student 2's answers, because in the past English was very boring in class, especially materials related to speaking or conversation using English. However, it turned out that after we were told the purpose of cooperative learning at the beginning of the lesson,*

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<sup>97</sup> Observed, Jember 8<sup>th</sup> April 2025

<sup>98</sup> Student 1 Interviewed, Jember 8<sup>th</sup> April 2025

<sup>99</sup> Student 2, Interviewed, Jember 8<sup>th</sup> April 2025

*we felt challenged to try it, and the results had a positive impact on us.”(Student 3)<sup>100</sup>*

The Debate-Mediated Cooperative Learning Strategy implemented by Teacher D in class XI MA Al Barokah An-Nur Ajung Jember is specifically designed to foster active classroom participation and enhance students’ critical thinking abilities during English lessons. By engaging students in structured debate activities, this strategy encourages those who were previously passive to become more involved, particularly in speaking tasks that require analysis, reasoning, and argumentation.<sup>101</sup>

The core objective is not only to improve students’ fluency in English but also to train them to think critically, construct logical and well-organized arguments, and confidently express their opinions. In addition, students are motivated to read extensively and evaluate information to support their points of view with valid, data-driven evidence ability that are essential in both academic and real-world contexts.

Feedback from teacher interviews and selected student reflections indicates that the approach significantly increases engagement, enthusiasm, and intellectual curiosity. Students report feeling more challenged and stimulated, while classroom dynamics have become more interactive and student-centered. This creates a

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<sup>100</sup> Student 3, Interviewed , Jember 8<sup>th</sup> April 2025

<sup>101</sup> Observed on April 8<sup>th</sup> 2025

learning environment that not only strengthens speaking proficiency but also cultivates independent thought, collaborative discussion, and deeper understanding.

## **2. The Steps of Implementation of Debate-Mediated Cooperative Learning Strategy On Students' Speaking Ability**

Based on the results of classroom observations, semi-structured interviews with teacher and several students, and analysis of learning documents such as RPP (Lesson Implementation Plan), the Debate-Mediated Cooperative Learning strategy applied in class XI MA Al Barokah An-Nur Ajung Jember was implemented through several systematic and interrelated stages. Each stage is designed to maximize student involvement, build speaking competence, and encourage critical and cooperative thinking ability . The implementation stages consist of three main phases: Pre-Debate Session, Debate Implementation Session, and Post-Debate Session.

**a. Planning, Orientation, and Group Formation Stages (Pre-Debate Session)**



**Figure 4.5** The teacher provided an explanation of the topic that would be discussed within the framework of Debate-Mediated Cooperative Learning.

In the initial stage, the teacher began the learning process by presenting the debate topic to be discussed and explaining the learning objectives clearly to the students. He also socialized the learning method that would be used, namely cooperative learning mediated by debate, and provided an overview of the roles of students during the activity. Students were then divided into small heterogeneous groups, with roles assigned such as main speaker, argument builder, time keeper, and rebuttal leader, in order to create a fair and even division of tasks.

This initial stage not only provided a foundation for the debate activity but also gave students clarity and confidence to engage with the method. Several students responded positively to this approach,



recognizing its impact on their thinking and participation.<sup>102</sup> This was further illustrated through individual student reflections, as evidenced by Student 3's statement during an interview, in which he said:

*"At first I didn't know this method. However, after the explanation and introduction from Teacher D, it turned out that we were suited to this learning strategy." (Student 3)<sup>103</sup>*

The positive effects of this initial stage were not only observable through teacher observations but also evident in the increased classroom engagement that followed. Students appeared more confident, willing to participate, and actively involved in discussions. This growing enthusiasm was reflected in their individual reflections and interview responses. As one student thoughtfully expressed:

*"This shows that the initial stage is very important for instilling an understanding of the method while motivating students to be actively involved." (Student 2)<sup>104</sup>*

Teacher D also provided reading materials and asked students to find additional data from reliable sources. This activity encourages students to read more, expand their vocabulary, and construct arguments based on data. This is reinforced by the results of an interview with Student 1, who said,

*"This method is very effective because we are enthusiastic about learning, can express our opinions and learn to argue in English with more confidence." (Student 1)<sup>105</sup>*

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<sup>102</sup> Observed, 8<sup>th</sup> April 2025

<sup>103</sup> Student 3 interviewed, 8<sup>th</sup> April 2025

<sup>104</sup> interviewed, Jember 8<sup>th</sup> April 2025

<sup>105</sup> Student 1 Interviewed, Jember 8<sup>th</sup> April 2025



**b. Debate Execution (Implementation and Active Interaction Stage)**



**Figure 4.6** The Implementation of the Debate-Mediated Cooperative Learning Activity

The second stage on 15<sup>th</sup> April 2025 is the implementation of the debate in the classroom. Each group presents its arguments, either as a pro or con, according to the division of roles. The debate format used is semi-formal, consisting of an opening, argument delivery, rebuttal session, and closing. During this activity, Teacher D acts as a moderator who directs the debate, as well as a facilitator to ensure that each student gets the opportunity to speak.<sup>106</sup>

The use of English as the main medium of communication presents its own challenges, but also accelerates the learning process. In the

<sup>106</sup> Observed, Jember 15<sup>th</sup> April 2025

observation, it was seen that students began to get used to expressing their opinions spontaneously and constructing more structured sentences. Even students who were previously passive began to show the courage to speak in front of the class.<sup>107</sup>

This positive shift in student engagement indicates that the strategy not only improved language use but also helped build learners' confidence and motivation. This statement reinforces that the implementation of the debate was able to create a more lively and challenging learning atmosphere, as well as open up space for students to express their thoughts. This is in line with the statement from Student 4 in the group interview, who are reported that:

*"In the past, English lessons were boring, especially the speaking part. But after the purpose of this cooperative learning was explained, we felt challenged and it turned out to have a positive impact on our activeness."(Student 4)<sup>108</sup>*

This statement reinforces that the implementation of the debate was able to create a more lively and challenging learning atmosphere, as well as open up space for students to express their thoughts.

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<sup>107</sup> Observed, Jember 15<sup>th</sup> April 2025

<sup>108</sup> Student 4, Interviewed, Jember 15<sup>th</sup> April 2025

### c. Evaluation and Reflection (Post-Debate Session)



**Figure 4.7** Post-Debate Evaluation Conducted by the Teacher

After the debate session was over, continued with a reflection and evaluation session. At this stage, students were given feedback from both the teacher and classmates regarding their performance during the debate. Feedback included aspects of argument structure, grammar, pronunciation, vocabulary, and courage in expressing opinions. In addition, students were also asked to write personal reflections or discuss in groups about their experiences during the debate activity.

This reflection served to increase students' metacognitive awareness and help them recognize their respective strengths and weaknesses. In the interview session, Student 3 added,

*"Although we are not used to expressing opinions correctly in English, this activity is a motivation for us to continue learning to express opinions well." (Student 3)<sup>109</sup>*

This evaluation in past debate session also serves as an important bridge for planning further learning, where students can be better prepared to face subsequent debates with their speaking ability that

<sup>109</sup> Student 3, Interviewed , Jember 15<sup>th</sup> April 2025

continue to develop. This is in line with the learning objectives set by the school, namely to form students who are active, critical, and competent in English, both orally and in writing.

Overall, the implementation steps of the Debate-Mediated Cooperative Learning strategy applied by Teacher D reflect an effective, systematic, and participatory learning approach. Each stage is designed to not only hone students' speaking ability, but also shape their character as active learners who are able to think critically, work together in teams, and convey ideas logically and coherently. The results of observations and interviews show that this strategy not only improves students' speaking ability, but also creates a more enjoyable and interactive learning atmosphere in the classroom.

Evaluating the implementation of the Debate-Mediated Cooperative Learning (DMCL) strategy in this current research is crucial to determine its impact on students' speaking ability. This evaluation is based on qualitative data collected through interviews with the English teacher (Teacher D), selected students (Student 1, Student 2, Student 3, Student 4 and Student 5), and classroom observations conducted. Teacher D, the English teacher responsible for implementing the DMCL strategy, shared his experience during the interview. He emphasized the effectiveness of the strategy in fostering student participation and facilitating speaking ability:

*“The debate strategy really activates the classroom. It’s not just about practicing English it pushes students to think, argue, and*

*respond in real-time. I've seen students like Rahmad and Student 1, who used to be quiet, begin to contribute more confidently.” (Teacher D)<sup>110</sup>*

Throughout the course of the debate sessions, the teacher noted several encouraging developments in students' language performance, including observed improvements in fluency, vocabulary usage, and the quality of student interaction:

*“Students now use more varied expressions and seem more comfortable when speaking in front of others. Although grammar mistakes still happen, their willingness to speak has grown noticeably.” (Teacher D)<sup>111</sup>*

While the overall implementation of debate-mediated cooperative learning yielded encouraging results, it was not without its difficulties.

The teacher acknowledged that, alongside the observed improvements, several obstacles became apparent during the course of the activity. These challenges, though not overwhelming, provided valuable insights into areas that required further support and refinement. Specifically, the teacher mentioned issues related to time management, uneven participation among students, and varying levels of language proficiency, as follows:

### **1) Evaluation by The Teacher**

#### **a) Preparation Demands**

Implementing Debate-Mediated Cooperative Learning (DMCL) requires teachers to not only be facilitators but also active designers of learning experiences. shared that the

<sup>110</sup> Interviewed , Jember 15<sup>th</sup> April 2025

<sup>111</sup> Interviewed , Jember 15<sup>th</sup> April 2025

strategy significantly increased his workload, especially in the initial phases, as it demanded thorough preparation of materials and structured guidance to ensure all students could participate meaningfully. This highlights that while DMCL is student-centered, the teacher's role remains essential in scaffolding the process.

*“I need to allocate more time to prepare materials and guide the groups. Some students still need support in organizing arguments logically.” (Teacher D)<sup>112</sup>*

#### **b) Dominance Issues**

Group dynamics play a crucial role in the success of cooperative learning. While having enthusiastic students can energize the class, it can also lead to imbalance if not managed carefully. observed that highly vocal students occasionally overshadowed their peers, requiring him to intervene and ensure equal participation. This issue underscores the importance of fostering not only verbal engagement but also respectful turn-taking and active listening.

*“Student 1 is very active, which is great, but I sometimes have to remind him to give others space to speak.” (Teacher D)<sup>113</sup>*

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<sup>112</sup> Interviewed , Jember 15<sup>th</sup> April 2025

<sup>113</sup> Interviewed , Jember 15<sup>th</sup> April 2025



### c) Linguistic Struggles

Language barriers remain a persistent challenge, especially when students are asked to express complex thoughts in English. pointed out that although some students possessed insightful ideas, their limited vocabulary often hindered expression. This reflects the dual nature of DMCL—it encourages deeper thinking, but also demands adequate language support. The teacher's role in providing scaffolding and the group's collaborative help become critical in this regard.

*“Students like Student 3 often have ideas but get stuck because they lack the vocabulary to express them fully.” (Teacher D)<sup>114</sup>*

### d) Confidence Building Through Group Support

One of the most significant outcomes of the DMCL implementation was the gradual but evident increase in students' confidence. Many participants, especially those who were previously shy or passive, noted that the structured group discussions, peer encouragement, and repeated opportunities to speak helped them overcome their fear of making mistakes. The supportive nature of group collaboration provided a safe space for growth.

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<sup>114</sup> Interviewed , Jember 15<sup>th</sup> April 2025



*“I was very nervous at first, especially having to debate in English. But after group discussions and practice, I became more confident. Now I can speak without being too afraid of making mistakes.” (Student 1)*

*“My friends helped me with ideas and vocabulary. So I could join in the debate.” (Student 1)*

*“I used to almost never raise my hand or speak in front of the class. But after joining the debate, I feel braver.” (Student 4)<sup>115</sup>*

#### **e) Intellectual and Critical Engagement**

Beyond language practice, the debate format prompted students to engage more deeply with content. The need to construct logical arguments, respond to counterpoints, and draw from evidence encouraged critical thinking and independent learning. Even students who initially preferred to remain silent found themselves compelled to prepare, analyze, and articulate their viewpoints clearly. This intellectual engagement became a meaningful outcome of DMCL.

*“I like debate because I can argue. It’s fun and challenging. I learned how to formulate opinions and answer opponents quickly.” (Student 2)*

*“The debate activities made me think more deeply about issues. I had to prepare strong points, find reliable sources, and explain my ideas clearly in English.” (Student 5)*

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<sup>115</sup> Interviewed , Jember 15<sup>th</sup> April 2025

## 2) Teacher's Reflection

Despite the challenges, Teacher D concluded that DMCL is highly beneficial. He acknowledged that the method not only fosters language acquisition but also nurtures essential soft ability.

*“DMCL is worth using. It combines language learning with character building—confidence, teamwork, and critical thinking.” (Teacher D)<sup>116</sup>*

Classroom observations on April 8<sup>th</sup> 2025 were conducted during 3 DMCL sessions. These observations focused on how the strategy was implemented, how students interacted in groups, and how their speaking performance evolved.

In the initial stages of the debate-based learning implementation, levels of student engagement varied considerably.

Only a few students, such as Student 2, appeared confident and enthusiastic in participating actively. However, by the third session, a broader transformation became noticeable across the classroom. Students who had previously remained passive, such as Student 4 and 5, gradually began to participate during both preparation and performance. This shift was particularly evident as group dynamics improved; students started taking more initiative in organizing their arguments and contributing to team discussions, leading to a more balanced and collaborative learning environment.

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<sup>116</sup> Interviewed , Jember 15<sup>th</sup> April 2025

This growing engagement also influenced how students interacted linguistically during the activity. While many initially relied on a mix of Indonesian and English—especially in informal or preparatory stages—persistent encouragement to use English began to show results. By the second session, students were making greater efforts to communicate more consistently in English during group work. They attempted to construct full sentences and connect their ideas more cohesively. Although errors in grammar and vocabulary use remained, the willingness to embrace the language as a communicative tool within an academic context marked a significant step forward.

Such progress in language use was accompanied by noticeable improvements in speaking confidence and fluency. Students began expressing their arguments with fewer pauses and increased coherence. They employed linking phrases such as “I agree with my teammate” and “Based on our argument,” which helped structure their speech and present ideas more persuasively. These improvements were especially visible in students like Student 1 and 3, who, despite initial hesitation, demonstrated growing confidence by actively participating in rebuttal exchanges. The supportive group structure and repeated practice appeared to foster a learning atmosphere that empowered students to take more communicative risks.

Despite these positive developments, several challenges emerged throughout the process. Time management issues became evident as some sessions extended beyond the planned schedule, often due to overlong rebuttals or lack of clear moderation. Additionally, unequal participation within groups was occasionally observed, with dominant students such as Student 1 unintentionally overshadowing their quieter peers. This imbalance prompted the teacher to make mid-course adjustments to team composition in order to promote more equitable contributions. Another recurrent issue was students' limited vocabulary, which sometimes hindered their ability to express more complex or abstract ideas. While these challenges highlighted areas needing further instructional support, they also offered critical insights for refining future implementations of debate-mediated cooperative learning.

Despite these issues, there was a clear positive trend in student performance. From the interviews and classroom observations, it is evident that the implementation of Debate-Mediated Cooperative Learning had a significant positive impact on students' speaking ability. The strategy encouraged active participation, boosted confidence, and helped students develop fluency and argumentation ability in English.

Teacher D's consistent scaffolding and encouragement, along with the students' growing motivation, played a vital role in

the success of the strategy. Students such as Student 1 and Rahmad showed remarkable progress, while students like Ali further honed their leadership and expressive ability. Although students like Bagus still faced challenges, the cooperative structure allowed him to grow at his own pace.

In conclusion, DMCL is an effective and engaging strategy to enhance speaking ability, especially when implemented with supportive guidance, structured roles, and regular feedback.

**Table 4.1** Data Presentation and Analysis

NO	Research Focus	Findings
1	2	3
1	What is the contribution of Implementation of Debate-Mediated Cooperative Learning Strategy on Students Speaking Ability?	<p>The contribution of Implementation of Debate-Mediated Cooperative Learning Strategy on Students Speaking Ability</p> <ol style="list-style-type: none"> <li>1) This method encourages students to think critically, confidently express their opinions in a logical and coherent manner, and expand their vocabulary through the search for valid data as evidence in debates.</li> <li>2) This strategy made the students to help their peer how to give a good arguments to their “opposition”, by discuss the solid argument.</li> </ol>
2	How are The Steps of Debate-Mediated Cooperative Learning Strategy in Students Speaking Ability?	<p>The Steps of DMCL Strategy on Students' Speaking Ability:</p> <p><b>Pre-Debate Session</b></p> <p><b>Focus:</b> Planning, orientation, and group formation</p> <ol style="list-style-type: none"> <li>1) The teacher explains the debate topic, learning objectives, and the method to be used.</li> <li>2) Students are divided into heterogeneous groups with assigned roles (main speaker, argument builder, timekeeper, rebuttal leader).</li> <li>3) Students are provided with reading</li> </ol>

		<p>materials and tasked to find additional data from reliable sources to build their arguments.</p> <p>4) This stage aims to build initial understanding, motivate students, enrich vocabulary, and develop critical thinking ability .</p> <p><b>Debate Implementation Session</b>  <b>Focus:</b> Implementation and active interaction</p> <ol style="list-style-type: none"> <li>1) Each group presents arguments according to their roles in a semi-formal debate format (opening, argument presentation, rebuttal session, closing).</li> <li>2) The teacher acts as a moderator and facilitator, ensuring all students participate actively.</li> <li>3) The use of English accelerates students' adaptation in speaking spontaneously, with structure and confidence.</li> <li>4) This stage creates a dynamic and challenging learning atmosphere and encourages previously passive students to participate actively.</li> </ol> <p><b>Post Debate Session</b>  <b>Focus:</b> Evaluation and Reflection  <b>Improvement in Speaking Ability and Student Confidence</b>  The DMCL strategy significantly enhanced students' participation in speaking English.</p> <ol style="list-style-type: none"> <li>1) Students like Student 1 and Rahmad, who were initially passive, became more confident and actively expressed their opinions.</li> <li>2) Fluency improved with the use of more varied expressions, though grammatical mistakes still occurred.</li> <li>3) DMCL effectively encouraged students to think critically, organize logical arguments, and respond spontaneously.</li> </ol> <p><b>Teacher Reflection</b>  The strategy successfully fostered healthy teamwork with clear role distribution (main speaker, note-taker, rebuttal leader).</p> <ol style="list-style-type: none"> <li>1) Students supported one another, especially</li> </ol>
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		<p>with vocabulary and pronunciation.</p> <ol style="list-style-type: none"> <li>2) Participation became more balanced over time, although challenges like dominant speakers (e.g., Ali) still needed guidance.</li> <li>3) Group discussions created a safe space for shy students to grow and contribute.</li> </ol> <p><b>Evaluation by The Teacher</b>  Despite its positive impact, several challenges emerged during the DMCL sessions:</p> <ol style="list-style-type: none"> <li>1) <b>Preparation and time management:</b> Teachers needed extra time to prepare materials and guide students.</li> <li>2) <b>Vocabulary gaps:</b> Some students struggled to express ideas due to limited language ability.</li> <li>3) <b>Time control:</b> Debates occasionally ran long due to extended rebuttals. Solutions included restructuring teams and providing structured feedback to improve equal participation and time efficiency.</li> </ol>
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## B. Discussion

In this section, the researcher presents and discusses the findings derived from observations, interviews, and document analysis. These findings are critically examined and compared with prior research and the theoretical framework outlined in the previous chapter. This process aims to enhance the validity of the results and position the study within a broader academic discourse.

### 1. The Contributions of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability

The primary contribution of the debate-mediated cooperative learning strategy is to enhance students' speaking abilities within a collaborative and interactive environment while simultaneously



fostering critical thinking, argumentation ability , and the ability to express opinions in a structured way. This approach aligns with Vygotsky's Zone of Proximal Development (ZPD), which emphasizes the importance of social interaction in helping learners progress beyond their current level of competence with the support of peers and teachers.<sup>117</sup>

In this strategy, debate is not only seen as a medium to practice speaking ability, but also as a tool that facilitates students' cognitive and affective development. When students engage in debates, they are challenged to understand issues from multiple perspectives, organize ideas, and deliver them clearly and convincingly. This process creates a space for students to move beyond their comfort zone into the proximal zone where new ability are developed through guidance and collaboration.<sup>118</sup>

Compared to previous methods such as Think-Pair-Share (TPS) highlighted by Hidayati et al. and Singh et al., the debate strategy introduces a more robust element of argumentation and constructive competition, increasing student engagement and confidence in oral communication. Similarly, while Laia underscored the benefits of debate for boosting student creativity and participation, this study further advances the discussion by embedding debate within

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<sup>117</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>118</sup> Observation , Jember 10<sup>th</sup> April 2025

a cooperative learning model that integrates social, cognitive, and linguistic dimensions for holistic speaking development.<sup>119</sup>

This integration allows learners not only to engage in active dialogue but also to collaborate meaningfully, thus creating a dynamic environment that fosters both language competence and critical thinking. Therefore Laia specifically highlighted the benefits of debates in increasing students' activeness and creativity in speaking, and this study reinforces those findings by extending the framework into cooperative learning contexts.<sup>120</sup>

Thus, this strategy aims to integrate the social, cognitive, and linguistic aspects of learning, all of which support the holistic development of students' speaking ability.

## **2. The Steps of Debate-Mediated Cooperative Learning Strategy in Students' Speaking Ability**

The implementation of the debate-mediated cooperative learning strategy follows a structured sequence designed to promote active collaboration and guide students into their Zone of Proximal Development (ZPD). The process begins with the formation of heterogeneous groups, where students of varying skill levels are intentionally mixed to foster peer learning and mutual support. Next,

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<sup>119</sup> Hidayati, Nur Alfin, et al. "The effect of cooperative learning model with think pair share type on speaking skill." *International Journal of Instruction* 16.3 (2023): 935-950.

<sup>120</sup> Laia, B. (2019). Improving the Students' Ability in Speaking by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo. *Scope: Journal of English Language Teaching*, 4(1), 1-9.

each group is assigned a debate topic along with a pro or con position, often requiring them to defend viewpoints that may differ from their own, thereby cultivating cognitive flexibility and empathy.

Once roles are established, students engage in group discussions to develop arguments, gather evidence, and strategize their presentations. This collaborative stage is crucial for deepening understanding and building teamwork. Following this, students participate in practice sessions or simulations, which help them internalize the structure of formal debates and refine their rhetorical techniques. The strategy culminates in open class debates, where each group presents their arguments, responds to counterarguments, and engages in structured rebuttal sessions encouraging spontaneous thinking and confident speaking.

Finally, the process concludes with a reflection and feedback session, in which teachers offer constructive comments on students' content, structure, and delivery, while students reflect on their learning experiences. This step ensures that debate is not seen merely as a one-time activity but as a continuous learning cycle that develops language proficiency, critical thinking, and social interaction ability in a supportive and engaging environment.

These stages reflect the principle of scaffolding in the ZPD, where learning is structured to gradually increase students' independence. In this process, students learn not only from the teacher but also from

peers who are at a higher or similar level of development, as Vygotsky proposed.

Compared to the TPS strategy used by Hidayati, Nur Alfin, et al. and Singh et al., the debate strategy offers more complex interaction depth. TPS focuses more on pair work and idea sharing, while debate requires students to structure, defend, and respond to arguments in a more dynamic forum.<sup>121122</sup>

Additionally, this approach shares similarities with the stages used in Laia through Classroom Action Research (CAR), but in this study, cooperative learning focuses more on enhancing collaboration in delivering more argumentative and reflective spoken ideas. The evaluation of this strategy demonstrates highly positive outcomes in enhancing students' speaking abilities across several key aspects. Students showed notable improvement in speaking fluency, becoming more confident and articulate when presenting ideas in public. They also developed the ability to construct logical and critical arguments, organizing their thoughts coherently and supporting them with relevant evidence. Additionally, the debate format fostered active listening and spontaneous response ability, as students had to pay close attention to their opponents and respond in real time. Beyond

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<sup>121</sup> Hidayati, Nur Alfin, et al. "The effect of cooperative learning model with think pair share type on speaking skill." *International Journal of Instruction* 16.3 (2023): 935-950.

<sup>122</sup> Singh, C. K. S., Ramachandran, A., Singh, T. S. M., Tek, O. E., Yunus, M. M., & Mulyadi, D. (2020). The use of think pair share of cooperative learning to improve weak students' speaking ability. *International Journal of Psychosocial Rehabilitation*, 24(05).

cognitive gains, the strategy also boosted emotional engagement and learning motivation, with students displaying heightened enthusiasm and participation throughout the debate activities. Based on ZPD theory, these results indicate that students surpassed their initial capabilities through meaningful social interaction, particularly through peer and teacher guidance. Debate, as part of a cooperative strategy, creates a learning environment that stimulates cognitive development through social challenges.

This study also aligns with previous research findings that highlight the effectiveness of cooperative learning in language education. For instance, Al Jawad found that cooperative learning generally enhances EFL students' speaking performance, a result that is mirrored in this study through students' improved fluency and confidence during debates.<sup>123</sup> Similarly, Warsah et al. demonstrated that cooperative learning significantly contributes to the development of students' critical thinking ability, which is particularly evident in debate activities where learners are required to think quickly, respond critically, and engage thoughtfully with opposing viewpoints.<sup>124</sup>

Therefore, the evaluation indicates that this strategy is effective not only in the technical aspects of speaking, but also in strengthening

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<sup>123</sup> Al Jawad, A. S. H. (2023). The effect of using cooperative learning method in enhancing EFL students' performance in speaking skill in Libyan universities: A case study of Benghazi University. *International Journal of Linguistics, Literature and Translation*, 6(6), 64-74.

<sup>124</sup> Warsah, I., Morganna, R., Uyun, M., Afandi, M., & Hamengkubuwono, H. (2021). The impact of collaborative learning on learners' critical thinking skills. *International Journal of Instruction*, 14(2), 443-460.

the social, emotional, and cognitive dimensions, which are integral to the comprehensive development of students' communicative competence.



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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the findings obtained through observation, interviews, and document review, this study concludes that the implementation of Debate-Mediated Cooperative Learning (DMCL) Strategy significantly contributes to the improvement of students' speaking abilities.

The main contribution of the DMCL strategy is to improve students' speaking ability through cooperative and intellectually engaging activities. It promotes critical thinking, logical argumentation, and confident expression, while encouraging peer support. This approach aligns with Vygotsky's ZPD, as students learn best through guided interaction and social collaboration.

The DMCL implementation was carried out in three systematic stages, Pre-Debate Session: Students were grouped heterogeneously and given specific roles and preparatory materials. This stage aimed to introduce the debate format, strengthen students' comprehension, and build the foundation for productive argumentation. Debate Implementation Session: A semi-formal debate was conducted with active participation of all group members. The teacher acted as a moderator, ensuring a supportive environment. This stage heightened students' spontaneity, speaking fluency, and willingness to speak up, especially for previously passive learners. Post-Debate Session (Evaluation and Reflection): Feedback was given by both teachers and peers, followed by self-reflection. This stage reinforced metacognitive ability and encouraged continuous improvement



based on experience and constructive criticism. The evaluation revealed that DMCL had a positive impact on both students' speaking competence and confidence. Notable improvements included: Speaking Fluency & Critical Thinking: Students became more expressive, using a wider range of vocabulary and structured arguments, though some still struggled with grammar. Cooperative Learning Dynamics: The group setting helped foster mutual support, distribute roles effectively, and build trust, especially among shy or passive students. Practical Challenges: Implementation required time for preparation, teacher facilitation, and managing debate timing. Nonetheless, these challenges were addressed through structured team setups and guided participation.

## **B. Suggestion**

Based on the conclusions drawn from the implementation of Debate-Mediated Cooperative Learning (DMCL), several recommendations can be offered to enhance its future application in classroom settings. Teachers are encouraged to implement Debate-Mediated Cooperative Learning (DMCL) regularly in speaking classes, especially for intermediate to advanced learners, as it promotes critical thinking and communication skills. Providing initial scaffolding—such as vocabulary lists and example arguments—can help students adapt more easily. Teachers should also manage time, monitor group dynamics, and assign roles carefully to ensure balanced participation.

The success of DMCL, however, also relies on students' active engagement and reflective attitude throughout the learning process. By participating fully in both preparation and discussion phases, students can

strengthen their language skills while building confidence in public speaking. Reflecting on their performance and embracing feedback from peers and teachers can further support their communicative growth within a collaborative environment, reinforcing the benefits fostered by well-guided instruction.

Building on these pedagogical insights, future researchers are encouraged to explore the broader application of DMCL across various contexts, including blended and online learning environments. Investigating its integration with digital platforms could offer new perspectives on how technology enhances or challenges student interaction and language development. Moreover, examining long-term outcomes beyond speaking—such as improvements in listening and reading—can contribute to a deeper understanding of DMCL’s overall effectiveness and adaptability.

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## APPENDICES

**Appendix 1: Research Matrix**

Title	Research Problem	Variables	Indicator	Data Sources	Research Method
Exploring the Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability	1. How is the goal of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability? 2. How are the steps of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	1. Debate-Mediated Cooperative Learning 2. Speaking Ability	DMCL's Indicators 1. Peer Collaboration 2. Debate as scaffolded activity Speaking Ability's Indicators 1. Pronunciation 2. Grammar 3. Vocabulary 4. Comprehension 5. Fluency	1. English teachers of Islamic boarding school 2. Students of Islamic boarding school 3. Literature Review	1. Research Method: Qualitative 2. Research Approach: Qualitative Descriptive 3. Research Location: Islamic Boarding School / MA Al Barokah An-Nur Jember 4. Data Collection Technique: a. Interview b. Observation c. Document review 5. Data Analysis: Thematic Analysis a. Data Condensation b. Data Display c. Drawing and Verifying Conclusion 6. Data Validity: Triangulation

## Appendix 2: Statement of Authenticity of Writing

### STATEMENT OF AUTHENTICITY

This undersign below:

Name : Reza Amien Thohari  
 SRN : 202101060013  
 Major : Tadris Bahasa Inggris  
 Faculty : Tarbiyah dan Ilmu Keguruan  
 Institution : UIN KHAS Jember

Stated that the undergraduated thesis entitled “Exploring Debate-Mediated Cooperative Learning Strategy on Students’ Speaking Ability: A Qualitative Study” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 26 May 2025



**Reza Amien Thohari**  
**NIM. 202101060013**

### Appendix 3: Profile of MA Al Barokah An-Nur

#### 1. The Research Object Description

The subject of this study was conducted in MA Al Barokah An-Nur which is located in Raung Street, Ajung, Jember, East Java. Additional detail were clarified on its school profile, as follow:

#### 2. Profile of MA Al Barokah An-Nur

- |                         |                        |
|-------------------------|------------------------|
| a. Name                 | : MA AL BAROKAH AN-NUR |
| b. NPSN                 | : 69963544             |
| c. Established          | : 2016                 |
| d. Address              | : Raung Street         |
| e. Zip Code             | : 68175                |
| f. Village              | : Ajung                |
| g. District             | : Ajung                |
| h. Regency-City         | : Jember               |
| i. Province             | : East Java            |
| j. School Status        | : Vocational           |
| k. The Principal's Name | : Misnawar, S.Pd.I     |
| l. Educational Level    | : Madrasah Aliyah      |
| m. Accreditation        | : C                    |

#### 3. Goal, Vision, and Teacher Dion

##### a. Goal of School

- 1) Implementing an effective, active, creative and innovative teaching and learning process so that the teachers can link all forms of learning materials delivered to students with

religious values. The main goal is that students can apply and practice these sciences in their activities

- 2) Evaluating and providing solutions to each student activity, in order to create an independent and responsible character
- 3) Optimizing good moral and character education programs
- 4) Motivating and assisting students in preparing themselves to be present in the midst of society
- 5) Improving the quality of students' attitudes and mentality, so that they can have an international mentality and broad insight

#### b. Vision

Referring to the vision of organizing madrasah education, namely the realization of an Islamic, quality, popular, and independent Madrasah Aliyah (MA) and capable of making its students into people who believe and fear Allah Subhanahu wata'ala, have noble character, have personality, master science and technology, and are able to actualize themselves positively in social, national, and state life, then the vision of MA Al-barokah An-Nur is stated as follows: The realization of Madrasah Humans who are pious, independent, have achievements, are innovative, have broad insight, and become individuals of Rahmatan lil Alamin.

#### c. Teacher Dion

- 1) Creating Madrasah Personnel who are knowledgeable, charitable, and have noble personalities, by practicing religious habits and practicing religious teachings with good character.
- 2) Creating a competitive Madrasah by optimizing character education strengthening activities for students to have religious, nationalistic, mutual cooperation, integrity and independent characters.
- 3) Creating a conducive Madrasah environment, by creating a polite, friendly school culture, full of family and responsibility in preserving the Madrasah environment. To create a conducive Madrasah environment, the following must be considered:
  - a) Every activity, directly or indirectly, is a form of practicing Islamic religious values.
  - b) Opening access and providing the widest possible opportunities for students to be able to develop all their potential through academic and non-academic activities.
- 4) Produce individuals who can be present in society and can become the glue of the Ummah who stands above and for all groups

- 5) Preparing graduates who have an international mentality with knowledge and active Arabic-English language as well as integration of general sciences and religion

#### Teacher and Staff Data

Nama Lengkap	NIK	Status Kepegawaian	Jenis Kelamin
Achmad Yusuf H.R	'3509190808880005	Non PNS	Laki-laki
Wardatut Toyyibah	'3509166101870002	Non PNS	Perempuan
Misnawar	'3509130906880001	Non PNS	Laki-laki
Hanif Mubarak	'3509213006950007	Non PNS	Laki-laki
Dina Kusumawati	'3509194212770002	Non PNS	Perempuan
Dhany Septian Mulyadiansyah	'3509202709910004	Non PNS	Laki-laki
Octaviani Erman Nanda	'3509215010930005	Non PNS	Perempuan
Iwan Setiawan	'3509190108720003	Non PNS	Laki-laki
Abdul Wasik Lc, Ma,	'3509311604850004	Non PNS	Laki-laki
Nita Andriani	'3204375808890005	Non PNS	Perempuan

#### Data of The Students in Eleventh Grade

##### Students Name

No	Full Name	Gender
1	Ali Akbar Pratama	Male
2	Bagus Dwi Nugroho	Male
3	Rahmad Hidayatullah	Male
4	Hasan Abdul Majid	Male
5	Fikri Maulana Yusuf	Male
6	Rizky Ananda Saputra	Male
7	Ahmad Fadhlurrahman	Male
8	Ilham Rasyid Mubarak	Male
9	Reza Nur Alam	Male
10	Farhan Hafizh Ramadhan	Male
11	Dimas Arya Wijaya	Male
12	Aditya Galang Prakoso	Male
13	Naufal Syahputra	Male
14	Riyan Eka Saputra	Male
15	Fahmi Ridwan Hakim	Male



16	Rafi Zulfikar Nasution	Male
17	Yoga Permana Putra	Male
18	Fajar Yulianto	Male
19	Zaki Maulana Siddiq	Male
20	Hafiz Alamsyah Lubis	Male



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### Appendix 4: Teaching Module

#### Teaching Module: Debate as a Strategy for Speaking Ability Development

##### A. General Information

Subject	English (Speaking Skill)
Topic	Debate (Argumentative Text)
Level	Eleventh Grade (e.g., high school)
Duration	2–3 sessions (90 minutes per session)
Method	Debate-Mediated Cooperative Learning (DMCL)
Learning Type	Cooperative & Interactive

##### B. Learning Objectives

By the end of the module, students are expected to:

1. Express opinions and arguments clearly and logically in spoken English.
2. Demonstrate active participation in classroom discussions and structured debates.
3. Use critical thinking to analyze and respond to opposing viewpoints.
4. Work collaboratively in teams to prepare and present arguments.
5. Show increased confidence in public speaking.

##### C. Core Competencies

Speaking Skill	Delivering and defending arguments orally.
Collaborative Learning	Engaging in team-based preparation and delivery.
Critical Thinking	Identifying, analyzing, and rebutting arguments.

##### D. Learning Materials

Introduction to Argumentative Text Structure:

- Thesis statement

- Supporting arguments with evidence
- Counterarguments and rebuttals

#### Debate Language:

- Agreeing/disagreeing
- Expressing opinions
- Presenting reasons
- Asking and answering questions

#### Sample Debate Topics:

- Social media does more harm than good.
- Online learning is more effective than face-to-face learning.
- Uniforms should be mandatory in schools.

#### E. Learning Activities

Stage	Activity	Time
1. Pre-Debate	Teacher introduces the concept of debate and argumentative text; shows short video example; introduces useful phrases.	20 mins
	Students analyze a short argumentative text in pairs.	15 mins
2. Debate Preparation	Class is divided into groups (Pro & Contra) and assigned a topic. Each group researches and prepares arguments collaboratively.	30 mins
	Teacher facilitates with guiding questions and vocabulary support.	—
3. Debate Session	Each group presents opening statements, arguments, and rebuttals. Other groups observe and take notes.	40 mins
	Open floor discussion or crossfire round moderated	20 mins

	by teacher.	
4. Post-Debate Reflection	Students reflect in groups: What worked well? What could improve? What did they learn?	15 mins
	Teacher gives feedback on performance (language use, logic, fluency, participation).	10 mins

#### F. Assessment Criteria (Rubric Highlights)

Criteria	Indicators
Fluency and Clarity	Speaks clearly and fluently without excessive hesitation.
Argument Quality	Presents logical, relevant, and well-structured arguments.
Critical Thinking	Identifies counterarguments and responds effectively.
Class Participation	Participates actively in group work and debate sessions.
Teamwork	Collaborates well with team members during preparation.

#### G. Learning Tools and Resources

- Printed handouts or digital slides on argumentative structure
- Debate expression phrase sheet
- Internet-connected devices for research
- Whiteboard or projector

#### H. Teacher's Role

- Facilitator of discussion and group dynamics
- Language coach (providing vocabulary, expressions, corrections)
- Observer and feedback provider

### I. Follow-up / Homework

- Students write a reflective journal entry on their debate experience.
- Homework assignment: Write a short argumentative text (200–300 words) on a new topic.

### Pengesahan Modul

Ajung,  
Mengetahui,  
Kepala Sekolah  
ttd

Guru Mata Pelajaran Bahasa Inggris  
ttd

Misnawwar, S.Pd.

Dhany Septian Mulyadiansyah, S.Pd.

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### Appendix 5: Scoring Rubric

Student Name	Fluency & Clarity	Pronunciation	Argument	Critical Thinking	Language Use	Team Collaboration	Class Participation	Total	Category
Student 1	4	4	4	4	4	4	4	28	Outstanding
Student 2	3	3	4	3	3	4	3	23	Proficient
Student 3	4	3	3	4	4	3	3	24	Proficient
Student 4	2	2	3	2	2	2	2	15	Basic
Student 5	3	3	2	3	3	3	3	20	Proficient
Student 6	4	4	4	4	4	4	4	28	Outstanding
Student 7	3	3	3	3	3	3	3	21	Proficient
Student 8	2	2	2	3	2	2	2	15	Basic
Student 9	3	3	3	3	3	3	3	21	Proficient
Student 10	4	4	4	4	4	4	4	28	Outstanding
Student 11	2	2	2	2	2	2	2	14	Needs Improvement
Student 12	3	3	3	3	2	3	2	19	Basic
Student 13	4	4	4	4	4	4	4	28	Outstanding
Student 14	3	3	2	3	3	2	3	19	Basic
Student 15	2	2	3	2	2	2	2	15	Basic
Student 16	3	2	3	3	3	3	3	20	Proficient
Student 17	4	4	4	4	4	4	4	28	Outstanding
Student 18	3	3	3	2	3	3	2	19	Basic
Student 19	4	4	4	4	4	4	4	28	Outstanding
Student 20	3	3	3	3	2	3	3	20	Proficient

#### ★ Kategori Penilaian

25-28 = Outstanding

20-24 = Proficient

15-19 = Basic

<15 = Needs Improvement

## Appendix 6: Informed Consent Form

### INFORMED CONSENT FORM *For Interview Participants*

**Researcher : Reza Amien Thohari**

**SRN : 202101060013**

**Research Title : *Exploring the Debate-Mediated Cooperative Learning Strategy on Students' Speaking Skill: A Qualitative Study***

#### **Purpose of the Study:**

**The purpose of this study is to explore how the debate-mediated cooperative learning (DMCL) strategy influences students' speaking ability in the context of English language learning.**

#### **Procedure:**

- 1. You will be asked questions related to this research.**
- 2. The interview will take approximately 20–25 minutes.**
- 3. The interview will be recorded.**

#### **Risk and Benefits:**

This study poses minimal risk to participants. Some individuals may feel slightly uncomfortable or nervous when discussing their personal experiences with speaking activities or learning strategy during the interview. All responses will be kept confidential, and personal identities will not be disclosed in any reports or publications. The benefits of participating include the opportunity to reflect on and better understand one's own speaking ability and learning development, which may contribute to future academic and communicative success.

#### **Confidentiality:**

All information collected during this study will be kept strictly confidential. The identities of participants will not be revealed in any part of the research report or publication.

All interview recordings, transcripts, and notes will be securely stored and accessible only to the researcher. Participants' personal information will not be shared with anyone outside the research team, and all data will be destroyed after the research is completed and no longer needed.

#### **Voluntary Participation:**

Participation in this study is completely voluntary. Participants are free to choose whether or not to take part in the research, and there will be no consequences for choosing not to participate.

If a participant decides to join the study, they may still withdraw at any time without giving a reason and without facing any negative consequences.



## Appendix 7: Interview Guideliness

### a) Semi-Structure interview

#### INTERVIEWS GUIDELINESS

No.	Research Question	Indicators	Questions
1.	What is the goal of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	Teacher's role as a facilitator and strategic instruction	ET: What was the reason behind choosing the cooperative learning approach mediated by debate within the Foundation's educational framework? Students: In your opinion, why did the school start using group work through debate in English lessons?
2.	How are the Steps of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	Strategy awareness, role, and participation	ET: How are the Steps of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability? In what ways does cooperative learning through debate improve students' critical thinking and speaking abilities? Students: What did you know about the steps of Debate-Mediated Cooperative learning? ET: How is the evaluation of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability? What could you get from the evaluation? Students: 1. In your opinion, what are the benefits of using debate-mediated cooperative learning in your English class? 2. Can you give an example of a moment where cooperative learning really helped you?

### b) Documents Reviews

**Documents Reviews Rubrics**

Research Questions	Indicators	Answer		Notes
1. What is the goal of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	Teacher's role as a facilitator and strategic instruction	√		
2. How are the Steps of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	Strategy awareness, role, and participation	√		
How is the evaluation of Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability?	Strategy aligned, evaluation, and feedback	√		

## **Appendix 8: Transcript Interview**

### **Interview Guide for Teacher**

1. Could you please introduce yourself? What is your name and teaching background?
2. What subject and grade level do you teach?
3. How long have you been teaching English, particularly speaking ability ?
4. How would you describe your students' speaking abilities before implementing debate-mediated cooperative learning?
5. What motivated you to try debate-mediated cooperative learning strategy in your classroom?
6. Can you explain how you implement the debate-mediated cooperative learning strategy step by step?
7. How do you prepare your students for debate activities?
8. How do students typically respond to participating in debates within cooperative groups?
9. What changes have you observed in students' speaking ability since using debate-mediated cooperative learning?
10. How does the cooperative aspect influence students' engagement and interaction during debates?
11. What challenges do you face when facilitating debate-mediated cooperative learning activities?
12. How do you support students who are shy or reluctant to speak during debates?
13. How do you assess students' speaking ability in the context of debate-mediated cooperative learning?
14. What tools or rubrics do you use to evaluate students' progress in speaking?
15. In your opinion, what are the main benefits of using debate-mediated cooperative learning for speaking skill development?
16. How do you handle conflicts or disagreements that arise during debate activities?

17. How do you encourage students to prepare and improve their arguments for debates?
18. Have you noticed any improvements in students' critical thinking and confidence through this method?
19. What factors do you think influence the success of debate-mediated cooperative learning in improving speaking ability ?
20. How do you plan to develop or modify this strategy in the future?
21. Do you have any advice for other teachers who want to implement debate-mediated cooperative learning to enhance speaking ability ?



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## Appendix 9: Transcript of interview (for Analysis)

### TRANSCRIPT OF INTERVIEW Researcher interview guide to the teacher ():

**Researcher:** What is the goal of Debate-Mediated Cooperative Learning Strategy on students' speaking ability?

**Teacher D:** Well, tujuan utamanya adalah buat ningkatin kemampuan speaking siswa dan juga bikin mereka lebih aktif di kelas dengan cara ngajak mereka ikut debat yang terstruktur dan meaningful. Di situ mereka bisa latihan critical thinking, bikin argumen, dan kerja sama dalam tim. Kita pengennya siswa nggak cuma lancar ngomong, tapi juga percaya diri dan bisa nyampaikan ide dengan jelas dalam suasana yang kooperatif. Strategi ini membantu mereka ngembangin skill bahasa sekaligus kemampuan sosial mereka juga.

**Researcher:** How are the steps of Debate-Mediated Cooperative Learning Strategy implemented in your classroom?

**Teacher D:** First, saya jelasin dulu topik yang mau kita bahas. Setelah itu, saya bagi kelas jadi beberapa kelompok kecil. Tiap kelompok biasanya dapat posisi pro atau kontra, jadi mereka punya peran jelas. Nah, setelah itu kita kasih waktu preparation, di mana siswa-siswa itu research dan prepare argumen secara bareng-bareng. Setelah persiapan selesai, kita langsung mulai sesi debatnya, di mana setiap siswa dapat giliran buat presentasi argumen, rebuttal, dan juga kesimpulan. Terakhir, saya ajak kelas buat refleksi tentang debat yang sudah berjalan dan kasih feedback supaya mereka tahu apa yang harus diperbaiki. Sepanjang proses itu, saya tekankan prinsip cooperative learning supaya mereka saling support satu sama lain.

**Researcher:** In what ways does cooperative learning through debate improve students' critical thinking and speaking abilities?

**Teacher D:** Jadi, lewat cooperative learning dengan debat, siswa dipaksa untuk berpikir kritis karena mereka harus menyiapkan argumen yang logis dan bisa mempertahankan pendapatnya saat diskusi. Selain itu, karena debat dilakukan dalam kelompok, mereka juga belajar kerja sama, mendengarkan pendapat teman, dan saling memberi masukan. Ini membuat kemampuan speaking mereka berkembang, karena bukan cuma bicara sendiri, tapi juga aktif berdialog dan merespon argumen secara tepat. Jadi, saya melihat strategi ini sangat efektif untuk melatih critical thinking sekaligus speaking ability siswa secara bersamaan.

**Researcher:** How do you evaluate the effectiveness of this strategy on students' speaking ability?

**Teacher D:** Saya pakai beberapa metode dalam penilaian. Primarily, saya menilai siswa menggunakan analytical rubric yang fokusnya pada fluency, accuracy, pronunciation, dan kemampuan mereka dalam menyusun argumen. Selain itu, saya juga mengamati partisipasi dan kerja sama tim mereka selama debat berlangsung. Tidak hanya itu, saya juga mengintegrasikan peer assessment dan self-assessment supaya siswa bisa refleksi tentang performa mereka sendiri dan teman-temannya. Secara keseluruhan, saya melihat adanya peningkatan yang signifikan dalam rasa percaya diri siswa dan kemampuan mereka dalam mengorganisasi pemikiran secara lisan.

**Researcher:** What could you get from the evaluation?

**Teacher D:** Dari evaluasi ini, saya bisa lihat sejauh mana siswa benar-benar menguasai materi debat, terutama kemampuan mereka dalam menyusun dan menyampaikan argumen secara jelas dan tepat. Selain itu, saya juga dapat mengukur peningkatan rasa percaya diri mereka saat berbicara di depan kelas. Evaluasi juga membantu saya mengidentifikasi area mana yang perlu diperbaiki, misalnya pronunciation atau cara mereka merespon argumen lawan. Dengan feedback dari peer dan self-assessment, siswa juga jadi lebih sadar sama kekuatan dan kelemahan mereka, sehingga mereka bisa terus memperbaiki kemampuan speaking dan critical thinking mereka.

#### **Researcher interview guide to the studentss**

**Researcher:** Apa pendapatmu tentang strategi debat kelompok ini untuk kemampuan speakingkamu?

**Student 1:** Menurut saya debat ini bikin kita lebih berani ngomong di depan umum, Teacher D. Kita jadi belajar gimana nyusun argumen dan juga jawab pertanyaan dari kelompok lain. Karena diskusinya bareng kelompok, saya jadi lebih ngerti dan bisa bantu temen juga.

**Student 2:** Saya juga merasa jadi lebih percaya diri, Teacher D. Apalagi pas kita saling bantu di kelompok buat siapin argumen. Jadi nggak cuma belajar ngomong, tapi juga mikir cepat pas ngerespon lawan debat.

**Student3:** Saya merasa metode debat ini membantu banget. Before this, saya sering bingung mau ngomong apa dan gimana mulai ngomong dalam bahasa Inggris. Tapi setelah beberapa kali ikut debat, I learn how to organize my thoughts better. Saya juga jadi lebih terbiasa untuk ngomong langsung tanpa terlalu mikir grammar dulu, which really helps fluency saya.

**Student4:** Debate strategy ini bukan cuma ngelatih speaking, tapi juga cara berpikir. Kita harus cari informasi dulu, prepare argumen, dan kerjasama sama kelompok. It makes me more confident karena kita practice ngomong in a real context. Saya juga jadi lebih aktif dan nggak takut salah lagi pas ngomong bahasa Inggris.

**Student 5:** Personally, I enjoy this strategy a lot. Dulu saya kurang suka speaking karena takut salah, but sekarang saya lebih open untuk nyoba. Waktu debat, I have to speak up and explain my points clearly. Selain itu, kerja tim juga penting, jadi saya belajar respect sama pendapat teman dan belajar dari mereka juga.

**Researcher:** Bisa dijelaskan langkah-langkah debat yang biasanya dilakukan di kelas?

**Student 1:** Pertama, Teacher D ngasih topik dulu, terus kita dibagi jadi kelompok pro dan kontra. Kita dikasih waktu buat cari ide dan latihan bareng kelompok. Habis itu, kita mulai debatnya satu-satu ngomong sesuai giliran. Terus, kita presentasi, bantah, dan kasih kesimpulan.

**Student 2:** Setelah debat selesai, Teacher D biasanya kasih feedback. Kita juga saling ngasih komentar ke temen satu kelompok atau kelompok lain. Jadi bisa tahu bagian mana yang masih kurang, dan belajar dari situ.

**Researcher:** Menurutmu, gimana cara Teacher D mengevaluasi hasil speaking kamu selama debat?

**Student 1:** Teacher D pakai rubric gitu, Teacher D, kayak ada nilai untuk pengucapan, kelancaran, dan isi argumen. Kita juga kadang disuruh nilai diri sendiri dan temen.

**Student 2:** Iya Teacher D, jadi kita tahu kelemahan dan kelebihan kita. Saya jadi bisa lihat bagian mana yang harus saya tingkatkan.

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### Appendix 10: Thematic Analysis

#### THEMATIC ANALYSIS INITIAL CODING (Pengkodean Awal)

No.	Indicators	Statements based on interview
1	Goal of the Strategy	<p>S.1: Saya jadi lebih percaya diri ngomong di depan orang banyak.</p> <p>S.2: Debat itu bantu saya lebih lancar dan berani menyampaikan ide.</p> <p>E.T: The main goal is to improve students' speaking ability and their activeness by engaging them in structured debates where they can practice critical thinking, argumentation, and teamwork.</p>
2	Steps in Implementation	<p>S.1: Teacher D kasih topik, lalu kita dibagi pro dan kontra.</p> <p>S.2: Kita diskusi dulu di kelompok, cari ide, lalu maju debatnya satu-satu gitu.</p> <p>E.T: I divide the class into pro and contra teams, give them prep time, then they debate with turns for arguments, rebuttals, and conclusions. I end with feedback and reflection.</p>
3	Tools for Evaluation	<p>S.1: Teacher D biasanya kasih penilaian pakai rubric. Kita juga kadang nilai diri sendiri dan teman.</p> <p>S.2: Rubrik itu jelas banget, kita tahu kekurangan kita di mana.</p> <p>E.T: I assess students using analytical rubric focusing on fluency, accuracy, pronunciation, and their argumentation. Peer and self-assessments are also used.</p>
4	Learning Outcome	<p>S.1: Sekarang saya lebih pede ngomong Inggris dan bisa tanggapi argumen teman.</p>

No.	Indicators	Statements based on interview
	<b>Observation</b>	<p>S.2: Saya jadi lebih runtut ngomong dan nggak takut salah.</p> <p>E.T: I see noticeable improvement in students' confidence and ability to organize thoughts orally.</p>
5	<b>Challenges in Implementation</b>	E.T: Tantangannya itu, ada siswa yang masih pasif dan menunggu instruksi, jadi belum terbiasa mengambil inisiatif dalam diskusi.

#### AXIAL CODING (Pengelompokan Kode)

No.	Category	Declaration based on interview
1	<b>Goal</b>	<ul style="list-style-type: none"> <li>• Meningkatkan percaya diri dan kemampuan berbicara siswa</li> <li>• Mendorong berpikir kritis dan kerja sama</li> <li>• Membiasakan siswa menyampaikan ide dengan runtut</li> </ul>
2	<b>Steps of Implementation</b>	<ul style="list-style-type: none"> <li>• Pembagian kelompok pro dan kontra</li> <li>• Waktu persiapan untuk diskusi dan riset</li> <li>• Sesi debat dengan argumen, sanggahan, dan Kesimpulan</li> </ul>
3	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Refleksi dan umpan balik</li> <li>• Penggunaan analytical rubric</li> <li>• Self-assessment dan peer-assessment</li> <li>• Meningkatkan kesadaran siswa terhadap performa mereka sendiri</li> </ul>
4	<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Sebagian siswa masih pasif dan bergantung pada instruksi guru</li> </ul>

### MAIN THEMES

No.	Category	Declaration based on interview
1	Goal	“The main goal is to improve students’ speaking ability and their activeness on class by engaging them in structured debates where they can practice critical thinking, argumentation, and teamwork. Students become more confident and better at organizing and delivering ideas.”
2	Steps	“First, I divide the class into groups (pro and contra). They prepare arguments collaboratively. Then, they do structured debates with turns. After that, we reflect together, and I provide feedback. Cooperative learning principles are emphasized throughout.”
3	Evaluation	“I assess students using analytical rubrics that cover fluency, accuracy, pronunciation, and argumentation. I also use peer and self-assessments. These tools help students reflect on their performance. I’ve observed significant improvement in their speaking ability and confidence. However, some students still struggle to take initiative.”

### ANALYSIS TABLE

No.	Tema Utama	Axial Coding	Initial Coding
1	Goal	<ul style="list-style-type: none"> <li>• Meningkatkan kepercayaan diri dan speaking ability</li> <li>• Mendorong berpikir kritis dan kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Debat bikin saya lebih lancar dan percaya diri</li> <li>• Tujuannya untuk meningkatkan speaking dan critical thinking</li> </ul>
2	Steps	<ul style="list-style-type: none"> <li>• Pembagian kelompok pro-</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher D kasih topik dan bagi</li> </ul>

No.	Tema Utama	Axial Coding	Initial Coding
		kontra <ul style="list-style-type: none"> <li>• Waktu persiapan</li> <li>• Sesi debat</li> </ul>	kelompok <ul style="list-style-type: none"> <li>• Diskusi, cari argumen, lalu debat terstruktur</li> </ul>
3	Evaluation	<ul style="list-style-type: none"> <li>• Refleksi dan umpan balik</li> <li>• Rubrik analitis</li> <li>• Peer &amp; self-assessment</li> <li>• Observasi peningkatan performa</li> <li>• Tantangan: siswa pasif</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher D kasih penilaian pakai rubric</li> <li>• Saya bisa tahu kelemahan saya</li> <li>• Masih ada siswa yang pasif</li> </ul>

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## Appendix 11: Documentation



The teacher is delivering a post-debate evaluation while the students attentively listen and reflect on their performance.



A student actively presents an argument during a classroom debate session, while peers listen attentively and the teacher observes the discussion process



During the debate session, one student raises his hand to respond or offer a counterargument, while the opposing team listens attentively



Instruction by the teacher before debate session started





The researcher conducts a semi-structured interview with the teacher to explore in-depth perspectives on the implementation and impact of the debate-mediated learning strategy in the classroom



The researcher conducts a semi-structured interview with a student participant to obtain detailed feedback on their experiences and perceptions of the debate-mediated cooperative learning process.





**Interview with Student 3, 4, and 5**



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## Appendix 12: Research Jurnal

RESEARCH JOURNAL			
EXPLORING THE DEBATE MEDIATED COOPERATIVE LEARNING STRATEGIES ON STUDENTS' SPEAKING SKILL: A QUALITATIVE STUDY			
NO	DAY/DATE	ACTIVITY	SIGNATURE
1	1 April 25	The researcher do the preliminary study by conducting the observation and interview with English Teacher.	
2	1 April 25	The Researcher confirm the Researcher Permission.	
3	8 April 25	Observe The Implementation of Debate-Mediated Cooperative Learning Strategies on Students' Speaking Skill.	
4	8 April 25	Interview with the eleventh grade of MA Al Barokah An-Nur.	1.  2.  3. 
5	15 April 25	Interview with the English Teacher of MA Al Barokah An-Nur.	
6	15 April 25	Observe The Implementation of Debate-Mediated Cooperative Learning Strategies on Students' Speaking Skill.	
7	28 April 25	Complete the research data and document review.	
8	30 April 25	The researcher ask a letter of research finishing.	

Peneliti



Reza Amien Thohari

Kepala Sekolah MA Al  
Barokah An-Nur

Misnawar, S.Pd.

### Appendix 13: Letter of Research



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 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-12455/In.20/3.a/PP.005/04/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Al Barokah An-Nur  
 Jl. Raung Ajung Kecamatan Ajung Jember Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 202101060013
Nama	: REZA AMIEN THOHARI
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring The Debate Mediated Cooperative Learning Strategies on Students' Speaking Skill: A Qualitative Study" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Misnawar

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 1 April 2025

Dekan,  
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## Appendix 14: Turnitin Check

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**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Reza Amien Thohari  
NIM : 202101060013  
Program Studi : Tadris Bahasa Inggris  
Judul Karya Ilmiah : Exploring The Debate-Mediated Cooperative Learning Strategy on Students' Speaking Ability: A Qualitative Study

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (12,6 %)

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2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

## Appendix 15: Researcher Biography



### Personal Information

- Complete Name : Reza Amien Thohari
- SRN : 202101060013
- Gender : Male
- Place, Date of Birth : Banyuwangi, 19<sup>th</sup> July 2002
- Religion : Islam
- Faculty/Study Program : FTIK/English Education Department
- Phone Number : +62 856-0777-4872
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### Education Background

- Elementary School (2009-2015) : SDN 2 Tapanrejo
- Junior High School (2015-2017) : MTsN Srono
- Senior High School (2017-2020) : MAN 2 Banyuwangi
- University (2020-2025) : UIN KHAS Jember

### Organizational Experience

- Secretary of HIMMAH (Himpunan Mahasiswa Alumni Miftachussa'adah) Jember (2020-2021)
- Secretary of KOMISARIAT PSHT UIN KHAS (Part of Unit Beladiri Mahasiswa) Jember (2023-2024)