THE IMPLEMENTATION OF ONLINE CLASSROOM DEBATE TECHNIQUE TO IMPROVE STUNDENTS' SPEAKING PERFORMANCE

THESIS

Submitted by:

RISKA NURMAYA PUTERI
NIM. 170203064

Student of Education Faculty and Teacher Training
Department of English Language Education

THESIS

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Bachelor of Education In English Language Teaching

DECLARATION OF ORIGINALITY

By :

RISKA NURMAYA PUTERI
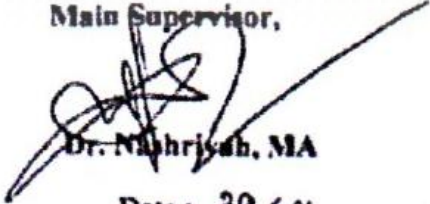NIM. 170203064

Students of Fakultas Tarbiyah dan Keguruan

Department of English Language Education

Approved by:

Main Supervisor,

Dr. Nashriyah, MA

Date : 29/21
/11

Co- Supervisor,

Azizah, M.pd.

Date : 26/ .
/11 – 21

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Board of Examiner,

Chairperson,

Dr. Nashriyah, M.A

Secretary,

Asma, M.Ed

Member,

Azizah, M. Pd

Member,

Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama   : Riska Nurmaya Puteri

NIM   : 170203064

Tempat/Tanggal Lahir   : Meulaboh 26 Mei 1999

Alamat   : Cot Seumeureung, Kec. Samatiga, Kab. Aceh Barat

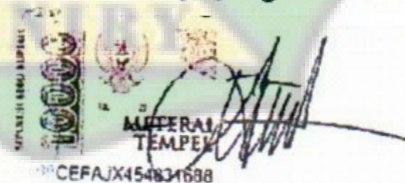Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

Improving Students' Speaking Performance Through Online Classroom

Debate Technique

Adalah benar-benar karya saya. Kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 November 2021

Saya yang membuat pernyataan

CEFAJX454831688

Riska Nurmaya Puteri

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Last but not least, the researcher realizes that this thesis is far from being perfect. The criticism and suggestion for the improvement of this thesis are highly appreciated. The last, hopefully, this thesis gives contributions to the advancement of education. Amiin.

Banda Aceh, July 8th 2021
The Writer,

Riska Nurmaya Puteri

ABSTRAC

Name	: Riska Nurmaya Puteri
NIM	: 170203064
Faculty	: Facultas Tarbiyah dan Keguruan
Major	: Department of English Language Education
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Co-Supervisor	: Azizah, S.Ag., M.pd.
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Debate online one of the strategies that will help enrich the strategy of preparing. As online advances, teachers are increasingly required to adapt be creative and attractive methods for students to present. Besides that, it can improve the ability to speaking performance, it can also help students develop critical thinking skills. The aims in this study were to find out how the implementation of the debate technique through the online classroom improving students' speaking performance is, how the lecturer and students' respond to the advantages and disadvantages of the online classroom debate technique, and what the obstacles for the lecturer and students in the online classroom debate technique process are. The research was conducted at Department of English Education of UIN Ar-Raniry Banda Aceh. The method used in this research is descriptive qualitative. The researcher collected data from observation and interview. Observation were carried out to strengthen research answers or as a supporting method. The interview was conducted with one lecturer and five students of English Advanced Skill classes to identify the research question in this research. The researcher found that the technique in the teaching and learning process can be affected to students' ability to improve students' speaking performance in English advanced skill class. Based on the research finding, the researcher would recommend to use the online classroom debate technique method in learning speaking as an alternative to improve students' speaking skills.

Keyword : Online Classroom, Debate Technique, Speaking performance

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is a foreign language and a compulsory subject in Indonesian School. Indonesian government regulations require secondary schools and universities to include English in their curriculum as a compulsory subject. However, the subject of English is still a challenging subject for many people. Various factors influence the learning process, such as motivation, attitudes, anxiety, learning achievement, talents, intelligence, age, and personality (Pratolo,2017).

Besides that, English is an important language for everyone to learn. Language learning is a process by which people consciously master a particular language. Many of them have studied English since elementary school, and some have even studied it since they were in the playgroup. However, not all schools implement English and effective learning. Success in the process of learning English depends on several factors. Apart from the techniques and methods used by teachers in schools, the media is also one of the factors that can make the English learning process more effective and efficient (Febrianti et al., 2017).

In learning English, four abilities must be mastered, namely the ability to speaking, listening, reading and writing. Speaking is one of the skills that must be

mastered from the other four skills in learning English. This is due to good speaking skills, one can express opinions, express feelings well, etc.

The development of languages in the world of education, speaking performance ability in English also taught in Senior High School in 2013 the curriculum is applied. Students are expected to speak English after learning it and supported to be able to apply English both in school, class, and in their daily life. This communicative function in English lessons is prioritized, especially in the 2013 curriculum (Tianameet al., 2019).

According to Sariand Lestari (2019), many people think English language learning is easy because they assume that we already use language every day. In fact, English properly and correctly to reach the perfect fluency level is not an easy and instantaneous thing. Besides being required to be able to use good vocabulary and pronunciation of the language correctly, students are also required to know how to use this vocabulary Hinkel (2005). According to Astuti (2019), in the results of her research, students' difficulties in speaking performance were caused by several factors namely, vocabulary, pronunciation, grammar, self-confidence, anxiety, and mastery of the topic.

In the problem of speaking performance skills faced by students can be overcome in several ways, one of which is by debate technique, because mastering English needs a lot of practice. Balancing all skills, both receptive and productive, is the best way to master English.

On the other hand, according to Rieley (2020), the current pandemic conditions, the deadly and infectious disease Corona Virus also known as Covid-19 has affected the global economy and the education sector a lot. With the current condition of the COVID-19 pandemic, information technology has become an important role due to the closure of educational institutions which poses a challenge to student learning. The effect of information technology is enormous in human life, especially in the world of education (Khan et al., 2021). So that, not only during the Covid-19 pandemic, even the government has realized that online learning is increasingly important to make it easier for students to study anytime and anywhere in this dynamic world (Dhawan, 2020).

Activities that must be carried out in schools were closed in response to the government's call to prevent transmission. However, just because activities in the classroom have ceased does not indicate that teaching and learning activities, such as those conducted online, have ceased. On learning platforms such as Education Perfect (EP), Google Classroom, Quiziz, and Kahoot, Google Meet several online programs have been established. From here, face-to-face can be done online and can be a location for learning, starting with delivering material by writing, presenting, and voice (listening), as well as speaking with each other via Zoom, Google Meet, and WhatsApp.

In learning English speaking, of course, students' and lectures often feel bored with things that are usually done, especially during the Covid 19 pandemic. So that this online debate technique was carried out aimed at increasing the

enthusiasm for learning and teaching, the idea of teacher creativity in providing material, the practice of speaking in English, and power. attract students to learning English speaking during the Covid 19 pandemic or other things in improving English language skills, especially in speaking performance skills.

According to Park et al., (2011), Introducing affinity online classroom debate techniques is positive as a prepared strategy. Using the online debate strategy will take us to a different way in a future where the world of education continues to advance and develop in the field of technology, and debate online is one of the strategies that will help enrich the strategy of preparing. As online advances, teachers are increasingly required to adapt and be creative and attractive methods for students to present. One of them is the debate method through online classes. Besides that, it can improve the ability to speaking performance, it can also help students develop critical thinking skills. One of them is the debate method through online classes. Besides that, it can improve the ability to speak debate, it can also help students develop critical thinking skills (Mitchell, 2019).

The improving students speaking performance through online classroom debate technique is prevalent in the field of education in increasing speaking performance. Many studies about improving speaking performance through online classroom debate technique have been done. To complete this study, I present several relevant previous studies that conducted by some researcher. The first by Lulus Uji Pangestu (2017), discuss the improving students' speaking performance through classroom debate technique at the eleventh grade of MAN 1 Metro in

academic year 2017/2018. The objective of this study research was to know whether the use of classroom debate technique can improve the students' speaking performance at the eleventh grade of MAN 1 Metro. The differences between this study and the previous one was that the previous one used the classroom action research (CAR) which was conducted of two cycles, and it also used test, observation and documentation in collecting the data. While the researcher use qualitative method. In this study also use observation and interview in collecting data. It aims to get more in-depth answers from respondents directly. The second, Arung & Jumardi (2016) discuss the improving the students' speaking skill through debate online. This research aims describe how the debate method is used to teach speaking and to determine how much students' speaking skills improve after being taught using the debate technique. The last, Tri Wiyati Putri (2017), conducted the research about the teaching learning speaking through debate technique at the first semester of the eleventh grade in MA Al-Malik Bandar Lampung in academic year of 2017/2018, aimed to know and describe the process and the issues that the teacher and students confront when teaching and learning to speak utilizing the debate technique.

From all of that reasons, the researcher interested in researching "The Implementation of Online Classroom Debate Technique to Improve Students' Speaking Performance". Students' speaking performance hoped can be improved after implementing of debate technique. Moreover, in this research will examine how lectures apply the online classroom debate technique and student responses to the online classroom debate technique attract students to learn English speaking

during the Covid 19 pandemic or other things in improving English language skills, especially in speaking performance skills.

B. Research Questions

In this research, the following issues will be discussed;

1. How does the implementation of online classroom debate technique to improve students' speaking performance?
2. What are the advantage and disadvantage to lecturer and students of the online classroom debate technique?
3. What are the obstacles face by teacher and students in the online classroom debate technique process?

C. The Aims of Study

The objective can be stated as follows:

1. To find out the implementation of online classroom debate technique to improve students' speaking performance
2. To find out the advantage and disadvantage of the online classroom debate technique for lecture and students
3. To find out the obstacles face by lecture and students in the online classroom debate technique process

D. Significance of Study

1. The students

In this study the students are expected to be able to improve their speaking performance even in a pandemic Covid-19 by using online classroom debate.

2. The Lecture

Even in a pandemic, this study is hoped to help lectures get alternative ways in their teaching process to improve students speaking performance, especially by using debate, and the lectures can improve their ability in teaching speaking performance using the online debate technique.

3. The readers

The readers are expected to catch any information to improve their knowledge by reading this thesis.

4. The researcher

In this study, the researcher helped to develop her knowledge and experience in composing academic writing.

E. Terminology

1. Online Classroom

Online learning is a long-established American education system. Online learning education by distance using the internet network. The online classroom is

an activity carried out by those who are far away who have to use the internet, either voice calls, video calls, or also sending and receiving learning materials (Nguyen, 2015). Online classroom referred to in this research is learning that using Google Meet applications that can be accessed.

2. Debate Technique

Debate is a communicate on process carried out by opposing or supporting a predetermined topic before communication begins. The debate, in this case, is also one way to hone the speaking skill of a person or team. But aside from that, the debate is not carried out for personal harassment, irrational attacks, or more emotional appeal. Debate is one of the most effective ways to apply to English students to be able to think critically to respond to a problem, express ideas, criticize in English and students can dominate global education (Musfirah, 2019).

3. Speaking Performance

Speaking is one of the four basic skills in learning a foreign language among writing, reading, listening. Speaking performance ability is very important for everyone to be able to interact with others. So that ideas, opinions, feelings, and desires can be conveyed and clearly (Putra, 2017). The speaking performance referred to in this study is the way students express their ideas, feelings, argument, statement and thought orally.

CHAPTER II

LITERATURE REVIEW

This chapter discusses specific literature related to this study. It also attempts to explain some theories from various experts who are relevant to improve students' speaking performance through online classroom debate techniques.

A. Concepts of Online Classroom

1. The Description of Online Classroom

Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students." (Singh & Thurman, 2019, p. 21). Well-designed course material, inspired interaction between the teacher and learners, well-prepared and fully supported teachers, and so on are all essential components of effective online instruction. This study further confirms that teachers play an undeniably important role in online education, based on our detailed examination of the topic. They help with individual and community conversations, as well as response planning (Sun & Chen, 2016).

2. *The advantage of online classroom*

The use of e-learning in education has proven to be beneficial in a variety of situations. Previous research has identified some benefits related to the integration of e-learning technology into university education (Raspopovic et al., 2017). E-learning has been defined as the ability to tailor instruction to the individual needs of students. In the digital era, for example, concentrating on the individual needs of learners can transmit knowledge more effectively than focusing on the needs of educational institutions or instructors (Huang and Chiu, 2015).

Other important benefit as highlighted by Al-Handhali, Al-Rasbi, & Sherimon (2020) Indicated several benefits of online learning, making it user friendly, effective in managing time, providing ease in the management of courses, teachers, facilities, generate reports. It also sends out timely reminders to users, such as delivery dates, questions to answer, and test dates, among other things.

3. *The disadvantage of online classroom*

Despite the numerous benefits of e-learning, students face some disadvantage that ultimately result in limited or adverse outcomes. Such as; Arkorful and Abaidoo (2015) according to Helin's research, e-learning is sometimes held through remoteness and contemplation, resulting in a lack of student interaction. Because there is no face-to-face interaction with instructions or teachers, e-learning may be less successful than traditional schooling. The most visible disadvantage of e-learning is the lack of personal interactions between colleagues and between instructors and students (Islam, Beer and Slack, 2015).

B. Concepts of Debate

1. The Description of Debate

Debate is an activity carried out with a team to compete with other teams and requires a lot of knowledge, between teams of opposing views on the topic presented (Hawkes, 2016). Debate is a method that can be used to improve speaking skills that involve a team. In debate, the opposing team is allowed to express their thoughts and opinions to defend their arguments. Apart from that, case building, movement, definition, team line, team division, rebuttal all part of the debate (Tianame et al., 2019)

According to Claxton, (2008:9) Debate is a versatile learning tool that can be used for a variety of purposes. Educational objectives improve contact and speaking ability. Allowing students to give prepared presentations, as well as to practice impromptu speeches in response to a variety of situations. Some people's arguments debate provides structure and sets boundaries. Speaking order and time, thereby adding a controlling factor in favor.

According to Clark as cited in Mitchell, E. T (2019), an essential factor in learning results is the teaching methods used, not the media. As a result, it is fair to believe that, similar to a debate in a face-to-face class, an online debate could be utilized to create or boost student involvement and improve critical thinking skills. Weeks (2013), observed that students appeared to think more carefully about subjects before publishing them online rather than discussing them in class. Weeks reflected on her experience, noting that online debates run longer, allowing

students to analyze the topic in a different and maybe more in depth way than in person debates. She concluded that online debate could help students become more engaged in class discussions and think about issues in more sophisticated or in depth ways (Weeks, 2013).

1. *Type of debate*

There are several different types of debates that are utilized around the world. Whether consciously or unconsciously, all kinds of debate establish certain assumptions about arguments. The concept of advocacy is central to argumentation theory. In most debates, at least one side must assert the truth of some claim. Some personal or governmental change or action is proposed or advocated.

A debate could also be a contest between two or more opposing ideas or acts. Alternatively, the argument may be a purely charismatic and emotional performance with no presumption of fixed position, but it would likely lose much of its coherence.

According to Steven (as cited in Baso, 2016), the type of dispute that is common in the world can be explained as follows:

a. Parliamentary (Parli Debate)

Parliamentary debate (sometimes referred to as "Parli" in the united states) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as

"government" and "opposition" from British parliament (although the term "proposition" is sometimes used rather than "government" when debating in the United Kingdom).

b. Mace Debate

This style of debate is prominent in Britain at schools level. Two teams of two debate an affirmative motion (e.g. "this house would give prisoners the right to vote,") which one team will propose and the other will oppose. Each speaker will make a seven minute speech in the order; 1 st Opposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a point of information (POI). If the speaker accepts they are permitted to ask a question. POI's are used to pull the speaker up on a weak point, or to argue against something the speaker has said. However after 6 minutes, no more POI's are permitted. After of all four have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each teams (traditionally the first speaker), will speak for 4 minutes. In these summary speeches it is typically for the speaker to answer the question posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her own key points. In the Mace format, emphasis is typically on ability, entertainment, style and strength of argument. The winning team will typically have excelled in all of these areas.

c.   Australasia Debate

Australasia style debate consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "that", for example, "that cats are better than dogs," or "This House", for example, "This House would establish a world government." The subject of topics varies from region to region. Most topics however, are usually region specific to facilitate interest by both the participants and their audiences.

Each team has three members, each of whom is named according to their team and speaking position within his/ her team. For instance the second speaker of the affirmative team speak is called the "Second Affirmative speaker" or "Second Proposition Speaker", depending on the terminology used. Each of the speakers' position is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams' argument introducing new evidence to add to their position. The last speaker is called the "team advisor/Captain". Using this style, the debate is finished with a closing argument by each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: first Negative, second affirmative, second Negative, third Affirmative, and finally third Negative.

d. Presidential Debate

The presidential debate were initially moderated 1976,1980,1984 by the league of Women Voters, but the commission on Presidential Debates (CPD) was established in 1987 by the Republicans and Democrats to "ensure that debates, as a permanent part of every general election, provide the best possible information to viewers and listeners." Its primary purpose is to sponsor and produce debate for the United States presidential and vice presidential candidates and to undertake research and educational activities relating to the debate. The organization, which is a nonprofit, nonpartisan.

In this study, the type of debate that the researcher uses is the Parliamentary type debate. Because of this type of debate, there is a sense of competition when arguing. That's when students' speaking ability was assessed. This debate method will trigger students to talk and explore the potential that exists in students so that it is very suitable for the improvement of students' speaking ability.

According to Treadwell in (Hasyim, Asyiani 2018:16) There is another type of debate, namely the SPAR debates (Spontaneous Argumentation) comprise two debaters who pick a topic at random from a list (traditionally out of a topic). Before engaging in a brief debate on the topic, the debaters spend a few minutes preparing what they will say. It is commonly utilized in college and university classrooms to assist students in overcoming their fear of speaking and gaining

confidence. Because the discussions do not necessitate extensive research, the emphasis is placed on presentation and style rather than topic.

2. *The function of Debate In Apprehending Learning*

In management development and training, Debate aims to enable learners to apprehend learning through the acquisition of knowledge, skills, and attitudes. A formal debating activity in which people are motivated to rethink how they do things or how they think about certain topics is known as role debate. The objective is to allow participants in a training or educational workshop to take time to reflect, listen to what others have to say and, above all, attempt to see it from their perspective. From a different perspective, during a role debate exercise, participants take opposite sides in debating a one-sentence statement/affirmation relevant to the mindset being discussed at the training session (Donovan & Townsend, 2016).

C. Speaking Performance

1. *Definition of Speaking*

According to Nunan (1995), speaking is the most important aspect in learning a foreign language. Speaking skills are very important to pay attention to. In learning any language ability to speak or converse properly becomes a benchmark in the success of learning a language. According to Rebecca (2006, p.144 as cited in Erfiani, 2017) "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language

activities, and it is the prime motor of language change". According to Hornby (1990) speaking is making use of a word in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words; making a speech. In short, speaking ability is the ability to perform linguistic knowledge in the actual communication. Rifa'at (2018), argues also that of all four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as speakers of that language as if speaking includes all other types know the language.

In speaking, paying attention not only includes speaking smoothly, but also paying attention to the manner in which information is given, which can be done in a way that is brief, concise yet clear, and has an impressive manner. In this example, "impressive" indicates "capable of attracting the listener's attention." Interspersed with how to pronounce it or creative motions (Budiarso, 2017). Speaking is a human ability that can be done to produce sound. Therefor that you can talk to other people. So that the contents of thoughts, ideas and suggestions can be understood as a means of communication whether using gadgets or not (Munawar, 2015).

2. *The Description of Speaking Performance*

According to Hammad & Abu Ghali (2015), FL teachers, in their opinion, can help students develop their speaking performance. Not only that the FL teachers minimize the discomfort that comes with speaking activities by using such pedagogical. In this case the FL teachers approaches (for example, lecture,

role-plays, debates, and dialogues). Such, according to Hammad and Abu Ghali methods will offer FL students a lot of opportunities to practice their oral language in a fun way.

3. *Type of speaking performance*

There are several types of speaking performance that can help improve students' speaking skills (Brown, 1983).

a. *Imitation*

Students must first be able to pay attention to each particular vowel and intonation, which is where students are required to correctly imitate each volume and intonation that has been noticed. But besides of that every student needs to train intonation contours to get the best possible vocals correctly.

b. *Responsive*

This refers to when the teacher speaks in class, the student answers the teacher's question well or makes comments. Students are encouraged to be active in class and answer questions or provide comments.

c. *Intensive*

Form a speaking performance that is planned to practice some phonological or grammatical features either in pairs or in groups.

d. *Transactional dialogue*

Students' are strongly encouraged to participate in conversations, this is because to convey messages and exchange information with fellow interlocutors or so that a purpose that has been planned can be realized properly.

e. *Interpersonal dialogue*

Approach interpersonal dialogue as a way to maintain social relationships.

4. **The important of improving speaking performance**

Improving speaking performance is not just exposing students to vocabulary or grammar, but more than that (Bahrani & Soltani, 2012). According to Parupalli (2019), improving speaking performance and skills is very important to be done by students and the general public, because the better the performance in speaking the greater opportunity to continue education. Besides that, by increasing the speaking performance, it will be easier for someone to get job opportunities.

5. **The factor of improving speaking performance**

In improving students' speaking performance, it can be influenced by several factors, among others, the performance conditions (time) pressure, planning, performance standards and amount of support), affective factors (eg as motivation, self-confidence, and anxiety), the ability to listen and feedback during speaking activities (Tuan & Mai, 2015). Students experience a lack of ability and

performance in speaking English because most of English teachers use a common teaching method, namely the lecture method, in which the teacher is very active while students only pay attention to the teacher without direct practice or opportunity to speak, so that makes students unaccustomed to dealing with crowds. The teacher's ability to master needs of students in delivering appropriate and correct lessons in class is also very important to improve students' speaking performance (Widarma et al., 2015).
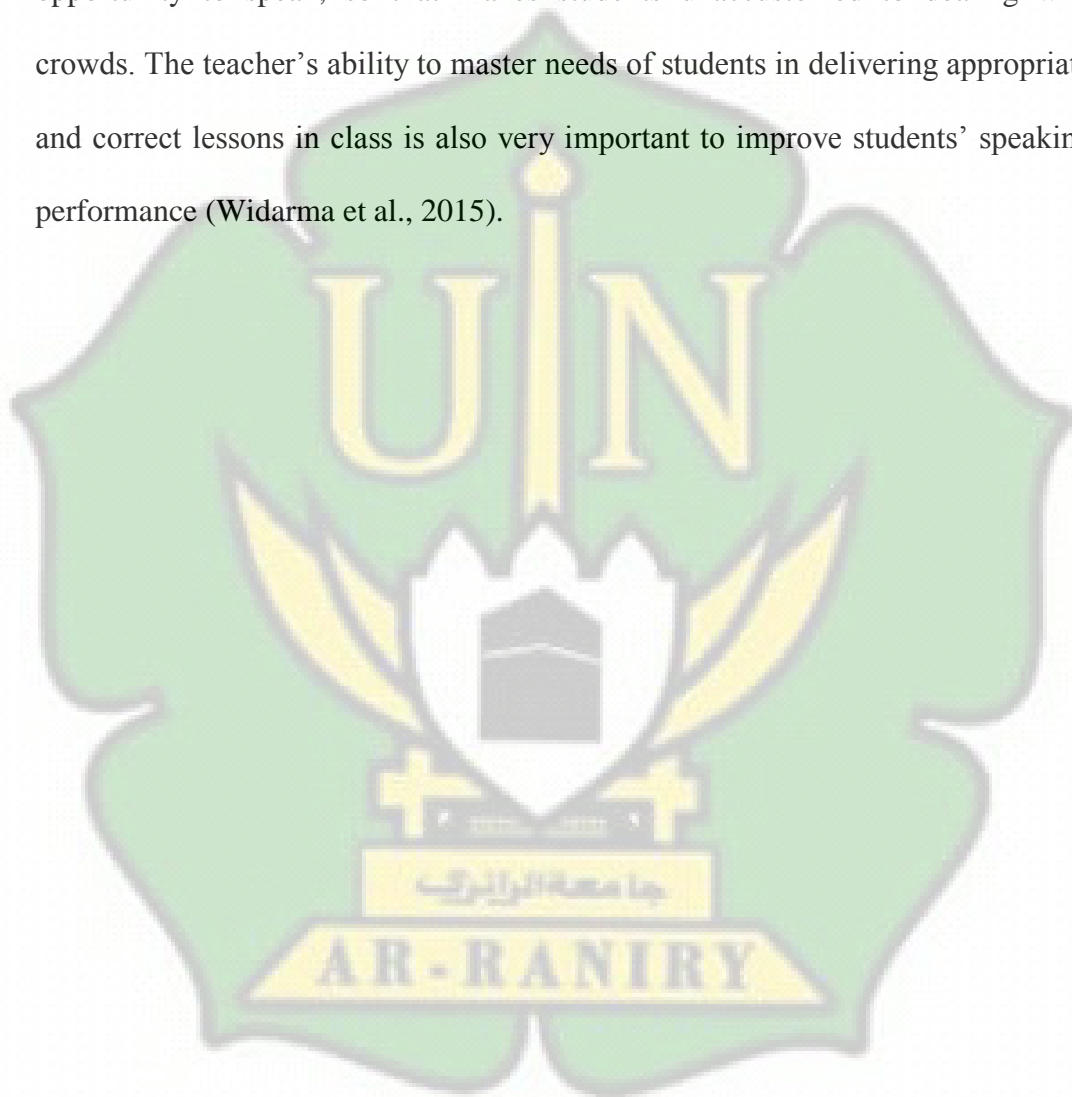
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, population and sample, a technique of collecting data, technique of data analysis and instrument of collecting data.

A. Research Design

The method used in this research is descriptive qualitative method in collecting and analyzing the data. Qualitative research is a type of educational research in which the researcher relies on the opinions of participants, asks broad questions, collects data primarily in the form of words (or text) from participants, describes and analyzes the data for themes, and conducts the investigation in a subjective, biased manner (Creswell, 2012)

B. Research Participant

The research aims to determine the improving speaking performance through online classroom debate technique. It was conducted at UIN Ar-Raniry Banda Aceh.

According to Creswell (2014), a population is a collection of people who have similar features. Therefore, the population in this study were all students who have taken English advanced skills classes in the third semester.

According to Sugiyono (2016), The sample is a subset of the population's total number and attributes. From the results of asking the advanced skill class lectures who applied the online classroom debate technique, the class chosen was the class that used the online classroom debate technique, namely the class guided by miss Rahima. This research uses purposive sampling technique. According to Sugiyono (2016), Purposive sampling is a data-sampling strategy that takes specific factors into account. The purposive sampling technique is used because not all samples meet the criteria for the phenomena being examined. Therefore, the researcher chose one of the three English Advance Classes, namely the class that applied the online classroom debate technique. The lecturer who was selected as the sample was the lecturer that best knows the problem in this research.

C. Methods of Data Collection

According to Creswell (2014), observation of specific occurrences, interview, and questionnaire are all example of data collecting approach. Several instruments were used to collect the data for this study were observation and interview.

1. Observation

Observation is both one of the most important and one of the most diverse research methods in the social sciences. The word encompasses a variety of styles, strategies, and methods that are difficult to compare in terms of implementation and expected outcomes. The choice must be made adapted to the scientific background and the study issue (Ciesielska et al., 2018). In this study, researcher

made observations to find out how does the implementation of debate technique debate technique through the online classroom improve students' speaking performance and debate technique through online classroom can improve students' speaking performance or not. observations made to strengthen the researcher's questions or as interview supporting method.

2. *Interview*

According to Tersiana (2018), Interview is a method of gathering research data through direct question and response with a participant who directly contributes to the object under study. As a result, coordination between the interviewer and the participant was required to complete the interview. In order to obtain the data, the researcher performed a one-on-one interview in which the researcher posed questions directly to one subject (Creswell, 2012). In this study, interviews were conducted with the lecturer and students in the English advanced skills class who intended to obtain information about how does the implementation of debate technique through the online classroom improve students' speaking performance aimed at the lecturer, then to find out what the advantage and disadvantage of the online classroom debate technique and what are the obstacles in the online classroom debate technique processed aimed at lecturer and students.

D. Methods of Data Analysis

The researcher methodically assessed data gathered from observation and interviews. The goal of data analysis is to simplify data so that it is easier to understand.

The researcher focused on the information gathered in the observation & interview. The researcher used the data to analyze the conclusion that would subsequently become the study's findings.

The researcher examined the data using Miles and Huberman's flow theory. The data analysis technique that was used in this study consists of four stepped, such as gathering, data reduction, data display, and drawing/verification of conclusions (Miles, Huberman & Saldana. 2014)

1. *Data Collection*

First, the researcher gathered the data through observation and interviews. Meanwhile, the lecturer of English advanced skill who will employed the online classroom discussion technique was interviewed.

2. *Data Reduction*

In this study, the data obtained by doing the interview with the lecturer and students of English Advance Skill class.

3. *Data Display*

In this step, the researcher displayed all of the data discovered once the data media has been exhausted. The researcher goes on to described the data structure. This data display might make it easier for readers to understand the research findings. The researcher utilized a brief explanation to explain the research findings in detail.

4. *Conclusion Drawing/Verification*

The verification of conclusions is the final stage of the analysis activity. From the beginning of data collection, qualitative analysis begins to determining what is intended, identifying order, adjusting the patterns, giving explanations, and reveling the assertions. It is possible that the conclusions would not be revealed until all of the data had been collected.
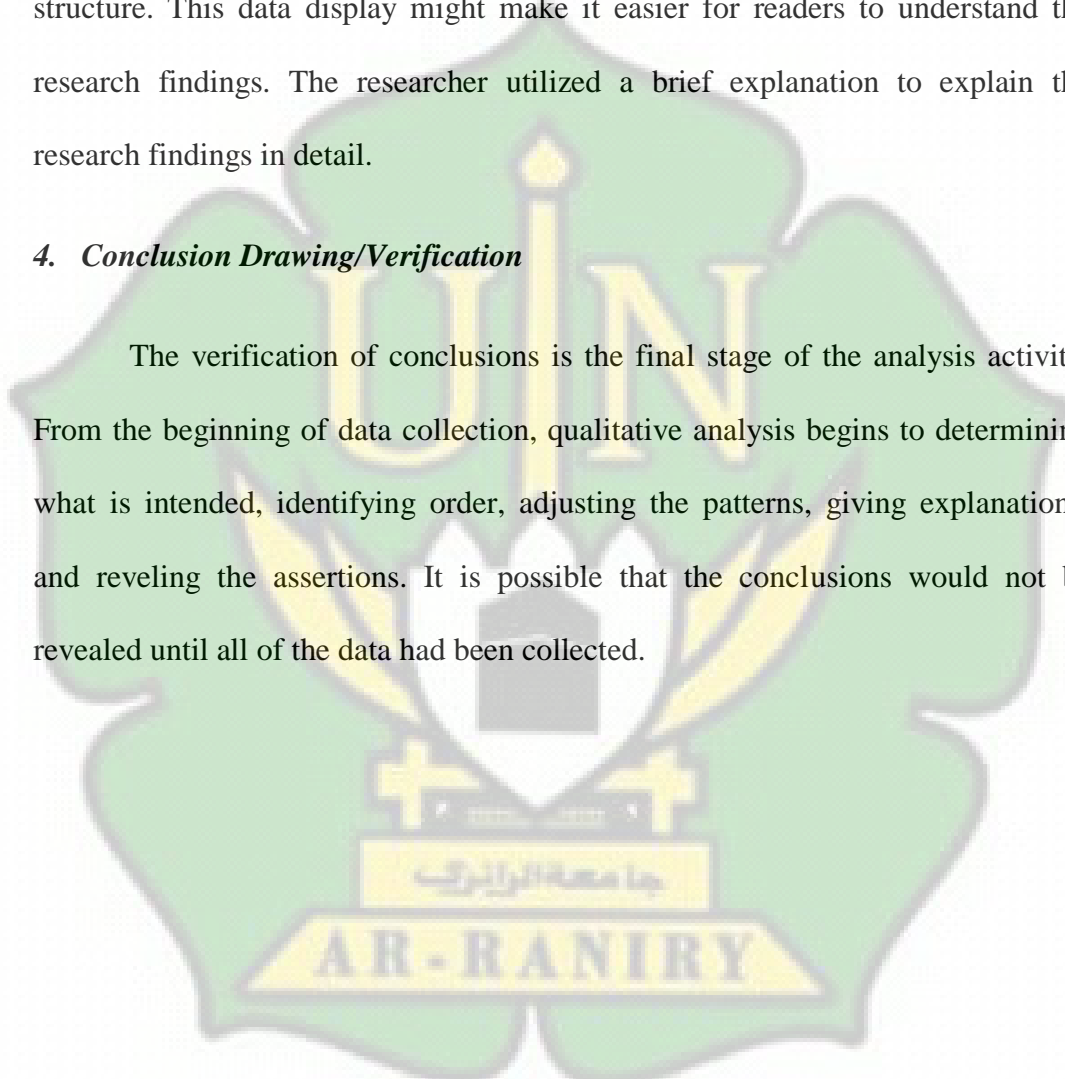
CHAPTER IV

RESEARCH RESULT AND DISCUSSION

The researcher gave three points of study findings and discussion in this chapter. After gathering data from the English advanced skill class at UIN Ar-Raniry Banda Aceh, the researcher concluded the following conclusions. The following explanation may be seen in the description:

A. Research Finding

1. Observation

The researcher made observations in the class taught by the respondent. In the observation, the researcher saw what kind debate were used by the lecturer and how the lecturer applied the online classroom debate technique to the students.

a. First meeting

The researcher made observations in the class taught one lecturer on Tuesday, October 12th, 2021, starting at 08.00-11.00 WIB. At the first meeting of debate technique in the online classroom, the lecturer stimulated students by giving seven topics to students. Secondly, the lecturer explained the expression of agreement and disagreement. The lecturer gave examples of how to give opinion, then the teacher asked students to give the expression agreement and disagreement during 2 minutes, and Included the reasons and opinions of the students' concerned by choosing a topic that has been provided by playing "SPIN", (using the SPIN

application learning media). The rules that, if the first student has explained the topic chosen according to the "SPIN" round with an agreeable opinion, then if the next student found the same topic a second time, it means that the second student who found the same topic must explained with his disagreed opinion. if the topic has been selected twice, the topic will be deleted by the lecturer so that it is not selected again. The simulation in the first meeting to saw students' ability in speaking performance before applying the debate technique through online classroom.

b. Second meeting

The second meeting were Tuesday, October 18th, 2021, started at 08.00-11.00 WIB. At the second meeting of debate technique in the online classroom, the lecturer explained the material about the English debate online "Spontaneous Argumentation Debate" (SPAR) type to students used power point media (PPT). Next, the lecturer told the students, that the students would be divided into eleven groups to practice online classroom debate technique in the next meeting. The group would be divided into two teams, namely affirmative and negative teams to practiced debate used SPAR debate type. The lecturer explained about debate online technique to students so that the online debate goes well. After that the lecturer asked each team to build and prepared many arguments related to the topic of debate for about 5 minutes per person and 20 minutes per team. In the last meeting the lecturer asked the students do simulation of debate online, SPAR technique.

c.   Third meeting

The second meeting were Tuesday, October 26th, 2021, started at 08.00-11.00 WIB. At the third meeting of debate technique in the online classroom. The teacher's first step is to display the names of the groups that the students have determined at last week's meeting on the share screen of the Google Meet application. The group would compete were choose randomly by the lecture. in the first session, group one and group six became opponents in the debate, next group three VS group seven, group ten VS group nine, etc. The motion was announced to students 10 minutes before the match took place to prepare argumentation material. During the 10 minutes of preparation time, participants could access the internet or use electronic devices. They can use printed materials such as books, newspapers, magazines, journals, personal notes, etc. All students who are competing are required to be on camera during the match. Participants were allowed to use electronic devices such as laptops, mobile phones, etc., as deemed necessary, during the match. Each competing group has 15 minutes to completed and two minutes to prepared cameras, networks, audio, and materials that are still lacking, so that classes took place on time.

2. *Result of interview (lecturer)*

The material from the interviews was coded and divided into many categories. The findings were organized into the following categories:

a.   The reason the lecturer used the online classroom debate technique

The lecturer said that she used the online classroom debate technique because debates can pressure students to practice speaking quickly and practically without meeting face-to-face during the current pandemic conditions, which are

still on alert "They will need to speak in class when I use the debating technique even though the teaching and learning process is online because I will ask them one by one to express their opinion. The debate can also train my students to think critically and listen to each other. So, the debate did not only increase students' speaking performance, but also can increase the creativity of lecturer in teaching learning method. So, I can train my students' skills at one time with several skills even during the covid-19 pandemic which we have to be aware of".

b. The lecturer's reason used "google meet" application in online classroom debate technique

In the online classroom debate technique process, according to the lecturer said she used google meet application, because there was no time limit on google and the teacher believed that used google meet application would made the class run smoothly because it does not require a duration limit during the online classroom debate technology meeting "because I felt that there was no time limit on google meet, it was felt that this would not hinder the ongoing online debate that lasted for hours".

c. The lecturer's reason used spontaneous argumentation debate type (SPAR) in online classroom debate technique

According to the lecturer said, she used a Spontaneous Argumentation type debate because the lecturer believes that this type of debate is simple to use and easy to apply in online classes, no rolls or replacements are needed. It is one of the types of debate techniques commonly used in class. Formally this debate is called

as action argumentative. As the lecture said "we like to call the action argumentative rather than debate. thus, I prepared myself to use it, I do not want to design my students to look for complex topics. Therefore, I chose to use the Spontaneous Argumentative type of debate to improve students' speaking performance through online class debate techniques".

d.   The advantages of the lecturer while utilizing the online classroom debate technique in the teaching and learning process

According to the interview results, the advantages obtained in the online classroom face by lecturer that, debate techniques can make students speak. When using online classroom, the class would practice more, and students could find their material on google spontaneously when they found complex topics. The lecturer said "I feel it will be easier to speak in the debate technique class than the offline class because the students look more confident in giving arguments and speaking. I think this can improve students' speaking skills, and improve teacher creativity in the online classroom. Still, before using the debating technique in class, it is suggested to prepare students by giving them reading activities with the same topic or topics present in the debate. Thus, Until the time of online debate, they have more knowledge to speak. So, I recommended online classroom debate techniques but have to do a lot of preparation beforehand, such as vocabularies, statements, arguments, opinions, and else".

e.   The disadvantages the lecture has while utilizing the online classroom debate technique in the teaching and learning process.

The lecturer said that, the disadvantage in applying online classroom debate techniques was she can't see the expressions that students gave when they made an argument "I can't see the expressions that students give when they make an argument, so I can't easily help them when they have difficulty issuing an argument, and students who have finished the match felt free from class, therefore the students' focus were no longer in class, and can't teach face to face".

f. The obstacles the lecturer has while utilizing the online classroom debate techniques in the teaching processed.

In response to the issue of number seven, the lecturer stated that she had successfully implemented the debate technique approach. On the other hand, during the interview activity, the lecturer indicated that, she had obstacles namely, about motion, time and students' internet connection and the lecturer can not control the debate directly. "when I prepared a motion for my students, the motion is not familiar to them, so they are unwilling to speak. Regarding time, when one of the students is late in giving an argument, it will affect the next session or group, next the student's internet connection has been disconnected several times, and not many students dare to turn on their camera".

3. *Result of interview (students)*

The interview with the students, which consisted of five questions, was created to support the data from the observation and interview with lecturer. The researcher was able to identify the students' issues using online classroom debate technique.

In the English Advance Skill class which included 32 students, the researcher randomly selected five students to be interviewed. The students' problem might be determined based on the data given at the interview questions as follows:

a. Students' thought about teaching and learning process could be improve their speaking performance through online classroom debate techniques.

The researcher found that there are five students though that improving students' speaking performance through online classroom debate techniques is enjoyable to apply. One of the five students said the debate technique can improve students' speaking performance ability. By debate technique, the students can improve their performance with confidence and use many vocabularies to be accessed when speaking in real life, student 1 "According to my opinion, speaking is one of a skill that allow us to better in the other skill. Talking about students' speaking performance through online classrooms debate technique. I think it can be improving students' ability in speaking performance. By debate technique, the student can improve their performance with confidence and the use of many vocabularies. So, their easy when speaking in the real life". Student 2 said that the online classroom debate technique can they use to avoid the infection of Covid-19 "I think this is a good idea, because we used online technology to help us improve debate technique through online classroom. Instead conduct a face to face class, we can use the online classroom to avoid the infection of COVID-19".

b. The advantage of teaching and learning process to improve students' speaking skills through online class debate techniques.

Based on the answers, it was found students stated that the advantage obtained by students in the teaching and learning process were improved students' speaking skills through online class debate techniques. It is included that the students are more confident in giving arguments that are not too formal than offline debates, they could quickly find the material of the topics on the internet "when we conduct an online classroom, we only need a device and signal, after that we can attend the online class, we do not need to meet directly, so I think, it is easier for us to conduct an online debate classroom technique and improve the speaking performance" and others students said that "it makes easier for me to, because online debate classroom seems very interesting and fun. And we stating argument not directly (online) not offline. So, we have a good confidence to speak".

c. The disadvantage in the teaching and learning process in improving speaking performance through online classroom debate techniques.

Based on the students' answers, some disadvantage face are including the difficulties in understanding the interlocutor, lack of vocabulary, limited time, inability to interact directly with group friends, internet network disturbance, and limited internet quota. Student 5 said "what makes it a little difficult is because of the limited quota that doesn't support it because as we know sometimes the network can only be in certain areas but not for those who live in rural villages",

and student 1 said "The answer obviously is signal! without good signal, it is really hard for students to improve their speaking skill".

d.   the obstacles in improve students' speaking performance through online class debate techniques.

Based on the students' answers, they faced difficulty in expressing ideas and feeling comfortable. Besides, they also did not master some vocabularies. The unstable internet connection is also become one of the obstacles. Student 5 said "I did not find about my explanation because when miss said you are negative team, I had shocked. when I am typing to search at Google. I haven't finished the search yet and the time for searching is up", and students 3 said "The obstacles that I deal with to improving speaking performance through the online classroom

e.   Students' support speaking performance through online classroom debate techniques.

Based on the answered that they supported improving speaking performance through online classroom debate techniques and could improve their speaking performance student 2 said "I really support online classes as a way to improve our speaking skills, my answer also represents other students who maybe some of them are introverts just like me. I am very happy with online classes, and of course online classes have helped improve skills talk to me", and students 4 said " yes, I really support this media, because it really could improve my

speaking performance also make us confident and brave to speak in giving the argument having a critical thinking, more focus.

B. Discussions

The researcher uses related sources to discuss the research findings in this part. The researcher attempted to discuss the research findings by referring to ideas linked to the problem formulation's explanation. The following is a breakdown of the description:

The first research question answered with the results of online class observations and lecturer interviews. This study indicates that teacher improve students' speaking skills by using online classroom debate techniques. Michael & Lorraine, Sabbah (2015) said, effective speaking can help students enhance their speaking abilities. Students can participate in a variety of speaking exercises. Debates are best suited to intermediate and advanced students who have prepared a debate. Pronunciation, grammar, and vocabulary are all part of the speech used as an indicator. Park, Kier, and Jugdev. (2011) also state, based on their personal and shared experiences. For students and instructors, online debates are novel and entertaining. Debates can be simple to set up and are well worth the effort with some organization. Debates are scalable, meaning they may be used independent of transmission method (i.e., in face-to-face, online, or blended courses).

This study indicates that teacher improve students' speaking skills by using online class debate techniques. The results of this study indicate that the lecturer uses the SPAR (Spontaneous Argumentation) type. The lecturer said that this type

of debate was elementary to apply in class, simple, did not waste a lot of time, and provoked students to want to talk. They would try to think critically and convey their arguments on a predetermined topic. And this type of debate can also increase the creativity of teachers in teaching methods. According to Treadwell in (Hasyim, Asyiani 2018:16) There is another type of debate, namely the SPAR debates (Spontaneous Argumentation) comprise two debaters who pick a topic at random from a list (traditionally out of a topic). Before engaging in a brief debate on the topic, the debaters spend a few minutes preparing what they will say. It is commonly utilized in college and university classrooms to assist students in overcoming their fear of speaking and gaining confidence. Because the discussions do not necessitate extensive research, the emphasis is placed on presentation and style rather than topic.

The lecturer uses google meet application, because the lecturer felt that there was no time limit on google meet, it was felt that this would not hinder the ongoing online debate that lasted for hours. According to Aswir, & Hadi, Dewi (2021) Given the numerous benefits acquired by employing this online medium, the usage of Google Meet in the learning process of descriptive text content is deemed highly beneficial. According to the study's findings, Google Meet is one of the online learning mediums that may be used during the pandemic, even if only video conferencing is sufficient to replace the physical face-to-face learning process. To determine the topic of the lecturer used the SPIN screening technique, this aimed to increase the excitement in the class when used the online debate

technique, and this make students' feel that the topic of their choice is the result of the SPIN selection not the lecturer's decision.

The second research question was answered with the results of interviews with the lecturers and students concerned. From the results, it could be concluded that the advantage faced by the lecturer when using online classroom, the class will practice more, the online classroom can improve students' speaking performance. Lecturers and students admit that students will be more confident in speaking when using online debate techniques. This is supported by students being able to directly access debate topics that are difficult for them. Besides that, online learning is also very time-saving and does not have to be in a special place to carry out a teaching and learning process. This can increase students' interest in accessing their lessons. According to Al-Handhali, Al-Rasbi, and Sherimon (2020) Indicated several benefits of online learning, making it user friendly, effective in managing time, providing ease in the management of courses, teachers, facilities, generate reports. It also sends out timely reminders to users, such as delivery dates, questions to answer, and test dates, among other things.

In this case the researcher concludes that the online class debate technique is effective to be applied to improve students' speaking. this is in accordance with the argument Huang and Chiu, (2015) E-learning has been defined as the ability to tailor instruction to the individual needs of students. In the digital era, for example, concentrating on the individual needs of learners can transmit knowledge more effectively than focusing on the needs of educational institutions or instructors.

From some of the advantages obtained in the online class debate technique, some disadvantage can be concluded from the answers of the lecturer and students, namely the lecturer and students cannot meet face to face, so that in the absence of direct debate interactions, there is no totality. Such as; Arkorful and Abaidoo (2015) according to Helin's research, e-learning is sometimes held through remoteness and contemplation, resulting in a lack of student interaction. Because there is no face-to-face interaction with instructions or teachers, e-learning may be less successful than traditional schooling. The most visible disadvantage of e-learning is the lack of personal interactions be tween colleagues and between instructors and students (Islam, Beer and Slack, 2015).

The third research question also answered with the results of interviews with the lecturers and students concerned. From the results of the interview, it could be concluded that the problems faced by the teacher when the teacher prepares a motion for students, the motion is not familiar to them, so they are unwilling to speak. Regarding time, when one of the students is late in giving an argument, it will affect the next session or group. The students' difficulty expressing ideas and feeling comfortable. Besides that, they also do not master vocabulary, and the internet connection is sometimes unstable. The lecture who are separated from students and students who are separated from other students make the class more inhibited than face-to-face classes. This is due to the location of the residence, which is challenging to have an internet network, so that it becomes an obstacle in the focus of the teaching and learning process. A research carried out by Nashruddin, Alam, and Tanasy (2020) Admited that some students reside in rural

places where the internet is not available. Furthermore, their cellular network is occasionally inconsistent due to their geographical position which is reasonable far from signal coverage. This is also a challenge that many students who attend online courses face, resulting in a less successful implementation. In other cases, students also need much quota. Therefore, it is possible to run out of quota without realizing it when studying and studying online classroom debate techniques take place. Efriana, L. (2021) said, the issue is not only a lack of learning materials or facilities; it is also a lack of an internet limit. The expense of providing internet quotas is substantial. Students and parents from moderate to lower-income families are affected by this problem. They do not have enough money to set up an internet network.
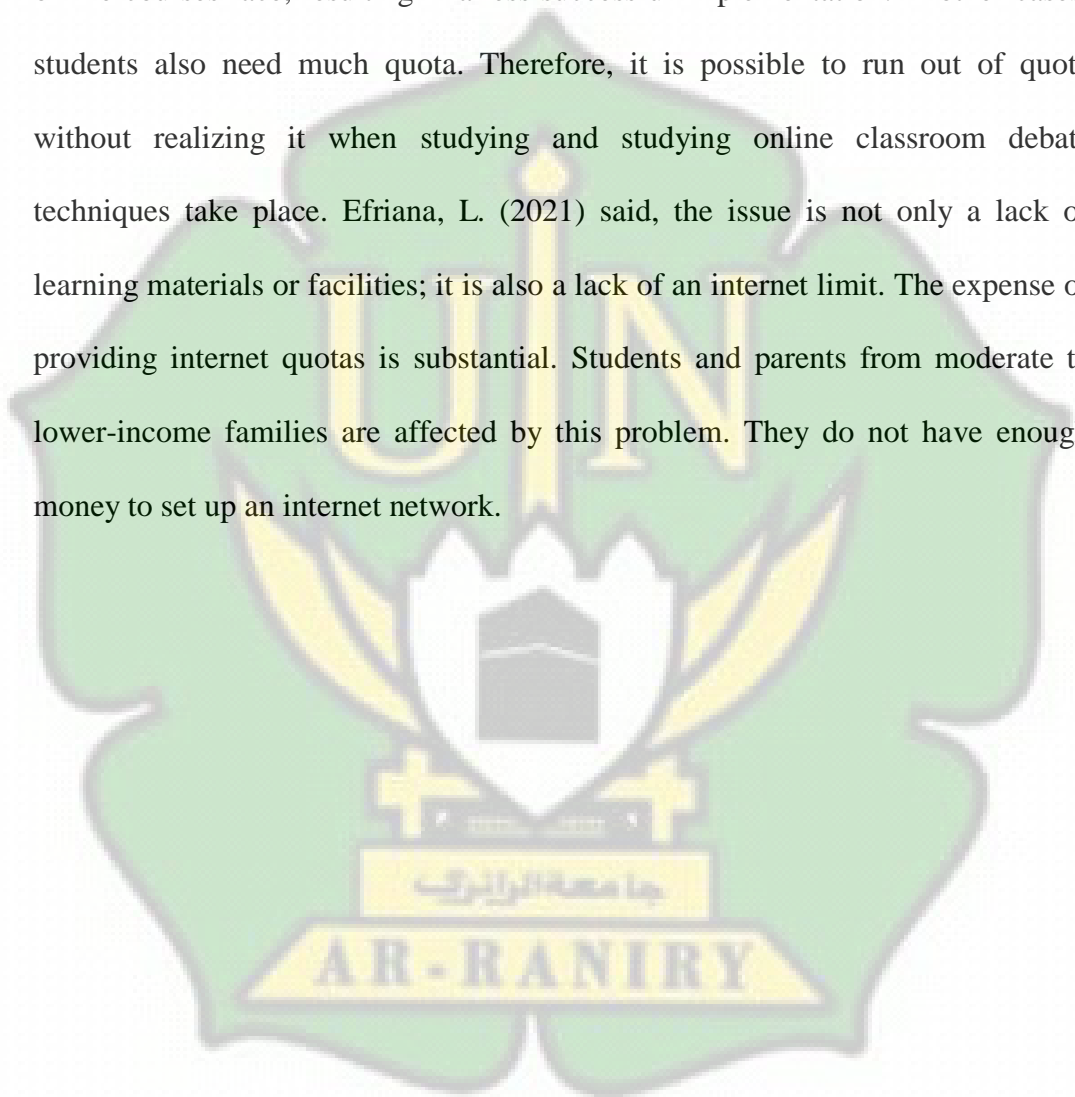
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and suggestions in improving speaking performance through online classroom debate technique. The following discussion provides conclusions and suggestions from the research.

A. CONCLUSION

From the results of observations and interviews, the researcher found that techniques in the teaching and learning process can affect students' ability to improve students' speaking performance in English education. Based on the data analysis, there are conclusions for this research. It can be including that:

The teaching and learning process in the English language advanced skills class in semester 3 of the 2021/2022 academic year using online debate techniques went well. Lecturer and students faced several obstacles and problems. However, based on the results of lecturer and students' interview answers, the lecturer and most of the students answered that online technical debate could improve students' speaking performance. The lecturer and most students answered strongly support online classroom debate.

The problem faced by the lecturer in improving students' speaking performance through the online classroom debate technique is the lecturer have some difficulties that the time students spend in expressing their arguments often exceeds the allotted time. The lecturer must often provoke students' ideas in

giving their arguments, and the teacher need a lot of preparation in debate to make sure the debate goes well because it is the first time used online debate techniques. Like most students, they have difficulty expressing opinions and ideas. A small number of students also experience internet network disturbances, students lack vocabulary. But this can be resolved so that the class runs smoothly. Other than Increasing students' confidence in improving speaking performance, the online technical debate is also practical in place and time, can use internet media to access material, and increase courage in giving arguments, thinking critically, being forced to read and speak, and getting opportunities to hear and talk to each other.

B. SUGGESTION

Based on the research findings, the researcher would recommend lecturer, students, and future researchers. For the lecturer, using the online classroom debate technique method in learning to speak can be used as an alternative to improve students' speaking skills. In the other hand the implementation of learning by applying the online classroom debate technique method, it is better if the motion or debate topic is chosen by the students' themselves and the lecturer just directing it.

For the learners, the researcher hopes students to pay attention to their problem in improving speaking performance and looking for ways to be more confident in the classroom. Lastly, after conducting the research and receiving the results, the researcher would recommended that other researchers who want to

conduct similar research are suggested using an innovation such as using a different type of debate technique, judicial debate, non-formal debate, or another suitable technique to improve students' speaking abilities. Furthermore, this research hope perhaps can be a reference.

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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11115/Un.08/FTK/KP,07,6/07/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-9895/Un.08/FTK/KP.07.6/06/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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 RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Mei 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-9895/Un.08/FTK/KP.07.6/06/2021 tanggal 11 Juni 2021

KEDUA : Menunjuk Saudara;
1. Dr. Nashriyah, MA   Sebagai Pembimbing Pertama
2. Azizah, M. Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Riska Nurmaya Puteri
NIM   : 170203064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Performance Trhough Online Classroom Debate Technique

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Juli 2021
An. Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

RECOMMENDATION LETTER

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-16798/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar - Raniry Banda Aceh

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

Nama/NIM : **RISKA NURMAYA PUTERI / 170203064**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Miruk Taman Gampoeng Tanjung Selamat, Kec. Syiah Kuala, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Improving Students' Speaking Performance Through Online Classroom Debate Technique*

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

Banda Aceh, 15 November 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Desember 2021

Dr. M. Chalis, M.Ag.

APPENDIX C

RESEARCH INSTRUMENT

OBSERVATION CHECKLIST

Researcher   : Riska Nuemaya Puteri
NIM   : 170203064
Fak/jurusan   : FTK/PBI
Location   :UIN AR-RANIRY BANDA ACEH.

No	Variabel	Questions	Yes	No
1	Kinds of debate technique	a. Parliamentary (Parli Debate) b. Mace Debate c. Australasia Debate d. Presidential Debate e. SPAR Debate		
	The implementation of debate technique	a. Students form groups b. The teacher gives the topic c. The teacher explains the procedure for conducting a debate d. Students do debate stimulation e. Students practice debate		

PEDOMAN WAWANCARA DOSEN

**IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH
ONLINE CLASSROOM DEBATE TECHNIQUE**

I. Jadwal Wawancara
1. Tanggal, hari :
2. Waktu mulai dan selesai :

II. Identitas Informan
1. Nama :
2. Jenis kelamin :
3. Usia Jabatan :
4. Pendidikan terakhir :

III. Pertanyaan penelitian

a. the implementation of the debate technique through the online classroom improving students' speaking performance.
1. How do you implement the debate technique through the online classroom to improving students' speaking performance?
2. Why are you interested in teaching speaking performance material through online class debate techniques?
3. What type of debate do you use in class, and why are you interested in choosing this type of debate?
4. Why are you interested used google meet application and SPIN media in teaching speaking performance material through online class debate techniques?

b. the advantages and disadvantages of the online classroom debate technique
5. What makes it advantage for you to teach improving speaking performance through the online classroom debate technique?
6. What makes it disadvantage for you to teach improving speaking performance through the online classroom debate technique?

c. the obstacles for lecture and students' in the online classroom debate technique

process

7. What are the obstacles you deal with when teaching to improve speaking performance through the online classroom debate technique?
8. Do you support or recommend the online classroom debate technique? And can the online classroom debate technique improve students' speaking performance?

PEDOMAN WAWANCARA MAHASISWA

**IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH
ONLINE CLASSROOM DEBATE TECHNIQUE**

I. Jadwal Wawancara
    3. Tanggal, hari   :
    4. Waktu mulai dan selesai   :

II. Identitas Informan
    5. Nama   :
    6. Jenis kelamin   :
    7. NIM   :

III. Pertanyaan penelitian

a. The advantages and disadvantages of the online classroom debate technique
    1. What do you think about improving students' speaking performance through online classroom debate technique?
    2. What are the advantages for you in improving speaking performance through the online classroom debate technique?
    3. What are the disadvantages for you in improving speaking performance through the online classroom debate technique?
    4. Do you support the online classroom debate technique? And can the online classroom debate technique improve your speaking performance?

b. The Student's obstacles in improving speaking performance through online classroom debate technique process.
    1. What are the obstacles you deal with to improve speaking performance through the online classroom debate technique?

APPENDIX D

INTERVIEW TRANSCRIPT

(Lecturer)

Q1 **:** How do you implement the debate technique through the online classroom to improve students' speaking performance?

Lecturer:

so, I think, actually the first time when I used debate technique in actually in my fresh students. Actually, will give a pressure for my students to speak, because they needed to pick up their opinion in passion. And then, I think for several student it's still quite difficult because may be what the motion is not familiar enough for them, or maybe the idea that comes to them is something that they can express orally, fluently do debate. Because you know the debate we need to say something in a short and critical statement, but sometimes maybe don't have enough vocabulary for doing that or maybe don't have familiar enough with the motion. but by using the debate technique on my fresh students, I can find out their level of speaking ability, and what their difficulties are.

Q2 **:** Why are you interested in teaching speaking performance material through online class debate techniques?

Lecturer:

So, I interest in this technique, because actually like I said before it gave pressure for my student to speak. They will each of them need to speak in the classroom when I use debate technique. Because they will need to speak in class when I use the debating technique even though the teaching and learning process is online because I will ask them one by one to express their opinion. The debate can also train my students to think critically and listen to each other. So, the debate did not only increase students' speaking performance, but also can increase the creativity of lecturer in teaching learning method. So, I can train my students' skills at one time with several skills even during the covid-19 pandemic which we have to be aware of.

Q3 **:** What type of debate do you use in class, and why are you interested in choosing this type of debate?

Lecturer:

usually I use spontaneous argumentative debate because it's simple. It's actually be not needed any rules or replay more. it's actually one kind of debate technique usually use in the class. Or sometime we don't call it debate. we just like call it argumentative action. So, I prepare using that because I don't have like

preparing my students to search a difficult topic when I choose it kind of debate technique.

Q4 : Why are you interested used google meet application, and SPIN media in teaching speaking performance material through online class debate techniques?

Lecturer:

because I felt that there was no time limit on google meet, it was felt that this would not hinder the ongoing online debate that lasted for hours. Then I used the SPIN screening technique, this aimed to increase the excitement in the class when used the online debate technique, and this make students' feel that the topic of their choice is the result of the SPIN selection not the lecturer's decision.

Q5 : What makes it advantage for you to teach improving speaking performance through the online classroom debate technique?

Lecturer:

it can make my students to need to speak, and when I use online class I feel class will be practice more than. And my students' can search their material in the google with spontaneously when we found the difficult motion. and for the time, I feel it's will be I easier in the online debate technique class than offline class.

Q6 : What makes it disadvantages for you to teach to improve speaking performance through the online classroom debate technique?

Lecturer:

I can't see the expressions that students give when they make an argument, so I can't easily help them when they have difficulty issuing an argument, and students who have finished the match felt free from class, therefore the students' focus were no longer in class, and can't teach face to face

Q7 : What are the obstacles you deal with when teaching to improve speaking performance through the online classroom debate technique?

Lecturer:

The lecturer's obstacle in debate online was the motion is not familiar for students, time duration, and can not to control students' camera. " when I prepared

a motion for the students, the motion is not familiar to them, so they are unwilling to speak. Regarding time, when one of the students is late in giving an argument, it will affect the next session or group, next the student's internet connection has been disconnected several times, and not many students dare to turn on their camera".

Q8 **:** Do you support or recommend the online classroom debate technique? And can the online classroom debate technique improve students' speaking performance?

Lecturer:

The students said that the debate technique through online classroom can improve students speaking performance. "I think it can improve students speaking performance in online class but like I said before, before using the debate technique in my class in advance English skill actually I should prepare my students' like giving them reading activity, with similarity topic, with topic I will present in the debate. So later one day have to performance using debate their already have more knowledge. So, I recommended it but should do lot of preparation before, like their vocabulary, statement, argument, opinion and something like that".
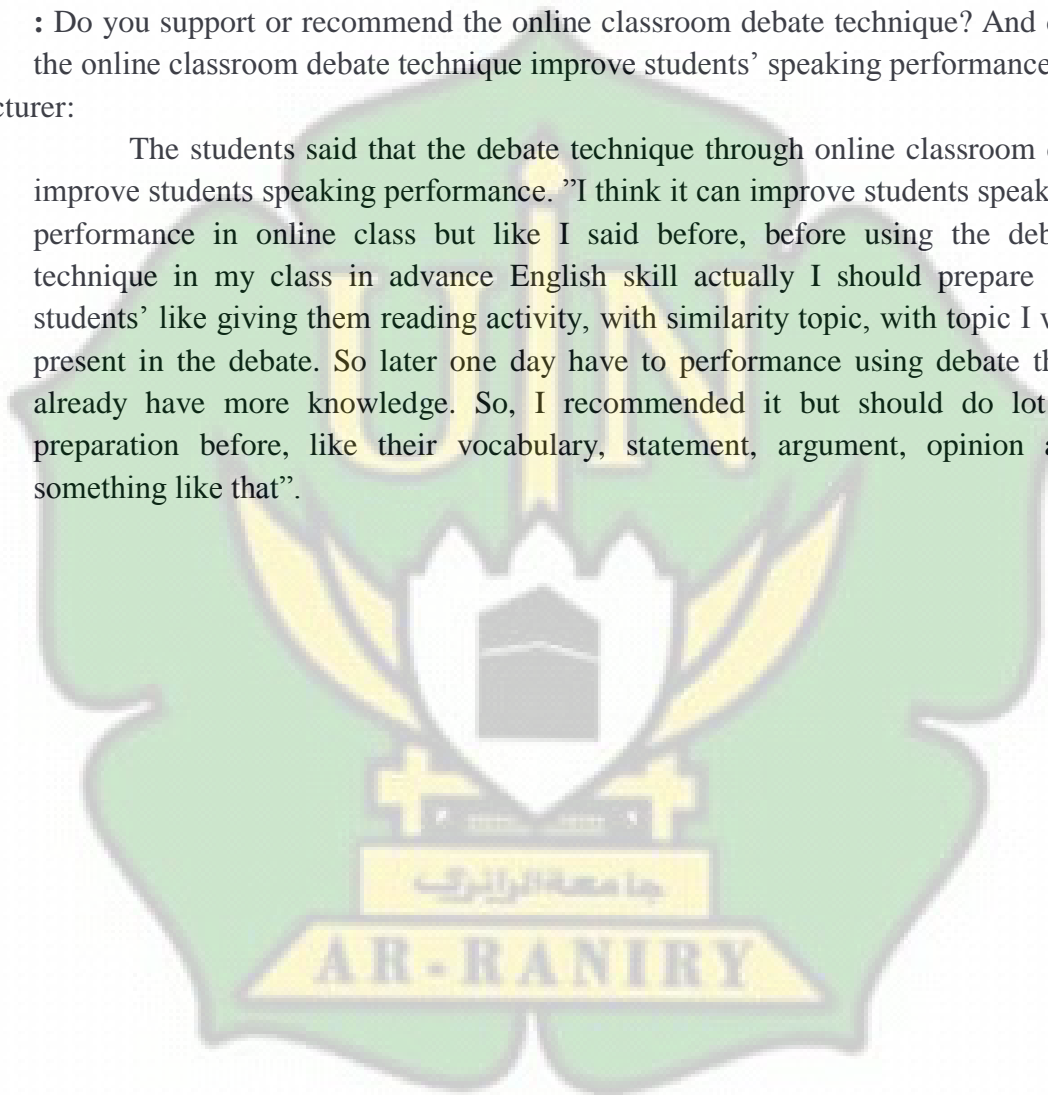
INTERVIEW TRANSCRIPT (Students)

Q1 : What do you think about improving students' speaking performance through online classroom debate technique?

S1   : According to my opinion, speaking is one of a skill that allow us to better in the other skill. Talking about students' speaking performance through online classrooms debate technique. I think it can be improving students' ability in speaking performance. By debate technique, the student can improve their performance with confidence and the use of many vocabularies. So, their easy when speaking in the real life.

S2   : I think this is a good idea, because we used online technology to help us improve debate technique through online classroom. Instead conduct a face to face class, we can use the online classroom to avoid the infection of COVID-19.

S3   : I think it greatly increases the belief of students because some students are embarrassed to speak English because they look directly faced by someone else. It makes me more active and enables me to communicate and give my arguments in English, and also by this technique I know the way how to speak well.

S4   : Actually, I think this technique is really good because based on my experience debate technique not just can improve our skills but improve our critical thinking.

S5   : I think improving students' speaking performance through online classroom debate is effective way to improve our skill speaking, because that can make us to speak directly and impulsively stating our argument. If we do it constantly, we can speak fluently then.

Q2 : What are the advantages for you in improving speaking performance through the online classroom debate technique?

S1   : we have to understand the topic to be discussed, then we do a search for data or material that we need to talk about

S2   : when we conduct an online classroom, we only need a device and signal, after that we can attend the online class, we do not need to meet directly, so I think, it is easier for us to conduct an online debate classroom technique and improve the speaking performance.

S3   : It makes easier for me to, because online debate classroom seems very interesting and fun. And we stating argument not directly (online) not offline. So, we have a good confidence to speak.

S4   : In online classroom debate, we are forced to think, read, and prepare arguments quickly. And I can present my own argument freely.

S5   : we don't need to be afraid of the attention of other audiences who might make us embarrassed or nervous when we express our opinion, so that way we can take advantage of these conditions to improve our speaking skills

Q3 : What are the disadvantage you deal with to improve speaking performance through the online classroom debate techniques?

S1   : The answer obviously is signal! without good signal, it is really hard for students to improve their speaking skill.

S2   : The difficulties were when we have a counter from the opponent

S3   : sometimes the interlocutor is too fast so it is difficult to understand what they are saying

S4   : Surely when an internet network is not in good condition.

S5   : what makes it a little difficult is because of the limited quota that doesn't support it because as we know sometimes the network can only be in certain areas but not for those who live in rural villages.

Q4 : What are the obstacles you deal with to improve speaking performance through the online classroom debate techniques?

S1   : as I said before, quotas and networks are an obstacle for this method to be implemented

S2   : the problem is in my pronunciation which is still not perfect and maybe I'm not quick to get ideas

S3   : The obstacles that I deal with to improving speaking performance through the online classroom debate is many rare vocabularies that I find because I have limited time for preparing it.

S4   : the limitation of time, my critical thinking ability, and my speaking ability

S5   : I didn't find about my explanation because when miss said you are negative team, I had shocked. when I am typing to search at Google. I haven't finished the search yet and the time for searching is up.

Q5 **: Do you support the online classroom debate technique? And can the online classroom debate technique improve your speaking performance?**
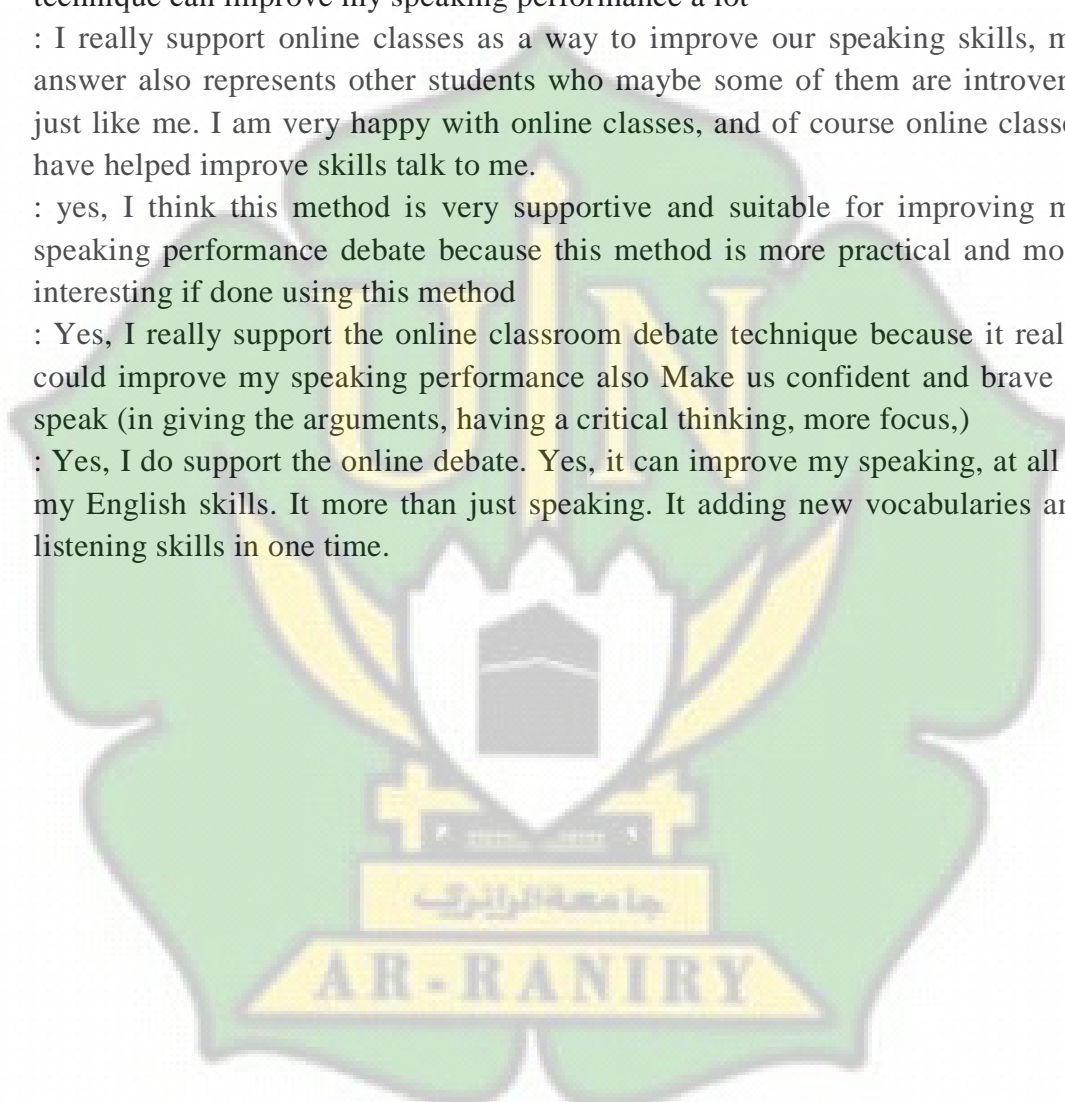
S1 : Yah, I' really support this media. and I think the online classroom debate technique can improve my speaking performance a lot

S2 : I really support online classes as a way to improve our speaking skills, my answer also represents other students who maybe some of them are introverts just like me. I am very happy with online classes, and of course online classes have helped improve skills talk to me.

S3 : yes, I think this method is very supportive and suitable for improving my speaking performance debate because this method is more practical and more interesting if done using this method

S4 : Yes, I really support the online classroom debate technique because it really could improve my speaking performance also Make us confident and brave to speak (in giving the arguments, having a critical thinking, more focus,)

S5 : Yes, I do support the online debate. Yes, it can improve my speaking, at all is my English skills. It more than just speaking. It adding new vocabularies and listening skills in one time.

Photos: