STUDENTS' PERCEIVED IMPACT OF DEBATE TECHNIQUE ON SPEAKING SKILLS

THESIS

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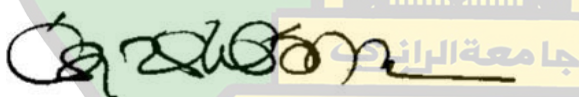
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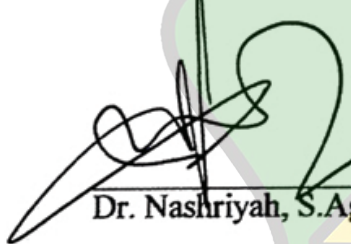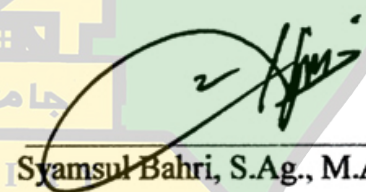
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Students' Perceived Impact of Debate Technique on Speaking Skills

adalah benar-benar karya saya, kecuali semua **kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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بسم الله الرحمن الرحيم

Praise be to Allah SWT, the most gracious and most merciful God. Your sprinkling of love and affection has given me strength, equipped me with knowledge and introduced me to love. By your destiny, I can become an active and patient person in every journey, and can complete a thesis entitled "Students' Perceived Impact of Debate Technique on Speaking Skill". *Shalawat* and *Salam* will always be given to our Prophet Muhammad SAW.

I hereby dedicate this thesis to my beloved parents, Mr. Zulkifli Ilyas S.E and Mrs. Khairiah S.Pd (almh) thank you for your abundant love from the time I was born until I am now an adult. Thank you also for the never-ending string of prayers and all the best things that your father and mother have given. May Allah always give health and always be in His love, Allahumma amen.

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iv

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Finally, I hope this research is useful for all parties involved in the study and its readers. However, this research is still far from perfection. Therefore, constructive criticism and suggestions are very necessary in perfecting this thesis.

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ABSTRACT

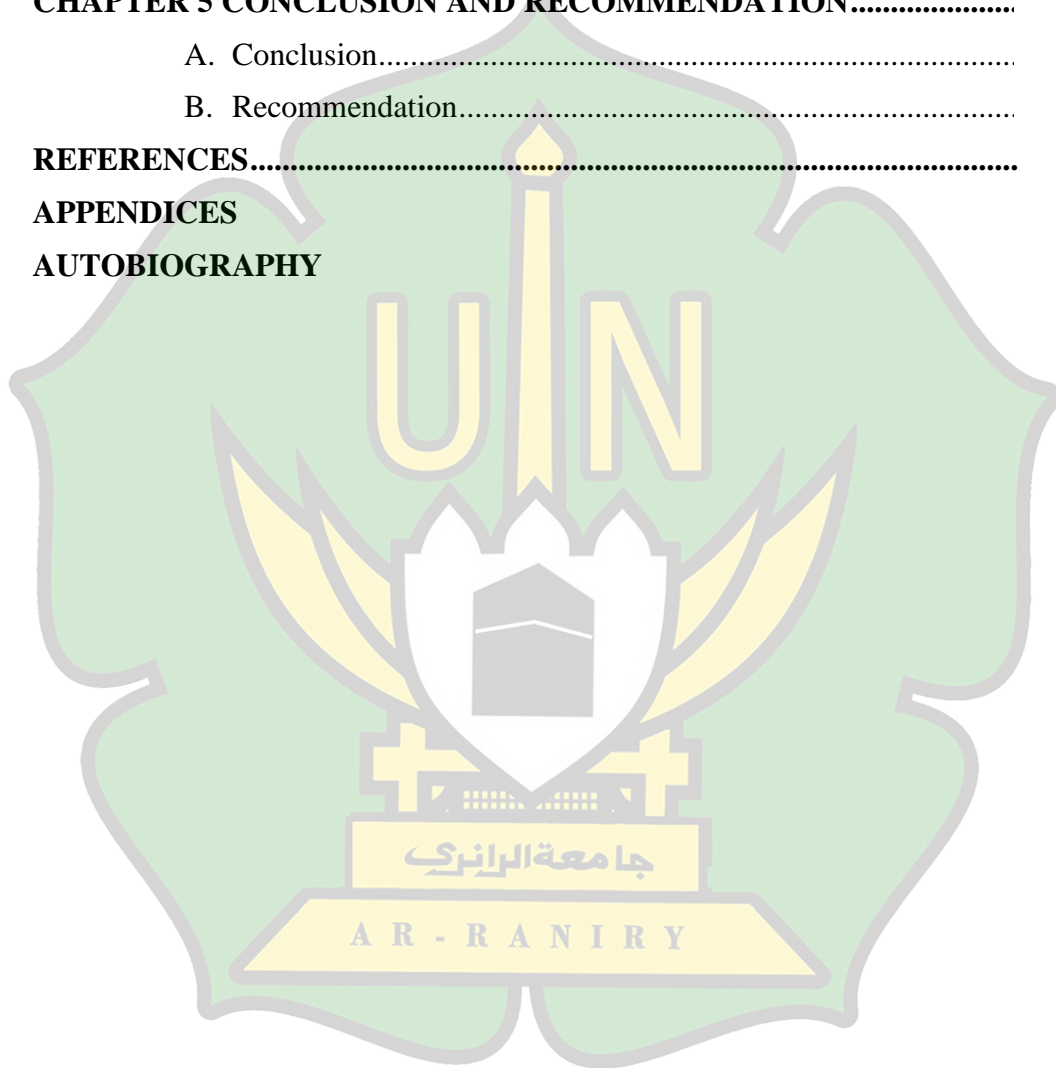Name   : Alma Husna

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The researcher conducted this research to investigate students' perceptions about the impact of debate techniques on speaking skills. This research aims to discover students' opinions to the use of debate techniques on speaking skills, to determine aspects of improving speaking skills, and to find out the challenges of students' speaking skills through debate techniques. This research uses quantitative methods and researcher use questionnaires to collect data. The participants in this research were 100 students of class X, XI, and XII of SMK Negeri 1 Peusangan. The results found that around 77% of students were able to develop speaking skills through the use of debate techniques. Debate techniques develop students' self-confidence, pronunciation, grammar, accent, fluency, vocabulary, and arrange arguments. However, some other students thought that the debate technique had challenges such as difficulty understanding the opposing team's arguments, struggle on making structured arguments, have challenge in giving rebuttals and feeling nervous.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter describes the background of study, research question, the aim of study, the significance of study and research terminologies.

A. Background of Study

There are four English skills to learn, that are reading, listening, speaking and writing skill. The four skills are supported by the learning of language aspects. One of the most challenging abilities for students to master is speaking. Kirkpatrick (2010) emphasizes that English is commonly understood by many speakers despite their native speaker is not English. The statement above meant that English language is very useful as the tool for communication to get some information, knowledge, and relation from people around the world. According to Brown (2004, as cited in Fauzan, 2016), speaking is a productive skill that can be directly observed, the observation are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test (p. 140).

One of the most important language skills for students to master in order to become great learners is speaking. As stated by Bahruddin (2018), speaking abilities in each language acts as the core or foundation of that language. Most students cannot speak English well because it is considered difficult. Speaking occurs in real time where two or more people talk to each other about things they

find interesting, each participant must make any contribution, monitor each other while speaking, and provide immediate feedback from each other. In addition, oral communication occurs in real time, the opportunity to plan and edit what we want to convey is limited, unlike in written communication we have time to plan and edit what we want to write (Megawati & Mandarani, 2016).

According to Brown (2001), there are 5 components of speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. Pronunciation is the ability to produce intelligible speech. "Grammar is a system of units and patterns of language. Vocabulary is the collection of words that an individual knows" (Linse, 2005, p. 121). Fluency is speaking at a normal speed without repetition, hesitation and with the smooth use of connected speech. Comprehension is defined as the ability to understand a subject or meaning about the situation that occurs. These components are concluded as factors that cause a learner of a language to become a good English speaker (Arung & Jumardin, 2016).

In teaching and learning English as a foreign language, most students cannot speak English well. Students feel afraid to express their ideas in class. This fear is caused by their limited vocabulary in English and they cannot express ideas because they don't know how to start. They also lack confidence in saying the right words, they also don't have critical thinking. Students also have experience difficulty in using correct grammar. Iman (2017) explains that students are usually silent when learning to speak. For this reason, it is important for a teacher to choose the right technique in teaching.

Teaching and learning techniques are an important factor in the success of language learning in all aspects of education. Teaching English is not easy, so teacher need the right technique to be easily accepted by students. There are various kinds of learning technique that can be used, but not all technique can keep up with the times because teaching technique must be adapted to the needs of students. Based on these reasons, in teaching teachers need to use appropriate techniques to improve students' speaking skills and encourage them not to be afraid and embarrassed to speak English. One of the popular techniques in teaching English speaking skills is the debate technique.

Debate is defined by Collins Cobuild Advanced Learner's English Dictionary (Cobuild, 2006) as a discussion or to discuss. A debate provides speaking situation in which two opposite point of views are argued and presented through which students are encouraged to build their arguments and deliver it to their opponents (Agustina & Bahrani, 2016). Debate topics or issues could be another factor which motivates them to speak, added by the challenge to counter or to decline their opponents' arguments (Pradana, 2017). As attested in the literature, debate is often claimed by many to promote critical thinking (Hall, 2011) and as an effective educational tool that offers a lot of benefits (Akerman & Neale, 2011).

Debating is a formal technique of interactive and delivers argument; and also as a tool to make students practice speaking English language. According to Krieger (2005), debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistics ways. In addition to providing meaningful listening, speaking, and writing practice. Debate is also highly effective

for developing arguments skills for persuasive speech and writing.

Debate techniques in class provide opportunities for students to exchange ideas, work together, develop vocabulary, and read to support opinions. As stated by Roy & Machiette (2005), debate does not only involve determining what to say but also how to say it. In other words, debate techniques in class aim to improve students' critical thinking skills, students' communication skills, and students must be active in class. By using debate techniques in teaching speaking, students have many opportunities to be active in learning and practice speaking.

Unlike the previous studies which focused on debate clubs where only club members received learning, this research focuses on debate which is used as a technique for speaking skills that involves all students in the class, also it focuses on how students' speaking skills are impacted by using debate techniques. The author chose vocational schools as participants. These focuses and participants make this research different with previous research, thus the author believes that, it is necessary to be investigated.

B. Research Question

Based on the background of study above, the research question can be formulates as follow:

1. What are students' opinions to the use of debate techniques on speaking skills?

2. What aspects of speaking skills are improved through debate technique?

3. What are the challenges to improve students' speaking skills through debate

techniques?

C. The Aim of Study

Based on the above research questions, the researcher formulated the aims of this study below:

1. To discover students' opinions to the use of debate techniques on speaking skills.

2. To find out aspects of speaking skills that are improved through debate techniques.

3. To figure out the challenges of improving students' speaking skills through debate techniques.

D. Significance of Study

This research is expected will produce useful results for readers, including teachers, students and future researcher:

1. Teacher

The result of the study expected to assist teachers use teaching materials with particular method. This research provides teachers of the information about debate technique to overcome various students' problems in English speaking skill. Thus, it can cause the teaching and learning process to become more effective and increases the possibility of achieving learning objectives, students' competency in speaking English.

2. Student

It is hoped that the results of this study can motivate students to improved their speaking skills by using debate techniques. This research is expected to be able to solve problems of students in certain aspects of speaking ability, such as pronunciation, fluency, lack of vocabulary, comprehension, and poor grammar, using debate techniques.

3. Future researcher

This research can provide new information regarding similar research and become a reference in further research. The results and discussion of this research can also be used as material for conducting the related research in the future.

E. Terminology

To avoid misinterpretation, researcher want to clarify several terms that require further explanation. Those are as follow:

1. Debate Technique

A debate is an organized event where the participants present their arguments or discuss a topic from two different perspectives. Debate is an ancient teaching technique used by Greek society thousands of years ago (Darby, 2007) and is popular as an extracurricular activity for competitions. The purpose of debate is not to seek agreement for both parties in a dispute, but through debate, the other party will make a decision to support one of the two.

Debate is a technique of discussing opinions or ideas that both competing parties try to defend.

2. Speaking Skill

According to Richards (2008), speaking is exploring an idea, getting something done, reducing various aspects of the world or basically being together. This means that if students can speak fluently and accurately, they will communicate and explore their ideas. McDonough & Shaw (2003) defined that "Speaking is driven by goals and desires, in other words someone sincerely wants to communicate something to achieve a goal" (p. 134). This involves expressing opinions and ideas, expressing a desire or desire to do something, negotiating or solving certain problems, and maintaining social relationships. In this research, the meaning of speaking skill refers to the skill possessed in English communication. The good communication involves pronunciation, grammar, fluency, vocabulary and also comprehension.

CHAPTER 2

LITERATUR REVIEW

This chapter explains the theory used in this research. It starts with explanation about debate which includes meaning, procedure and parts of debate. Then continued with an explanation of speaking skills which include meaning, types, components and method in teaching speaking. This chapter ends with a description of previous research related to this research.

A. An Overview of Debate Technique

1. Definition of Debate

Debate is a technique for improving speaking skills. This relates to a form of discussion, but to a certain extent, it is a form of debate of ideas between pros and contrast. According to Inoue (2009), debate is a communication process in which participants debate on a specified topic. A debate is a discussion as a collaborative effort between two or more people, with stimulation and guidance from a leader, to find the best solution to an existing problem. Debate is a group or individual activity in which participants argue with one another in order to debate and decide on a subject of differentiation as well as association.

As stated by Osborne (2005), debate is an excellent technique for demonstrating the capacity to read critically. According to Freeley & Steinberg (2005), it is collaborative critical thinking that incorporates discussion enables

teams to reach higher levels of thinking through the use of compelling evidence. This cooperation enables individuals to remember knowledge for longer periods of time and gives a chance for discussion and shared learning (Freeley & Steinberg, 2005). Debate is a process of advocacy and investigation that results in a reasoned judgment about a proposal. Furthermore, Snider & Schnurer (2002), discussions in class foster active involvement in students. As a result, the student's approach changes from passive to active.

In learning English in the classroom, the students asserted that further benefits of debating included understanding the topic, increasing self-confidence, overcoming stage anxiety, and improving teamwork abilities. Debate is considered to help students improve their speaking skills. One of the most important language skills for students to master in order to become great learners is speaking. Speaking is a form of verbal communication with other people (Afri, 2021).

Debate is a good way for language learning because it connects students in an assortment of intellectual and semantic ways (Krieger, 2005). Therefore, debate can be utilized splendidly to help up understudies' talking in English (Alasmari & Ahmed, 2013). Debate in the classroom is one of the efficient ways to teach English speaking (Kurnia, 2018). There are several parts that are elements in the debate. The sections provide guidance for students as they debate in class. Motion, definition, theme line, argument, and closure are all components of debate technique (Mellshaliha, 2010).

In brief, debate encourages debaters not only to talk, but also to listen to various opinions and ultimately appreciate these differences. With the above several protocol, it is hoped that the debate can proceed according to its provisions.

2. Procedure of Debate

There are some procedures of debate. According to Halvorsen (2005), there are six steps in debate:

a. Students must understand the topic that will be debated and understand their position on the topic.

b. Students are then allowed to gather information related to the topic that has been given and put forward arguments regarding the issues being debated.

c. Next, small groups must be formed and divided into two groups (pro and con), each of them will express their opinion. In this step students should think about potential arguments that will be put forward by the opposing side and think about how they will respond to these arguments.

d. Now debates can be held between groups to exchange opinions and convey their arguments. In this case, a classic debate can be used with opening and closing arguments from both sides, accompanied by rebuttals. The solution, could be small groups or pairs who share different points of view with each other.

e. The instructor of the debate is tasked with recording a summary of the opinions and views discussed by the two groups and assessing the strengths and weaknesses of each group.

f. The instructor and the class should provide their opinions regarding which groups and which side's arguments are most convincing. This step will help students understand that a person's way of thinking and the debate process can bring real results and help them to sharpen their understanding of a topic.

Therefore, there are at least six procedures that a debater must know. Understanding these procedures will make it easier for debaters to take part in English debates in accordance with the provisions.

3. The Parts of Debate

Mellshaliha (2010), states that in the technical debate system, there are several items related to the debate process. The following are several items related to the debate, namely motions, definitions, theme flow, arguments, rebuttals, and summary/closing:

a. Motion

The topic being debated is called a motion which is a statement given before the debate that determines whether to support or oppose it depending on the team. Debate topics called motions cover various fields such as education, social, economic, political, and so on (Wirawan, 2010).

b. Definition

The debaters must have a clear understanding of the motion being debated. Therefore, the motion needs to be defined first so that the audience and jury understand what is being debated (Wirawan, 2010). Debaters want to look at the issue that exist in society, because that is what the debaters will debate about issues that occur in society. Apart from the definition, there will also be the scope and boundaries of the debate (Apriliani et al., 2021).

c. Theme line

Mellshaliha (2008, as cited in Apriliani et al., 2021) states that the theme line is the basic reason for answering the question "why" one party supports or opposes a motion. Theme line will talk about why the debaters ultimately agree with the motion or why they disagree. The theme line needs to be proven by a team and is also the main reason why they are attacking the opponent's case and can also break his argument.

d. Argument

A debate is like an argument battle, where each team stands in its position, attacks the opposing team, and defends its own arguments. The praiseworthy jobs can be done well by using critical and logical thinking. Arguments are pieces of thought that support the theme line (Rohmatika & Ro'is, 2014).

e. Rebuttal

Rebuttal is the process of conveying that the opposing team's arguments have less weight than their team claims (Samanhudi, 2013). To win a debate it is not only necessary to build a strong argument but also to attack the opposing team's arguments and provide a strong defense against any attacks.

Basically, there are two types of rebuttal, namely:

1. Global rebuttal: This is an attack on the main core of the opponent's case, the theme line. As a result, their argument will be refuted.

2. Detailed rebuttal: This is an attack for every argument or example presented by the opposing team (Rubiati, 2010).

f. Sum-up/closing

Mellshaliha (2008, as cited in Apriliani et al., 2021) states that the closing is to conclude what has been passed during the debate. Where there will be one person who will be the final speaker who will convey what happened in the debate and will also provide conclusions about the strengths of his team and the weaknesses of the opposing team. A good summary is preferable.

Therefore, there are at least six terms that a debater must know. Understanding these terms will make it easier to practice and participate in English debates

B. Speaking skill in brief

1. Definition of speaking

There are several definitions of speaking explained by several experts, namely Nowicka & Wilczynska (2011), speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities. According to Thornbury (2006), communication through speaking is carried out through face-to-face interaction and occurs as part of dialogue or other forms of verbal exchange.

Speaking is the most important and the main focus of language teaching (Hughes, 2013) because speaking skills involve linguistic elements such as grammar, phonetic, phonemic, pragmatic and semantic. Speaking is the most important thing instinctively. One of the most important language skills for students to learn is speaking. Speaking is a form of verbal communication with other people (Afri, 2021). One of the most challenging skills for students to master is speaking. As stated by Bahruddin (2018), the ability to speak in each language acts as a language foundation or core. When they want to express what they think, but can't because they are not used to speaking English in front of other people.

According to Brown (2001), speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. In addition, students have many opportunities to practice speaking and be actively involved in debates. They work cooperatively and try to defend

their team, and are more active in speaking in class (Arung, 2016).

2. Types of Speaking

According to Brown (2004), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, extensive.

a. Imitative

Imitative speaking is the ability to imitate a word or sentence. This category includes the ability to practice intonation and focus attention on certain elements of certain language forms. That is simply imitating a word, phrase or sentence. The goal of imitation is not to focus attention on meaningful interactions, but rather to focus attention on certain elements of a particular language form. Brown (2007) states that providing opportunities for learners to listen to and repeat certain language sequences orally may give rise to some linguistic difficulties, both phonological and grammatical (p. 328).

b. Intensive

Intensive speaking not only emphasize pronunciation or phonological aspects but learners must also know the meaning to respond to certain tasks. Brown (2007) states that intensive speaking is more than just imitation steps, but includes any speaking performance designed to practice some phonological or grammatical aspect of the language (p. 329). Intensive speaking can be self-initiated or can even be part of a pair work

activity, where learners "discuss" certain language forms. This technique focuses on a small number of phrasal, grammatical, phonological, and lexical competencies.

c. Responsive

Responsiveness includes understanding and interaction with the test but to a certain extent in the form of short conversations, greetings or small talk, as well as simple requests and comments. It is a kind of short reply to a teacher or student-initiated question or comment, providing instructions and direction. Responsive is very important in conversation because it can stimulate students how to give good and correct responses when someone asks a question or comment. The activities include of question and answer, giving instruction and direction, and paraphrasing (Brown, 2004).

d. Interactive

Interactive is almost the same as responsive. Of these two types of speaking, both have the same aim of responding to the conversation of the other person, whether comments or questions. The difference between responsive and interactive is based on the number of people involved in the conversation. Interaction can occur in two forms, that is transactional language which aims to exchange certain information or interpersonal exchange which aims to maintain social relations. According to Rahmawati & Ertin (2014) in interactives, the number of speakers is important because sometimes more than two people are needed in the conversation (p. 201).

e. Extensive

Extensive speaking involves the production of extensive speech. Extensive is the highest level of speaking or it could be said that extensive is the most difficult type of speaking performance because it is a process of expanding speaking ability. Students not only convey messages or information to the audience but also think about the structure and appropriate way to convey the message so that the speech can be understood. Usually extensive work is done in monologue by carrying out activities such as oral reports, speeches, summaries, telling stories, and so on. Furthermore, extensive speaking can be said to be the ultimate speaking skill that requires a strong language component (Rahmawati & Ertin, 2014, p. 201).

3. Components of Speaking

To be a good speaker, there are several aspects of speaking that must be acquiring by students. According to Brown (2001), there are five components of speaking that must be recognized by students. They are pronunciation, grammar, vocabulary, fluency, comprehension:

a. Pronunciation

According to Fraser (2001), pronunciation includes all aspects of speech such as, phrases, rhythm, articulation, intonation more specifically eye contact, and body language. Pronunciation refers to students' ability to produce intelligible utterances to meet project requirements. This refers to

sound production, proper word relations, and the use of intonation and stress to convey the intended meaning (Thornburg, 2005). Pronunciation refers to the traditional saying of words. The way to pronounce a word clearly when spoken is called pronunciation (Kline, 2001).

b. Grammar

Grammar is the rules needed for students to put sentences together correctly into conversation in oral or written form. According to Harmer (2001), grammar can change words into forms that can be arranged into several sentences in the language. The other definition of grammar stated by Nelson & Greenbaum (2018), they argue that grammar refers to a set of rules that enable students to combine words in their language into larger units. The structure and basic principles of language refer to grammar including correct sentence construction, the correct form of several words and clear of words (Batko, 2004).

c. Vocabulary

Vocabulary is one of the most important aspects of language in learning English. In speaking, vocabulary is one of fundamental thing as key elements. Without vocabulary, students cannot understand the information they are learning. Turk (2003) states knowing a lot of vocabulary will make it easier to convey ideas or thoughts and feelings in written or spoken form, this vocabulary becomes familiar when we use it in everyday spoken language. If someone wants to communicate with each other then they must

have a lot of vocabulary and make it into sentences that can be said to their listener.

d. Fluency

Fluency is described as the ability to speak accurately, fluently, and communicatively. This is the extent to which speakers use their language confidently and easily, with natural pauses or hesitations, false starts, word searches, etc (Nunan, 2003). In addition, Stockdale (2009) states that fluency occurs when a person speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (mmm and ooo), without hesitation repetitions, and false starts. Fluency is the ability to speak quickly or automatically. In other words, a person speaks fluently and accurately with little pauses.

e. Comprehension

Comprehension in learning English is the ability to perceive and process discourse and formulate a representation of the meaning of a sentence. This automatically demand someone to understand what other people say in oral communication (Brown, 2004). Comprehension refers to the fact that students fully understand the research project, despite its complex procedures and risks (Cohen et al., 2017).

4. Challenges in learning speaking

In learning speaking skills through debate techniques, there are several challenges faced by students. Shen and Chiu (2019) in their research stated that the challenges in speaking English faced by students are psychological problems, linguistic problems, and environmental problems. They are lack of vocabulary, fear of mistake and shyness, critical thinking, and lack of confidences:

a. Lack of vocabulary

Vocabulary is an important part of learning English. Lack of vocabulary has an impact on students' difficulties in speaking because they do not know what words to use when speaking. Dewi & Jimmi (2018) stated that vocabulary deficiency is a condition where students cannot make sentences because of limited words. Therefore, it is necessary to increase vocabulary by getting used to speaking in various situations.

b. Fear of mistake and shyness

This challenge is often encountered by students during learning. Juhana (2018) stated that students will forget what they were going to say because they feel embarrassed, students are afraid of making mistakes when speaking, and they are also worried that their friends will laugh at them. Furthermore, Scrivener (2011) & Hosni (2014) stated that sometimes students cannot show all their knowledge when speaking, they are afraid of being laughed at when they make mistakes or sound silly.

c. Critical thinking

Critical thinking is one of the challenges students face during speaking activities. Students find it difficult to generate ideas when debating, whereas in debate critical thinking is needed to make arguments and provide rebuttals. Sayuri (2016) shows that students feel confused about having conversations, conveying statements, and giving opinions in English even though they speak English in every speaking subject.

d. Lack of confidences

Students who lack self-confidence feel uncomfortable, nervous and frustrated during learning, they will remain silent in class. Jamila (2014) states that students' lack of self-confidence is found when they feel afraid, unable to express their opinions or arguments and even unable to says meaningful complete sentences when speaking. Students who feel nervous will not be able to provide rebuttals during the debate. As a result, feelings of lack of confidence and nervousness impact their academic performance in general (Al-Hebaish, 2012).

5. Method in Teaching Speaking

Method is a general set of classroom specifications for achieving linguistic goals. Methods tend to be primarily concerned with the roles and behavior of teachers and students, and secondarily with features such as linguistic goals and subject matter, sequence, and materials (Brown, 2001). According to Goh and Burns (2012), points out the method of teaching speaking

skill as follows. They are role-playing, discussion, debate, and storytelling.

a. **Role-playing**

Activities in which students take different roles and engage in simulated interactions or conversations can provide opportunities for students to practice certain language expressions and functions in a context (Richards & Bohlke, 2019). Role playing allows students to engage with others and also explore their hidden resources. Therefore, they can improve their ability to perform speaking skills.

b. **Discussion**

Structured conversations where students are involved in group discussions about a particular topic, using appropriate discourse strategies and markers to express their opinions, ask questions, and respond to others (Newton & Nation, 2020). Students' speaking skills will improve because this activity forces them to convey ideas and ask for information through speaking English that is related to the topic given by the teacher.

c. **Debate**

Structured arguments in which students convey and defend their opinions on opposing sides on a topic, and they use appropriate rhetorical devices and persuasive techniques (Huang, 2019). Debate also improves students' general knowledge because they need to understand the topic in depth. Debate really helps students to practice speaking skills because they

need to communicate with other people and see different points of view.

d. Storytelling

Storytelling encourages language learning by enriching students' vocabulary and acquiring new language structures (Dujmovic, 2006). Storytelling fosters creative thinking. It also helps students' express ideas in a beginning, development, and ending format, including the characters and setting the story should have. In the implementation as an activity in class, the process is important because the process of getting a value or message from the completed story can improve students' speaking skills.

C. Relevant study

This topic has been discussed by several researchers. Several researchers have similar material and include different experiments conducted on similar subject. Musfirah (2017), in her research found that the debate method improved students' speaking skills. This is proven by student test results. It can be concluded that the debate method is interesting for students and effective for improving students' speaking skills. And Students' speaking interest in learning the debate method is high.

Research conducted by Apriliani et al (2021), shown that the use of debate techniques in speaking classes has helped improve students' speaking skills and participation in learning as well as obtaining positive responses from students towards the use of debate techniques in class. These findings indicate that debate techniques can be an alternative learning for teachers. Students became more active

in speaking in class and students' speaking skills were successfully improved through debate techniques.

Furthermore, Awalya et al (2020), students agree that extracurricular English debate can improve their speaking and critical thinking skills. They also agreed that there are many benefits from debate in improving speaking skills, such as enriching new vocabulary, increasing self-confidence, and increasing new knowledge and insights. In line with that, researchers also found that students also had a negative perception of debate because it was difficult for them to get internet access to find debate material.

The previous studies show the impact of debate techniques on students' speaking skills. Most studies conducted their research in schools. Meanwhile, this research chose vocational school students as participants. Researcher want to conduct a study on a vocational school because believe students who focus on their major provide an interesting and valuable context. Apart from that, previous research focused on debate clubs where only club members received learning. Meanwhile, in this research, debate is used as a technique for speaking skill, which includes all students in the class. Therefore, these differences make me believe that my research is necessary.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the description of research methodology. It covers research design, participants, methods of data collection, and techniques of data analysis.

A. Research Design

In conducting the research, researcher used quantitative-survey data method. This research aims to determine students' perceptions of the impact of debate technique. Quantitative research is a type of methodology that involves the use of numerical data to collect and analyze information about a particular problem or phenomenon (Creswell, 2013). Therefore, quantitative research is carried out with the aim of explaining the relationships between variables, analyze data in order to draw general conclusions.

Researcher use a quantitative-survey data method because believed that by applying this method, researcher can get information needed to answer research questions. Researcher asked the respondents to fill out the closed-ended questionnaire about a topic to get clearer data about what respondents feel regarding debate techniques on their speaking skills and the learning process.

B. Population and Samples

The population is a group of individuals that makes researcher interested in those who have the same or different characteristics and traits (Best & Kahn, 2006).

The population in research is all subjects that are complete and clear and will be used as research objects. The population of this research is students of the SMK Negeri 1 Peusangan which consists of 3 classes.

The sample is part of the population to be studied. In other words, a sample is a number of individuals who represent the population in research. Rahi (2017) states that convenience sampling is a sampling technique that describes the process of collecting data from a research population that can be easily reached by researcher. Researcher choose participants because they are willing and ready to be researched. The researcher decided to choose students X, XI, and XII totaling 100 students.

C. Data Collection

Collection of data is defined as the process of gathering and measuring information on targeted variables in a structured system, which then enables to answer research questions and evaluate research result. The collected data were analyzed and interpreted by the researcher to answer the research questions. This finding is intended to determine students' perceptions of using debate techniques to develop speaking skills in SMK Negeri 1 Peusangan. The debate includes the benefits, parts, and procedures of the debate technique.

According to Gillham (2008), one of the tools that is the main research methodology is a questionnaire survey. The questionnaire was adapted from the previous studies to achieve the objectives of the research. The researcher drafted questions online via Microsoft Word and distributed to students in hard copy form.

The instrument used in this research was close questionnaire by providing four answers to the respondents that namely 4-points Likert Scale (Joshi et al., 2015). In the questionnaire, respondents must answer each question with an average of points from each questionnaire of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The collection of research data is based on the percentage of students' answers to the questionnaire given. The questionnaire consists of 20 items and is a type of closed-ended questionnaire where the answers have been provided for the respondents to choose from. Questionnaires have been distributed to 100 respondents. After that, the questionnaires were collected and analyzed. In the next step the researcher analyzed the data and the results are presented statistically discussed in paragraphs.

Table 3.1
List of questionnaire question

No.	Items	Responds			
		SA	A	DA	SD
1.	I like debate applied by teacher because it helps me to practice speaking				
2.	Debate improved my fluently in speaking English.				
3.	Debate improved my pronunciation in English				
4.	Debate improved my accent in English				
5.	Debate increase my vocabulary in English				
6.	Debate increases my grammar in English				
7.	Debate helped to comprehend an outline before speak				
8.	Debate helped to arrange the logical and structured argument				
9.	I like debate because helps to understand the importance of listening to the different viewpoints				
10.	I like debate because it is a good way to improve students' decision-making				

11. I am happy to do debate because is a good way to increase confidence to answer questions in front of a group of people
12. I can speak with structural accuracy, which is getting better after practicing debate
13. I find it difficult in making the structured argument
14. I find it difficult in understanding the argument of an opposite team
15. I don't like debate because I can't understand the statements of others
16. I don't like debate because they have to scramble each other when giving opinions
17. In debate process, I respect each other's arguments
18. I find it difficult in giving some rebuttals
19. I get nervous to express the argument
20. I lose my emotional control of the debate

Adopted from (Putri, 2023) & (Asyifa, 2022)

D. Data Analysis

The analysis of data is the process of systematically applying statistical to describe, recap, and evaluate data. Quantitative data analysis is a method for systematically collecting and analyzing measurable and verifiable data. According to Creswell (2013), it features a statistical framework for assessing or deciphering numerical data. To put it concisely, data analysis is the methodical process of examining collected data. The goal is to transform unprocessed data into conclusions or outcomes. A good instrument is one that has high validity and only has small errors in capturing information about the success of the learning process (Ramadhan et al., 2020).

1. Validity test

Validity is a thing that must be considered to measure a test. A test is said to be valid if the test measures actual abilities through an activity (Ramadhan et al., 2019). Validity refers to a concept being measured in an accurate way. The formula of validity test is:

$$r = \frac{n\Sigma - (\Sigma x (\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2}}$$

Explanation:

r = product moment correlation

n = number of respondents

x = question score (respondent's answer)

y = total score of all question

xy = question score multiplied with total score

x^2 = square of question score (respondent's answer)

y^2 = total score of all question square

The results of validity test can be seen in the following table:

Table 3.2
Validity test results

No	Value of R-count Correlation Coefficient	Value of R-table 5% (N= 100)	Description
1	0,695	0,195	Valid
2	0,637	0,195	Valid

3	0,717	0,195	Valid
4	0,630	0,195	Valid
5	0,583	0,195	Valid
6	0,649	0,195	Valid
7	0,372	0,195	Valid
8	0,578	0,195	Valid
9	0,347	0,195	Valid
10	0,411	0,195	Valid
11	0,469	0,195	Valid
12	0,369	0,195	Valid
13	0,447	0,195	Valid
14	0,205	0,195	Valid
15	0,643	0,195	Valid
16	0,682	0,195	Valid
17	0,297	0,195	Valid
18	0,649	0,195	Valid
19	0,747	0,195	Valid
20	0,649	0,195	Valid

Based on the data above, it shows that the question items are valid. Thus, of the research questioner are valid it can be used for research.

2. Indicator of analysis

After all respondents have finished filling in the answers, then questionnaires will be collected. The validity test and data from the questionnaire were calculated and analyzed using the SPSS (Statistical Product and Service Solutions) 23 programmer. The researcher used the formula below to know the percentages of students' perception on the impact of debate technique:
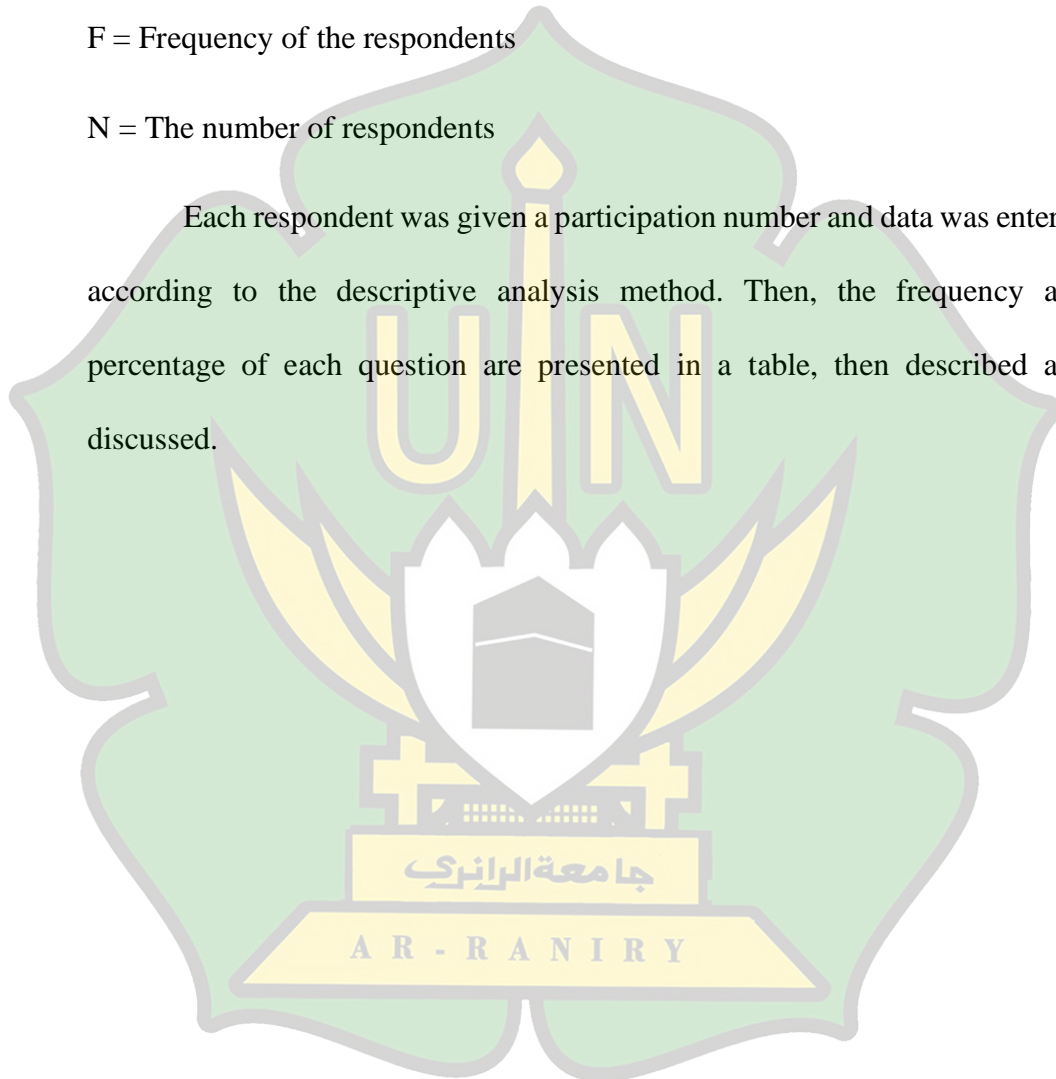
$$P = \frac{F}{N} \text{ x } 100\%$$

Explanation:

P = Percentage

F = Frequency of the respondents

N = The number of respondents

Each respondent was given a participation number and data was entered according to the descriptive analysis method. Then, the frequency and percentage of each question are presented in a table, then described and discussed.

CHAPTER 4

FINDING AND DISCUSSION

In this chapter, the researcher presents the results of presenting data and findings in the research itself. It presents the data obtained using a questionnaire. This chapter consists of two parts. The first part is the findings where the questionnaire data is presented in the form of tables. The second part is a discussion that explains the data that has been presented in the findings section.

A. Findings

This research was conducted at SMK Negeri 1 Peusangan and data collection was carried out using a questionnaire method. Research through questionnaire was carried out on January 22-24 2024.

The information collected is a primary data type. The primary data used in this research was obtained from the results of distributing questionnaires to 100 students. The 100 questionnaires were returned to the researcher. After each respondent filled out the questionnaire, the results were calculated using Microsoft Excel 2016 and analyzed using SPSS version 23.

There are 2 categories in the 20 items questionnaire. The first part contains statements that focus on students' perceptions of the impact of debate techniques on speaking skill. The second part of the statement focuses on the students' challenges regarding debate techniques in speaking skills. The questionnaire was created according to Putri (2023) and Asyifa (2022). It was created to help further

researcher to study about the impact of debate techniques on speaking skill.

1. **Students' responses on the use of debate technique**

There are many ways to improve students' speaking skills. Researcher surveyed students' perceptions about the impact of debate techniques in learning on their speaking skill. Of the 100 participants who filled out the questionnaire, there were answers that were positive and some were negative regarding the perceived impact of debate techniques on students' speaking skills.

a. The reasons to like debate technique

The questionnaire question items number 1-6 focus on students' perceptions regarding their like of debate techniques on speaking skills.

Table 4.1
The reasons to like debate technique

No	Statement	Respond								Total	
		SA		A		DA		SDA			
		F	%	F	%	F	%	F	%	F	%
1	I like debate applied by teacher because it helps me to practice speaking	54	54%	19	19%	27	27%	-	-	100	100%
2	Debate helped to comprehend an outline before speak	54	54%	23	23%	19	19%	42	42%	100	100%
3	Debate helped to arrange the logical and structured argument	40	40%	37	37%	19	19%	4	4%	100	100%
4	I like debate because it is a good way to improve students' decision-making	44	44%	30	30%	21	21%	5	5%	100	100%

5	I am happy to do debate because is a good way to increase confidence to answer questions in front of a group of people	54	54%	34	34%	12	12%	-	-	100	100%
6	I can speak with structural accuracy, which is getting better after practicing debate	51	51%	23	23%	25	25%	1	1%	100	100%

The results of the questionnaire showed that 54 students (54%) chose to strongly agree and 19 (19%) other students chose agree that they liked the debate technique applied by the teacher because it helped them to practice speaking. 27 (27%) other students chose disagree option.

Then, 54 students (54%) chose strongly agree and 23 (23%) chose agree that debate helps them to understand the outline before speaking. 19 other students (19%) had the perception that they disagree and 4 (4%) others strongly disagree. This means that debate helps students to comprehend a good outline before speaking.

Then, 40 students (40%) chose strongly agree and 37 (37%) agree that debate helps to arrange the logical and structured arguments. 19 other students (19%) had a perception that they disagree and 4 (4%) students strongly disagree.

Moreover, 44 students (44%) chose strongly agree and 30 (30%) agree that the debate technique applied by the teacher is a good way to improve students' decision-making. Meanwhile, 21 other students (21%)

disagree and 5 (5%) strongly disagree with this perception.

Furthermore, 54 students (54%) chose strongly agree and 34 (34%) agree that they enjoyed doing debate because it was a good way to increase their confidence in answering questions in front of a group of people. Meanwhile, 12 other students (12%) had the perception that they disagree.

The next statement showed that majority of students (51%) chose strongly agree and 23 (23%) agree that they could speak with structural accuracy, which became better after practicing debate. Meanwhile, 25 other students (25%) chose to disagree with this perception and 1 (1%) stated that they strongly disagree.

Figure 4.1
The recapitulation of students' reasons to like debate technique
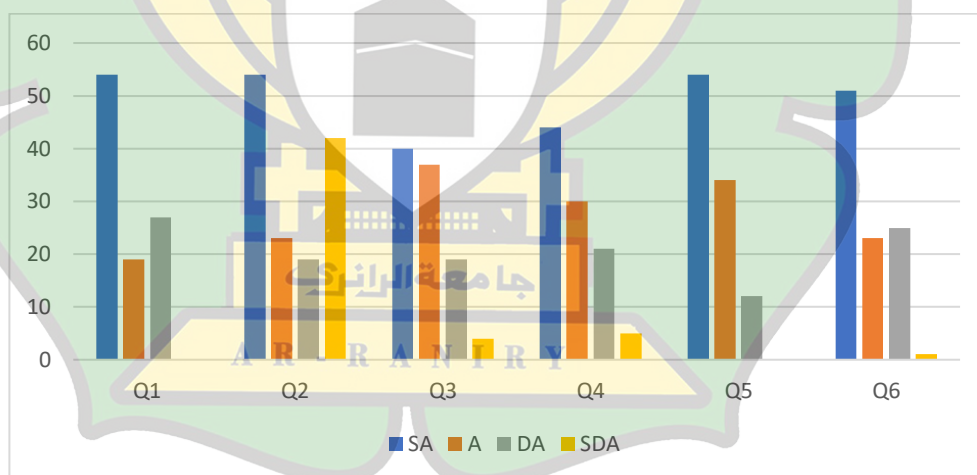
Based on the percentage of data from the questionnaire above, most students state that they strongly agree with this question, which shows that the reason students like debate techniques is because it is a good way to increase their confidence in answering questions in front of a group of

people or opposing teams.

Table 4.2
The percentage of students' reasons to like debate technique

No.	Statement	Strongly Agree	Agree	Total
1.	Good way to increase confidence to answer questions in front of a group of people	54%	34%	88%
2.	Helps to comprehend an outline before speak	54%	23%	77%
3.	Helps to practice speaking	54%	19%	73%
4.	Helps to speak with structural accuracy	51%	23%	74%
5.	Good way to improve decision-making	44%	30%	74%
6.	Helps to arrange the logical and structured argument	40%	37%	77%

b. The reasons to dislike debate technique

Questionnaire question items number 1-3 focus on students' perceptions regarding their reasons to dislike debate technique.

Table 4.3
The reasons to dislike debate technique

No	Statement	SA		A		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%
1	I don't like debate because they have to scramble each other when giving opinions	26	26%	27	27%	43	43%	4	4%	100	100%

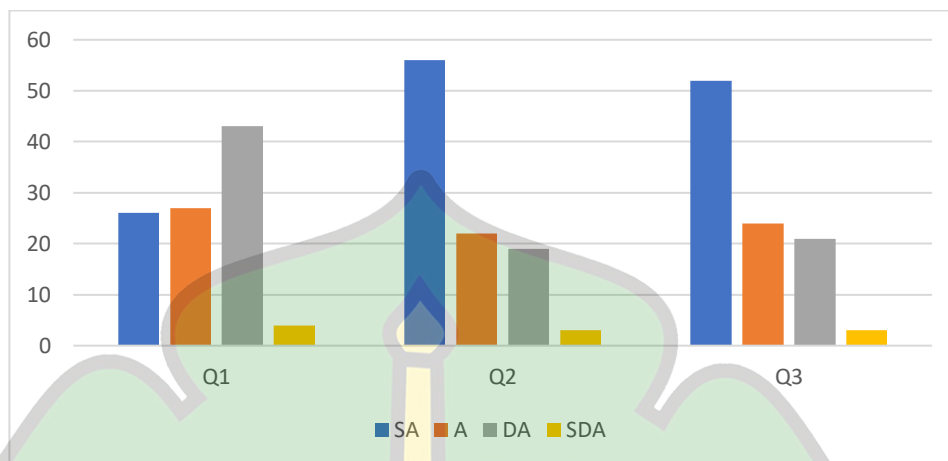| 2	I don't like debate because I can't understand the statements of others	56	56%	22	22%	19	19%	3	3%	100	100%
3	I lose my emotional control of the debate	52	52%	24	24%	21	21%	3	3%	100	100%

The results of the questionnaire showed that 4 students (4%) chose to strongly disagree and 43 (43%) disagree that they did not like debates because they had to scramble for the opportunity with each other to give their desired opinion. Meanwhile, 27 (27%) agree and 26 (26%) strongly agree with this statement.

Then, 3 students (3%) chose strongly disagree and 19 (19%) disagree that they can't understand the statements of others during the debate. While 22 (22%) students agree with the statement and 56 (56%) other students strongly agree.

Additionally, 3 (3%) students chose to strongly disagree and 21 (21%) disagree with the statement that during the debate, they could not control their emotions properly. Meanwhile, 24 (24%) students agree with this statement and 52 (52%) other students strongly agree. It is important to address this issue because controlling emotions is crucial to effective communication and persuasive arguments.

Figure 4.2
The recapitulation of students' reasons to dislike debate technique

Based on the percentage of data from the questionnaire above, it can be concluded that the majority of students' state that they did not like debate techniques because most of the time they can't understand the statement from the opposing team. The reasons can be ranked as follows:

Table 4.4
The percentage of students' reasons to dislike debate technique

No.	Statement	Strongly Agree	Agree	Total
1.	Can't understand the statements of others	56%	22%	78%
2.	Losing emotional control in debate	52%	24%	76%
3.	Must have to scramble each other when giving opinions	26%	27%	53%

2. The improvement of students' speaking skills through debate techniques

Questionnaire question items number 1-7 focus on enhancing students' speaking skills through debate techniques.

Table 4.5
The improvement of students' speaking skills through debate techniques

No	Statement	Respond								Total	
		SA		A		DA		SDA			
		F	%	F	%	F	%	F	%	F	%
1	Debate improved my fluency in speaking English	51	51%	22	22%	27	27%	-	-	100	100%
2	Debate improved my pronunciation in English	60	60%	17	17%	23	23%	-	-	100	100%
3	Debate improved my accent in English	52	52%	26	26%	22	22%	-	-	100	100%
4	Debate increase my vocabulary in English	50	50%	22	22%	26	26%	2	2%	100	100%
5	Debate increases my grammar in English	56	56%	19	19%	22	22%	3	3%	100	100%
6	I like debate because helps to understand the importance of listening to the different viewpoints	45	45%	25	25%	27	27%	3	3%	100	100%
7	In debate process, I respect each other's arguments	35	35%	25	25%	32	32%	8	8%	100	100%

The statement talks about how debate helps students to get an opportunity to speak and then become fluent in speaking. 51 students stated that they strongly agree (51%) and 22 agree (22%) that debate techniques helped their speaking fluency. Meanwhile, 27 other students chose the perception (27%) of disagree.

The next statement aims to find out whether the debate improves students' pronunciation. 60 students agree (60%) and 17 strongly agree (17%) that debate techniques help to improve pronunciation in speaking. 23 other students (23%) disagree with this perception.

The next result showed that the majority of students (52%) strongly agree and 26 agree (26%) that debate techniques could improve accents in speaking. 22 other students (22%) disagree. This means that majority students believe that debate improves students' good accent in English.

Then, 50 students (50%) chose to strongly agree and 22 (22%) agree that they liked the debate because it added new vocabulary. 26 other students (26%) had the perception that they disagree and 2 (2%) students stated that they strongly disagree. Most students agree that debate can improve students' vocabulary.

Then in the next statement, 56 students (56%) chose strongly agree and 19 (19%) agree that they liked debate because it could improve their understanding of grammar. Meanwhile, 22 other students (22%) had the perception that they disagree and 3 (3%) chose strongly disagree with the

statement. The results prove that debate improves students' grammar.

The next statement of the questionnaire is to understand the importance of listening to the different viewpoints through debate techniques. 45 students (45%) stated that they strongly agree and 25 (25%) agree to the statement. Meanwhile, 27 (27%) students chose disagree, and 3 (3%) chose strongly disagree.

Furthermore, 35 students (35%) chose to strongly agree and 25 (25%) agree to the statement that debate lead the students to learn respecting each other's arguments. Meanwhile, 32 (32%) disagree and 8 (8%) strongly disagree with this statement.

Figure 4.3
The recapitulation improvement of students' speaking skills through debate techniques
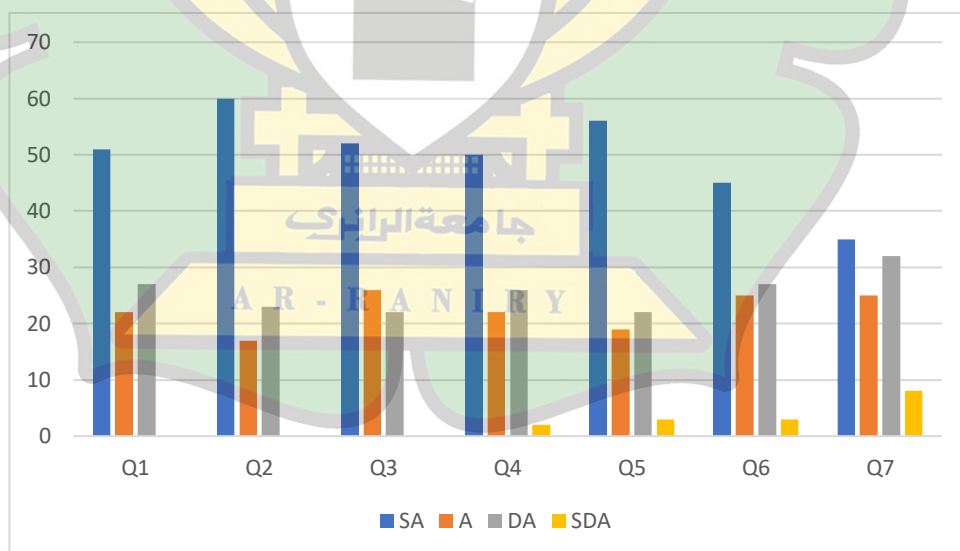
Students' opinion regarding their improvement by learning speaking through debate technique can be ranked as follows:

Table 4.6
The percentage improvement of students' speaking skills through debate techniques

No.	Statement	Strongly Agree	Agree	Total
1.	Debate improve pronunciation in English	60%	17%	77%
2.	Debate increase grammar in English	56%	19%	75%
3.	Debate improve accent in English	52%	26%	68%
4.	Debate improve fluency in English	51%	22%	73%
5.	Debate increase vocabulary in English	50%	22%	72%
6.	Helps to understand the importance of listening to the different viewpoints	45%	25%	70%
7.	I respect each other's arguments	35%	25%	60%

Based on the percentage of data from the questionnaire above, it shows that debate techniques can improve students' English pronunciation. Most students state that they strongly agree with the statement.

3. Challenges of speaking skills in debate techniques

Questionnaire question items number 1-4 focus on challenges of students' speaking skills through debate techniques.

Table 4.7
Challenges of speaking skills in debate techniques

| No	Statement	Respond								Total	
		SA		A		DA		SDA			
		F	%	F	%	F	%	F	%	F	%
1	I find it difficult in making the structured argument	38	38%	35	35%	24	24%	3	3%	100	100%
2	I find it difficult in understanding the argument of an opposite team	40	40%	20	20%	35	35%	5	5%	100	100%
3	I find it difficult in giving some rebuttals	24	24%	29	29%	38	38%	9	9%	100	100%
4	I get nervous to express the argument	16	16%	15	15%	31	31%	38	38%	100	100%

The answers showed that 3 (3%) students chose to strongly disagree and 24 (24%) disagree that they had difficulty making structured arguments in debate. Meanwhile 35 (35%) agreed and 38 (38%) strongly agree with this statement.

The next statement stated that it was difficult to understand the opposing team's arguments and the data showed that 5 (5%) disagree and 35 (35%) strongly disagree. Meanwhile, 20 (20%) of them chose agree and 40 (40%) said they strongly agree. Based on the results above, it can be concluded that some students were unable to provide rebuttals because they had difficulty understanding their opponents in the debate.

Then, 9 (9%) students chose to strongly disagree and 38 (38%) disagree that it was difficult to convey several rebuttals during the debate; while 29 (29%) agree and 24 (24%) strongly agree with this statement. It can be concluded that some students find it difficult when trying to provide rebuttals to opposing parties in a debate.

Then, 38 (38%) students chose to strongly disagree and 31 (31%) disagree to the statement that they became nervous when expressing several arguments during the debate; while 15 others (15%) agree and 16 (16%) strongly agree with the statement. It can be concluded that some students feel nervous when they want to express their arguments to the opposing teams.

Figure 4.4
The recapitulation challenges of speaking skills in debate techniques
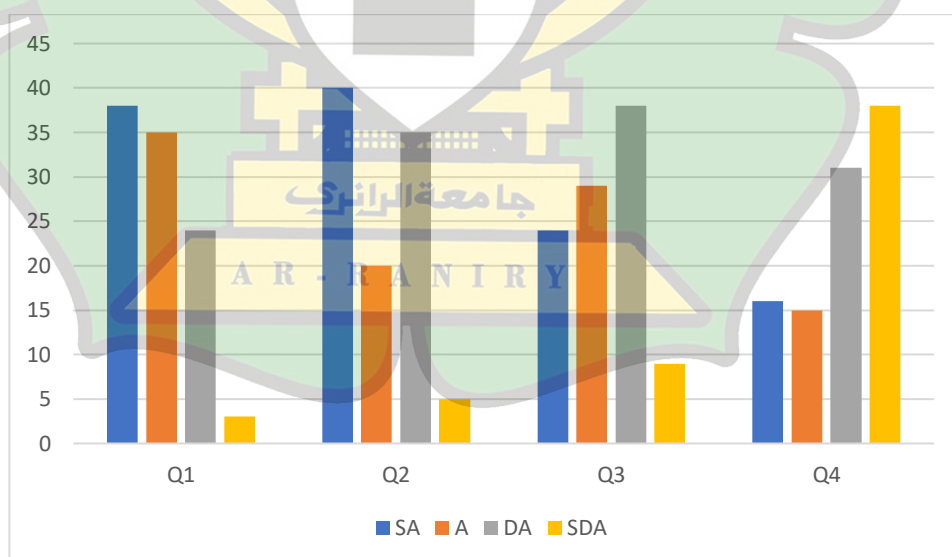
Based on the percentage of data from the questionnaire above, it can be concluded that the majority of students' state that the most challenge in

debate techniques is to understand the arguments of the opposing team. The rank of students' challenges in debate technique can be seen in the following table:

Table 4.8
The percentage challenges of speaking skills in debate techniques

No.	Statement	Strongly Agree	Agree	Total
1.	Difficult to understand the argument of an opposite team	40%	20%	60%
2.	Difficult to making the structured argument	38%	35%	73%
3.	Difficult to giving some rebuttals	24%	29%	53%
4.	Get nervous to express the argument	16%	15%	31%

B. Discussion

This research focuses on students' perceived impact of debate technique on speaking skill, the improvement, and the challenges of students' speaking skill through debate technique. The questionnaire was applied to answer the question. The questionnaire consists of three indicators; firstly, it contains statements that focus on students' perceptions of the impact of debate techniques on speaking skill. The second part of the statement focuses on the improvement of speaking skills through debate techniques. The last part of the statement focuses on the challenge students face regarding debate techniques in speaking skills.

Based on the data obtained from the questionnaire, 77% of students enjoyed using debate techniques for speaking skills in the learning process. Debate can

improve students' perceptions of aspects of speaking ability such as pronunciation, vocabulary, grammar, accent, and self-confidence. By using debate techniques students can practice speaking so that they feel free to express their opinions. A speaker must have an outline for generating ideas before speaking (Kennedy, 2007). Debate techniques help students comprehend the outline of the discussion before composing and conveying logical and structured opinions or arguments which can give students the opportunity to improve speaking skill.

Apart from that, the debate technique is a good way to improve students in how to make decisions during the debate. Debate is also one way to increase students' confidence in speaking when answering questions in front of the opposing team and expressing opinions if they have different opinions. These findings have similar results to Wulandari & Ena (2018) who stated that, debates consist of arguments from two parties that conflict with each other, support and oppose certain themes, and help students defend and express their feelings. Giving opinions and receiving verbal feedback can build students' self-confidence (Brown, 2014). The higher a student's self-confidence, the better their speaking ability will be. Self-confidence plays an important role in students' speaking activities in debates. Students who have good self-confidence tend to overcome negative thoughts and fears in communicating and speaking in front of others and opposite team quickly (Al-Hebaish, 2012).

Furthermore, debating requires students to listen attentively to the opposing team's differing points of view, respond with reasoned rebuttals and make decisions quickly. This kind of activity will foster creative and critical thinking as well as

quick decision making in solving problems (Dundes, 2001). By actively participating in debates, students develop important skills such as reasoning, sound judgment, and fluency in responding to arguments from multiple perspectives. It is proven by previous study (Carroll, 2014; Fauzan, 2016) who mentioned that through well-prepared debate and discussion sessions, students will have the freedom to experiment with the language and improve their speaking skills. Debate also enhances the development of their capacity to understand and process complex material. Additionally, debate allows students to practice their language skills in the real world, thereby increasing their confidence and fluency. This finding has a similar result to (Bernath, 2018). Apart from that, debate allows students to express their thoughts and arguments, arrange structured arguments, and develop effective communication. This is proven by previous research (Alasmari & Ahmed, 2013) which states that arguing can be used brilliantly to improve students' speaking skills.

While the majority of students like debate techniques to improve speaking skills, 23% of students do not like debate techniques for speaking skills because other students may find debates intimidating or burdensome due to the pressure of speaking in a foreign language, they need to think quickly and not being able to compete with each other when giving an opinion. Speak during the debate does not reduce their anxiety so they are not so free to express their ideas. They also feel worried because they cannot understand the opposing team's train of thought during the debate. In learning using debate techniques, some students also cannot control their emotions well when speaking, which makes the learning atmosphere not conducive. This statement is supported by Muttaqin (2021) who mentioned that

many students cannot control their emotions when defending their arguments.

The students in this research considered speaking to be a challenging skill for several reasons. Speaking is a difficult process of verbal communication and requires various abilities such as listening, vocabulary, grammar, and pronunciation (Leong & Ahmadi, 2017). In speaking class during a debate, some students feel nervous and anxious when speaking in front of the opposing team which can hinder their confidence and delivery of their arguments.

Based on a questionnaire given to students, another difficulty they encountered in debate techniques was arranging a structured argument and conveying a rebuttal. Students have difficulty understanding the opposing team's arguments so they find it difficult to develop structured arguments in a limited time period. This statement is supported by Thornbury (2005) who mentioned that, they have a good level of grammar and vocabulary, but they don't know how to utilize in real life situations because they don't get enough opportunities and time period. This can also be a challenge for students who are still developing their communication skills.

Students also find it difficult to provide rebuttals to the opposing team due to lack of vocabulary and use of incorrect grammar. Students first must understand the opposing team's stance in order to successfully refute an argument. After understanding the opposing team's arguments, students must determine the important points that must be addressed. Students must be able to provide evidence that can support their rebuttal. This statement is supported by Krieger (2005) who mentioned that debate can force students to think about different sides of a topic

and force students to interact with each other on the details of a particular topic. Once the evidence is obtained, students must structure their answers in an interesting and logical manner. This can be a challenge if students are new to discussions and have limited knowledge of the subject. This can be especially difficult for students who are not confident in public speaking or who are not fluent in English pronunciation, lack vocabulary and use incorrect grammar. The results of research by Afebri et al (2019) which shows that problems such as vocabulary, pronunciation and grammar provide the highest contribution from the three factors that influence students' abilities, namely affective factors, linguistic factors and performance conditions.
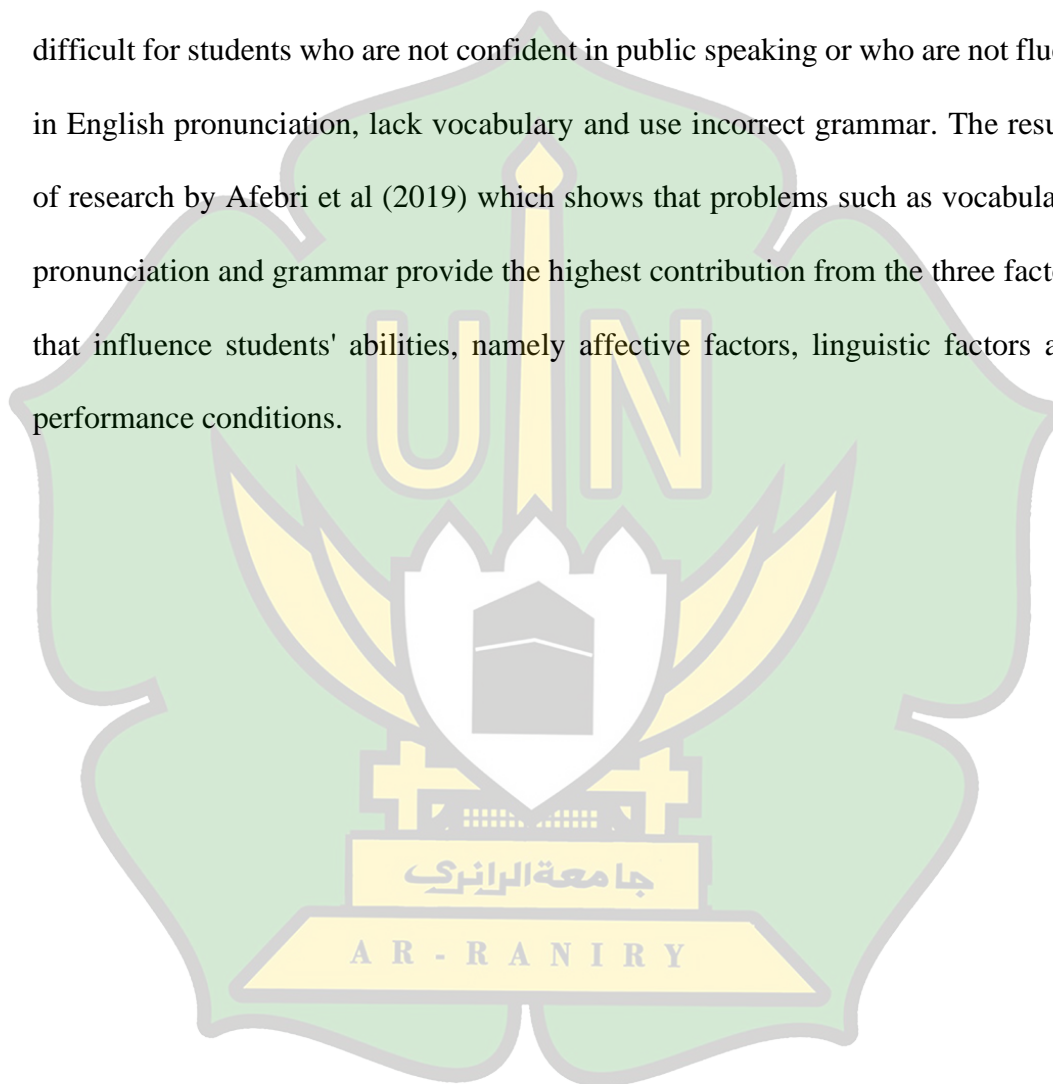
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter provided into two parts, conclusions and recommendations. The first section explains a summary of the findings. The second section explains some of the benefits for teachers, students, and future researchers. This research was conducted to discover students' perceived of the impact of debate technique on speaking skill. Research questions were answered through a questionnaire, delivered to students in classes X, XI, and XII of SMK Negeri 1 Peusangan.

A. Conclusions

Based on the findings and discussion of this research, it can be concluded that there are positive and negative perceptions of the use of debate techniques on students' speaking skills. The use of debate techniques in learning shows the response that debate improves students' speaking skills. Apart from that, debate techniques help in increasing vocabulary, improving language style, arrange structured arguments, and conveying ideas effectively. However, some students also have difficulty in debating because it is difficult to understand the statements of the opposing team

English debates in learning can be a useful technique to help students practice speaking English. There are several aspects that improve speaking skills, such as improving pronunciation, grammar, accent, fluency, vocabulary, as well as increasing understanding of the importance of listening to different points of view,

and respecting each other's arguments. This allows students to improve their English skills such as communication and discussion. Debate encourages students to actively participate in listening, and expressing opinions, which helps them improve their fluency and pronunciation. Apart from that, debate is an effective learning technique that can help students develop their speaking skills.

Furthermore, students consider speaking to be a challenging skill. There are several challenges intended in speaking skills when using debate techniques in learning. The challenges include difficulty to understanding the argument of an opposite team, difficult to making a structured argument, difficulty providing rebuttals, and get nervous to express the argument. However, despite these challenges, debate can still be a great technique for learning students' speaking skills by providing a supportive learning environment.

B. Recommendations

This research focuses on students' perceptions of the impact of debate techniques on speaking skills. After concluding and understanding the material obtained through findings and discussion, the researcher offers several recommendations for English teachers, students, and future researchers.

For students, debate can be a technique for developing students' speaking skills. The role of debate techniques will be more effective if students use them well by trying to speak actively during the debate. Apart from that, researcher hope that students can also use debate outside of classroom learning activities to develop speaking skills, for example with peers, so that they do not feel less confident when

speaking.

For teachers, that are expected to be able to choose themes that are interesting and relevant to students' interests and cultural backgrounds. Provide clear instructions and recommendations on how to prepare, conduct, and assess the debate before it begins. This is intended to help students understand the purpose of the activity. Invite all students to actively participate in the debate by expressing their thoughts, asking questions, and giving reactions to their friends. This will enable students to improve their speaking skills, improve students' fluency, vocabulary, pronunciation, and listening while increasing students' self-confidence.

Lastly, for future researchers, the researcher expects that future researchers can carry out better research and can use this research as a reference regarding their research. Future researchers can use other research methods such as experiments in researching this topic which can also be carried out at the same educational levels.
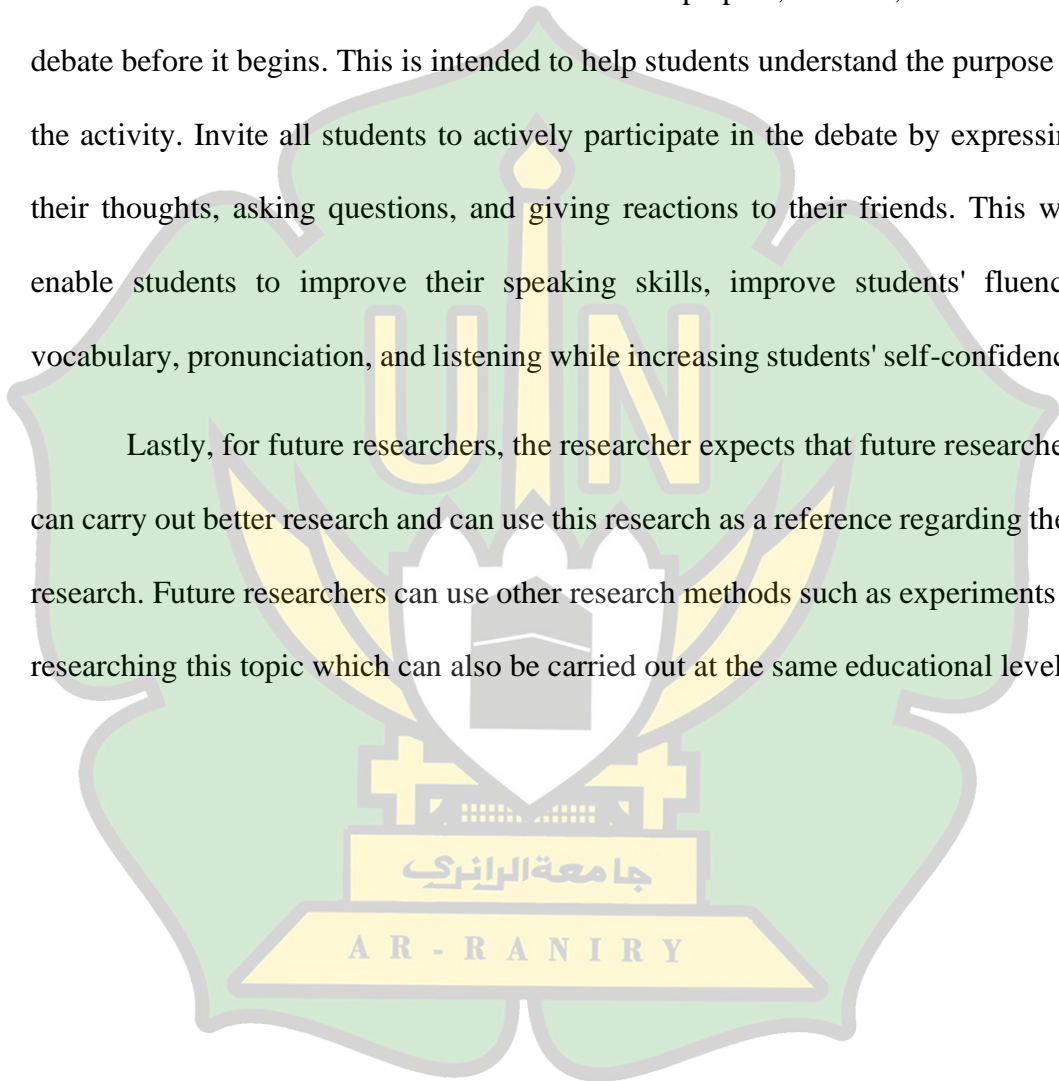
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APPENDECES

Appendix A   Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3826/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang   :   a.   bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b.   bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c.   bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat   :   1.   Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2.   Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3.   Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4.   Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5.   Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6.   Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7.   Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8.   Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9.   Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10.   Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11.   Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan   :   Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU   :   Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1630/Un.08/FTK/Kp.07.6/01/2023
KEDUA   :   Menunjuk Saudara :

1.   Syarifah Dahliana, M.Ag., M.Ed., Ph.D   Sebagai Pembimbing pertama
2.   Rahmi Fhonna, M.A   Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama   :   Alma Husna
NIM   :   180203163
Program Studi   :   Pendidikan Bahasa Inggris
Judul Skripsi   :   Students' Perceived Impact of Debate Technique on Speaking Skills

KETIGA   :   Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT   :   Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA   :   Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM   :   Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di   :   Banda Aceh
Pada tanggal   :   14 Mei 2024
Dekan,

Safrul Muluk

Tembusan:
1.   Sekjen Kementerian Agama RI di Jakarta;
2.   Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3.   Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4.   Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5.   Rektor UIN Ar-Raniry di Banda Aceh
6.   Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7.   Yang bersangkutan;
8.   Arsip.

Appendix B   Recommendation Letter from *Fakultas Tarbiyah* dan *Keguruan* to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-753/Un.08/FTK.1/TL.00/1/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMK Negeri 1 Peusangan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Alma husna / 180203163**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Barabung, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perceived Impact of Debate Technique on Speaking Skill***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Januari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 12 Februari 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C   Confirmation Letter from the School

PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 PEUSANGAN
Jalan Irigasi Pante Lhong I Matangglumpangdua Kabupaten Bireuen Kode Pos 24261
Telepon (0644) 41238 Fax. (0644) 442223 Email : smkn1peusangan89@gmail.com

Nomor   : 043 / 422 / 2024   Matangglumpangdua, 16 Januari 2024
Lampiran   : -
Hal   : Telah mengadakan Penelitian

Kepada:

Dekan Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri AR-RANIRY

Di

Banda Aceh

Assalamualaikum Wr.Wb...

Sehubungan dengan surat dari Universitas Islam Negeri AR-RANIRY Nomor : B-753/Un.08/FTK.1/TL.00/1/2024 menerangkan bahwa :

Nama   : Alma husna

N I M   : 180203163

Semester / Jurusan   : XII / Pendidikan Bahasa Inggris

Telah selesai mengadakan penelitian / pengumpulan data pada SMK Negeri 1 Peusangan, pada tanggal 15 Januari 2024. Dengan Judul : Students ' P erceived Impact of Debate Technique on Speaking Skill.

Demikian surat ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala,

Joko Triyanto, ST
NIP 19790413 200504 1 002

Appendix D   List of Questionnaire Question

List of Questionnaire Question
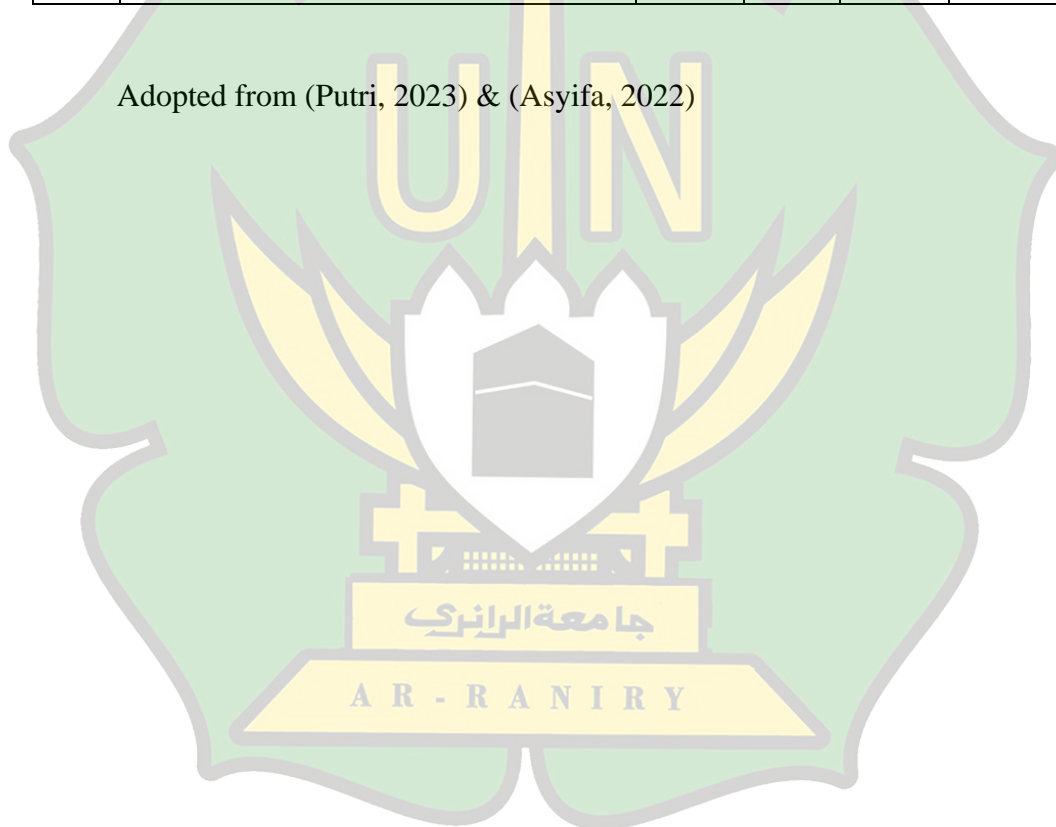
Name   :
Class   :
Gender   : LK/PR

Write down the name and class then read each question well and give your perception by giving the checklist (√) to the column Strongly Agree/ sangat setuju (SA), Agree/ setuju (A), Disagree/ tidak setuju (D), Strongly Disagree/ sangat tidak setuju (SD), based on your real situation.

No.	Items	Responds			
		SA	A	DA	SD
1.	I like debate applied by teacher because it helps me to practice speaking				
2.	Debate improved my fluently in speaking English.				
3.	Debate improved my pronunciation in English				
4.	Debate improved my accent in English				
5.	Debate increase my vocabulary in English				
6.	Debate increases my grammar in English				
7.	Debate helped to comprehend an outline before speak				
8.	Debate helped to arrange the logical and structured argument				
9.	I like debate because helps to understand the importance of listening to the different viewpoints				
10.	I like debate because it is a good way to improve students' decision-making				
11.	I am happy to do debate because is a good way to increase confidence to answer questions in front of a group of people				
12.	I can speak with structural accuracy, which is getting better after practicing debate				
13.	I find it difficult in making the structured argument				

14.	I find it difficult in understanding the argument of an opposite team				
15.	I don't like debate because I can't understand the statements of others				
16.	I don't like debate because they have to scramble each other when giving opinions				
17.	In debate process, I respect each other's arguments				
18.	I find it difficult in giving some rebuttals				
19.	I get nervous to express the argument				
20.	I lose my emotional control of the debate				

Adopted from (Putri, 2023) & (Asyifa, 2022)

AUTOBIOGRAPHY

Personal Identity

Name   : Alma Husna

Place of Date of Birth   : Bireuen, 1 November 2000

Sex   : Female

Religion   : Islam

Nationality   : Indonesia

Marital Status   : Single

Occupation   : Student

Address   : BTN Keupula Indah, Kota Juang, Bireuen

Email   : 18020363@student.ar-raniry.ac.id

Parents

Father's name   : Zulkifli Ilyas S.E

Mother's name   : Khairiah S.Pd (Almh)

Educational Background

Primary   : SD Negeri 21 Bireuen

Junior High School   : MTsN 5 Bireuen

Senior High School   : SMA Negeri 2 Bireuen

University   : UIN Ar-Raniry