

**THE INFLUENCE OF ENGLISH DEBATE CLUB ON
STUDENTS' SPEAKING SKILL IN SENIOR HIGH SCHOOL**

THESIS

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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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The Bachelor Degree of Education in English Language Teaching

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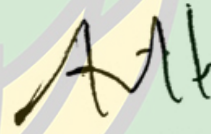
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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

The Influence of English Debate Club on Students' Speaking Skill in Senior High School

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.

Banda Aceh, 26 Juni 2023

Saya yang membuat pernyataan,


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Bismillahirrahmanirrahim.

All praises to Allah SWT. As the omnipotent, the bestower, and the self-sufficient, upon His blessings and mercy, I can complete this thesis entitled “The Influence of English Debate Club on Students’ Speaking Skill in Senior High School”. *Shalawat* and *Salaam* to the beloved prophet, Muhammad SAW. who has guided us to the right way of life.

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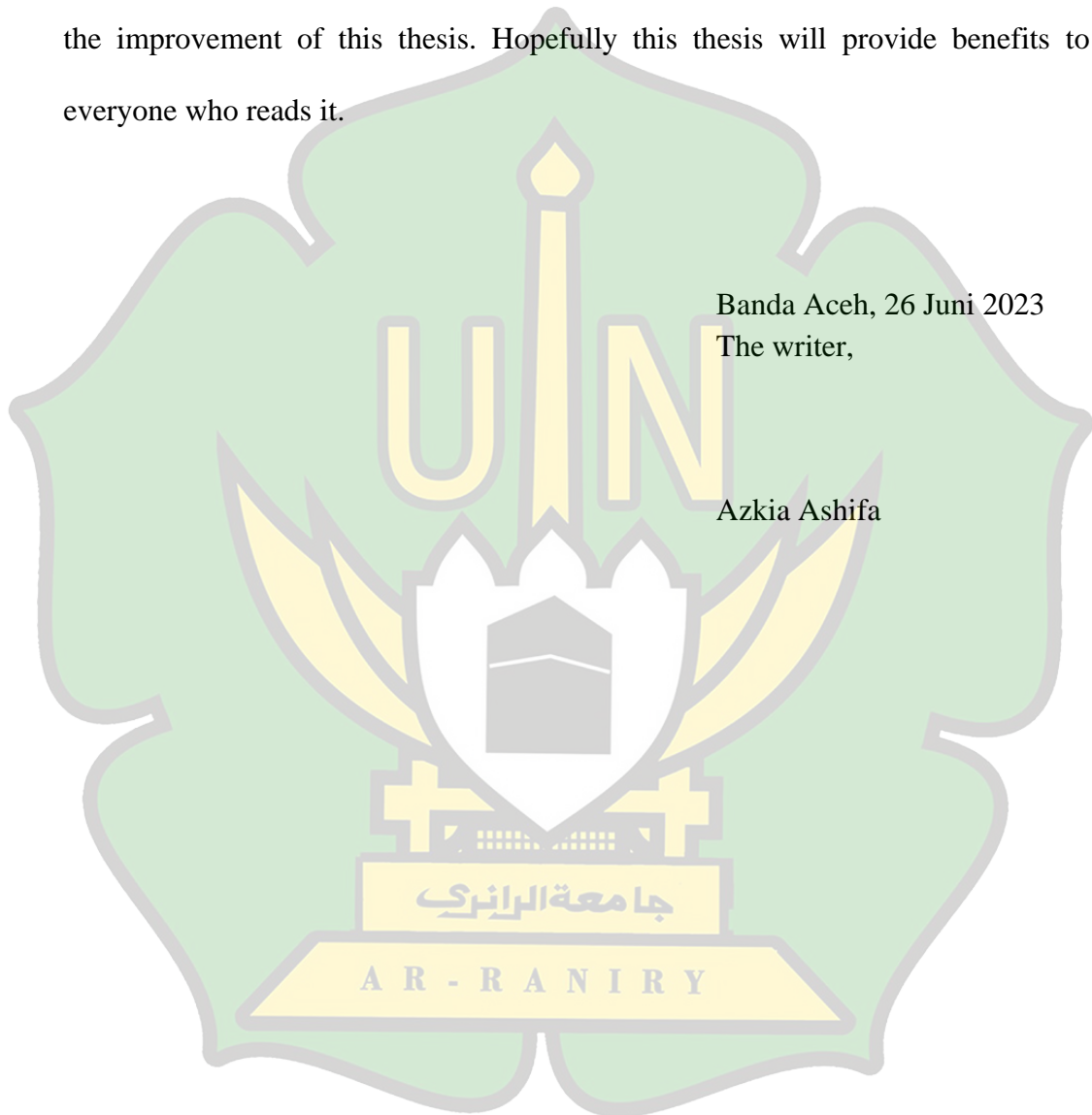
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Finally, I realize that constructive criticism and suggestions are needed for the improvement of this thesis. Hopefully this thesis will provide benefits to everyone who reads it.

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ABSTRACT

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Pronunciation; Fluency

The research was accomplished to discover the impacts of English debate club on students' speaking skill and how the club supports students' improvement in speaking skill. This is a qualitative-research. The participants of this research are six members of English debate club and one tutor. It was conducted in an English debate club at MAS Ruhul Islam Anak Bangsa. The researcher used two techniques in collecting the data. There are structured observation and semi-structured interview. This study found that English debate club affects students' speaking skill, namely enriching vocabulary, improving pronunciation and speaking fluency. In addition to speaking skill, English debate club also affects students in increasing critical thinking, growing the courage to speak English, and being insightful. Additionally, this study reveals that there are three aspects of English debate club that support students on the improvement mentioned earlier. The first aspect is the activities in the English debate club which consist of an introduction of the English debate system, tasks from the tutor, case building, randomly appointed first-grade students to conclude, and sparring. Besides, a supportive and enjoyable environment also plays an important role in improving students. In addition to the five activities and two environments that have been mentioned, the tutor also contributes to the improvement of students. This is due to the tutor giving tips and feedback to students regularly, setting different learning objectives, and holding intensive class.

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CHAPTER I

INTRODUCTION

This chapter consists of five sections. It is started by the background of the study. Then is followed by research questions, research aims, significance of the study, and terminologies. Those sections need to be clearly explained since this chapter is an overview of the research.

A. Background of Study

Speaking is one of the skills that must be possessed by a language learner. Baso (2016) says that this very important skill is always used in life. In fact, Fauzan (2016) said that a person's language skills and or intelligence are often seen only from his speaking ability. Speaking is one of the communication ways in human's life. Therefore, along with the times, the purpose of learning English has changed. As a lingua franca, English is now taught as a mean of communication (Lestari, 2018). Speaking is a "production" activity that is carried out in real time, unlike writing. Talking is done spontaneously and almost always without preparation. There is no time to wait and pause. It is a regular activity in daily life.

Harris (2005, as cited in Apriliani, Harmayanthi, & Fitriani 2021) stated that there are 5 components of speaking, those are pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in language. Grammar is a rule system in language. Grammar is a system of units and patterns of language. Vocabulary is

a set of lexemes consisting single words, compound words and idioms that are typically used when talking something. Comprehension is defined as the ability to understand something by reasonable of the subject or as the knowledge of what a situation is really happened. Fluency is speaking at a normal speed without hesitation, repetition, and with the smooth use of connected speech. Those components are also concluded as factors that cause a learner of a language to be a good English speaker (Arung & Jumardin, 2016).

Turns out, Arung and Jumardin (2016) stated that there are still many students who cannot speak English well. Fact shows that most of these students have weaknesses in speaking ability. These students still feel afraid and embarrassed to practice English in class. Their embarrassment was caused by the ridicule of their friends. Iman (2017) explained that students are usually keep silent in speaking instructional. They are lack of confidence and vocabulary. Sometimes, they say nothing because they have no idea about the topic. Here is the role of the teacher to activate their prior knowledge of the topic. In addition, teacher and learner relationship has to be paid attention as it also determines the result of teaching and learning process, including in speaking class.

Based on those reasons, teaching a speaking class needs to use the right technique to improve students' speaking skills and encourage them not to be shy to speak English. The debate technique is one of popular technique in teaching English speaking skills. This technique leads the student to have enthusiasm and improvement. Some studies on the effect of debate on speaking ability have been carried out. Majority of these studies focus on the debate as a method of teaching

which the main purpose is to encourage students to have a willingness to speak and practice their speaking skills in class. A study conducted by Somjai and Jansem (2015) on grade 10 students of a school. It showed that there was a development in speaking skills using the debate technique. The speaking skills include fluency, grammar, vocabulary, pronunciation, and manners. Another study held by Sari and Supriyadi (2021) at MTs Darul Falah, Ternate, Maluku also showed the same results. It was a classroom action research that consisted of two cycles. The research showed that debate technique is proven to improve students' speaking skills and makes students interested in practicing their speaking skills in the class. It made students more confident, active and critical in speaking. It is seen from the scores in cycles 1 and 2.

Unlike the previous research, this research will be focused on the English debate club. This is a kind of extracurricular class or club in senior high school whose goal is very different from the debate technique that is applied by the teacher in classroom. The debate technique is implemented with the aim of encouraging students to want to speak in the teaching-learning process. Meanwhile, the debate club does not have such goal. The English debate club aims to train its members to think critically, aware about current issues nationally and internationally, formulate various arguments, rebut the opposite, understand propaganda technique, as well as learning to have skills of reasoning and research (Hall, 2011).

Based on my experience as a member of the English debate club for 3 years in high school, joining the debate club leads the member to have a better speaking skill. For instance, I had a friend in the debate club who was criticized by

my coach about her lack of fluency. The coach said that it was a shame to have a good argument but not be understood by both the opposite team and the judges because of a lack of fluency. Several years later, after graduating from senior high school, I heard her giving a presentation in English very well and much better than we were in high school. This is what inspired me to conduct this research. It is to know the impacts of English debate club on students' speaking skill and how the English debate club support students' improvement in speaking skills.

B. Research Question

Based on the explanation in the background, I intend to find out :

1. What are the impacts of English debate club on students' speaking skill?
2. How does the English debate club support students' improvement in speaking skills?

C. Research Aims

In accordance with the research questions above, this study aims :

1. To discover the impacts of English debate club on students' speaking skill.
2. To find out how the English debate club support students' improvement in speaking skills.

D. Significance of the Study

After conducting the research, I expect this study will be useful for :

1. Teacher

The result of this research would provide the information about the activities in the English debate club that influence the members' speaking skill.

Those activities can be implemented and adapted by teachers in their classes, especially in teaching speaking.

2. Student

This study is expected to inspire students to join the English debate club which can influence their speaking skill. In addition, with this research, students can find out and follow how the members of the English debate club practice their speaking skill.

E. Terminologies

To avoid misinterpretation, I would like to clarify some terms that require further explanation. Those are as follow :

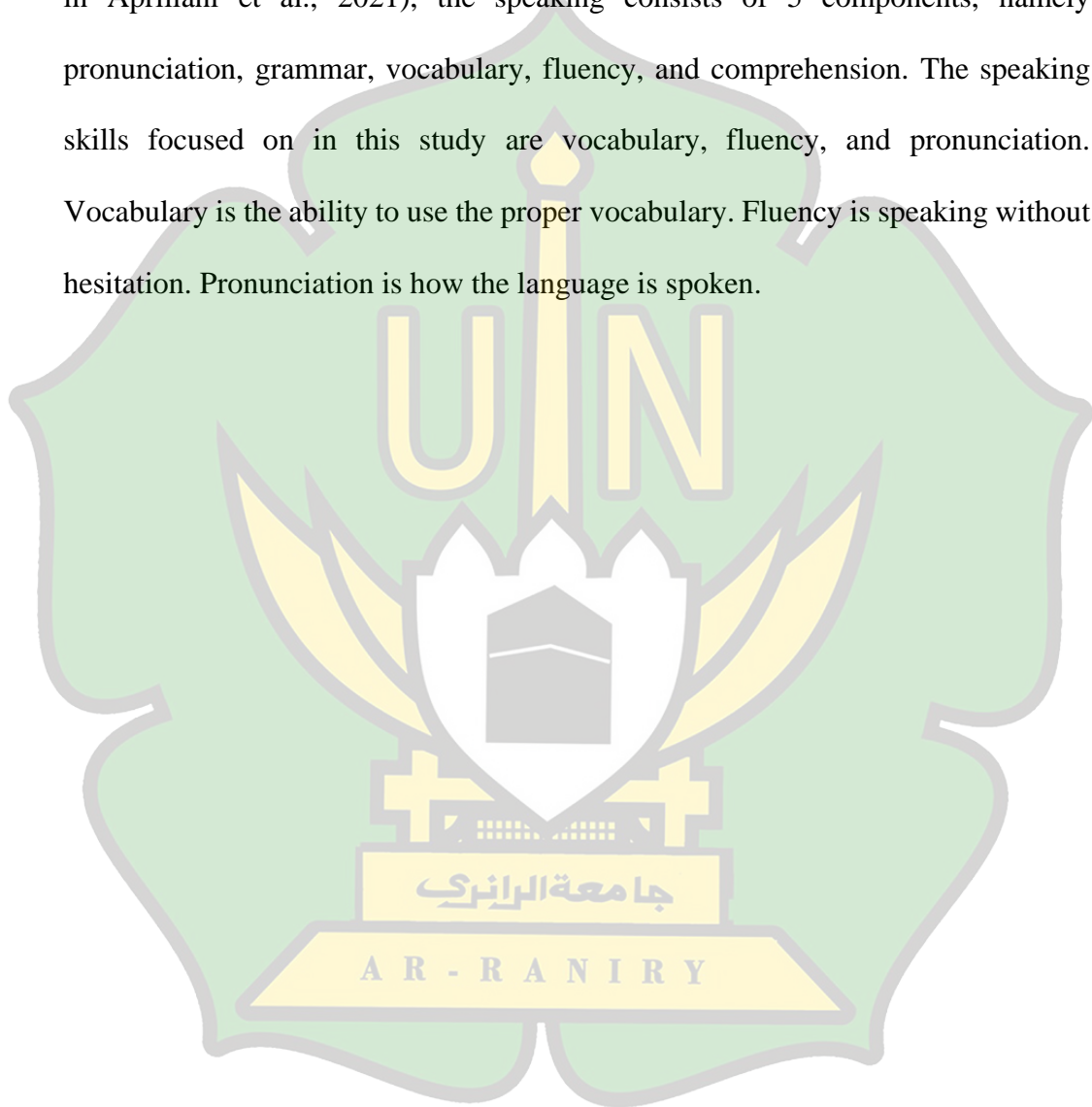
1. English Debate Club

Suharsih and Supriatna (2020) defines English debate club as a place provided by the school for students who are interested in English debate. Hall (2011) explained that in debate, students are trained to think critically, solve problems, understand propaganda technique, the scope of a problem, error of reasoning, as well as learning to have skills of reasoning and research. It is not a cooperative learning model of teaching as classified by Fachrurrazy (2011, as cited in Pradana, 2017).

The English debate club referred to in this study is an English debate club in senior high schools which is a place for students to develop their talents and interests. It is also known as extracurricular class. The members are those who have chosen to join by themselves. There is no selection process, preference, or even recommendation. Usually, this club holds regular practice every week.

2. Students' Speaking Skill

Richards and Rodgers (2014) conclude that speaking skill involves accuracy, fluency, grammar, and vocabulary. According to Harris (2005, as cited in Apriliani et al., 2021), the speaking consists of 5 components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The speaking skills focused on in this study are vocabulary, fluency, and pronunciation. Vocabulary is the ability to use the proper vocabulary. Fluency is speaking without hesitation. Pronunciation is how the language is spoken.



CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical review. The points in this chapter need to be explained clearly in order to gain an understanding of this research. This chapter starts with an explanation of speaking skill which includes definition, components, and rubric to measure speaking skill. Then, it is continued with a description of English debate club which consists of definition, benefits, kinds, terms, and the ability that must be possessed by a debater. This chapter ends with a description of previous studies related to this research.

A. Speaking Skill

1. Definition of Speaking

Brown (2003) states that speaking is an interactive process of constructing meaning that involves producing and receiving, preparing and processing information. Arung and Jumardin (2016) say that speaking is the production of a voice of words. It is an important skill used to communicate with others. It is complemented by the delivery of words. It is not only having a measure of vocabulary and knowing the syntactic patterns, but additionally mastering all components of speaking. All the messages we convey will be understood by the communicators if we completed the components (Arung & Jumardin, 2016). Brown (2006, as cited in José, 2022) concludes that speaking determines the development of pronunciation, fluency, vocabulary improvement, and communicative competence. Apriliani et al. (2021) state that the purposes of speaking are a way to

deliver information, persuade people to take action, and amuse listeners with words uttered.

2. *Components of Speaking*

Arung and Jumardin (2016) state in the analysis of the speech process, five components are generally recognized :

1. Pronunciation

Pronunciation is essential and can affect what a word means. Hornby (1995, as cited in Baso, 2016) defines it as the way of how a language is spoken. It includes the segmental features-vowels and consonants- and the stress and intonation patterns (Maharia, 2020). The speakers pronounce the vocabulary as correct as possible (Somjai & Janssem, 2015).

2. Grammar.

Grammar is an important part of speaking. Mastering grammar means understanding the pattern of sentence construction, how sentences should be phrased, and what tense should be used (Baso, 2016).

3. Vocabulary.

Somjai and Janssem (2015) define vocabulary in speaking skill as the ability to use proper vocabulary. English has a lot of vocabularies. It is the ability of a speaker to choose which words to use in a given context. Literally, a word can have the same translation. However, contextually, it is not. Vocabulary is varied. As language learners, practicing speaking is needed to improve and increase vocabulary (Maharia, 2020).

4. Fluency

Richards and Rodgers (2014) convey that fluency of speaking is the ability to use grammatical patterns in a language. Brumfit (1984, as cited in Yang, 2014) considers fluency as natural language use like the native speakers. That the ability to speak fluently enables the speaker to produce continuous speech and meaning without difficulty for the listener. Harris (1994, as cited in Baso, 2016) states that in speaking, we need to speak fluently so that the listener can respond. There are many standards to determine fluency of speaking. Kormos and Dénes (2004) explained the fluency standards are 10, including the articulation rate, speech rate, number of pauses per minute, pace, space, mean length of pauses, number of disfluencies and etc. Meanwhile, Ano (2004) states that there are four, namely the number of words per minute, the number of silent thinking or pauses, the number of repetition words, phrases, clauses, the number of repair words. Karimy and Pishkar (2017) say that the fluency can be measured through the number of syllables uttered per minute, the length of run or the number of syllables uttered between pauses, and the number of pauses.

Jong and Hulstijn (2009, as cited in Mairi, 2017) classify the fluency scale ordinate cooperation as follow :

a. Disfluent

Candidate speech is very slow and seems labored and very poor, with many discernable phrase grouping and with multiple hesitations, pauses, false starts and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses. (Level 0)

b. Limited Fluency

Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses. (Level 1)

c. Intermediate Fluency

Candidate speech may be uneven or somewhat staccato. Utterance (if \geq 6 words) has at least one smooth word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited. (Level 2)

d. Good Fluency

Candidate speech has acceptable speed, but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has no too many long pauses, and does not sound staccato. (Level 3)

e. Advanced Fluency

Candidate utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more five hesitations, repetitions or false starts. There is only one to five significantly non-native phonological hesitations. (Level 4)

f. Native-Like Fluency

Candidate utterance exhibits smooth native- like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural. (Level 5)

5. Comprehension

Harris (1969, as cited in Arung & Jumardin, 2016) states that oral communication certainly requires a subject who is able to respond to speech as well as to initiate it. Comprehension is an important component. It is there to prevent misunderstandings and misconceptions when speaking. Its absence leads to poor communication (Baso, 2016).

Based on explanation above, it can be concluded that there are five skills in speaking. Those are pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation is how language is spoken. Grammar is spoken sentence patterns. Vocabulary is about how to use a word properly. Fluency is speaking without hesitation. Comprehension is the ability to understand what is being said.

3. *Rubric to Measure Speaking Skill*

A study conducted by Lestari (2018) using the rubric of students' speaking ability below to know the measurement of the higher problem facing by students in speaking. The rubric below is adapted from Pearson Education, Inc.

Table 2. 1
Rubric of Students' Speaking Ability

Performance Areas	Excellent	Good	Average	Poor	Score
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Performance	There is almost no mistake in expression	There are few mistakes in expression	There are many mistakes in expression	Almost all mistakes in expression	EXC: G: AVG: P:
Content	Tells the story effectively with almost always understands the generic structures appropriately	Tells the story effectively with few mistakes in the generic structure that does not interfere the communication	Tries to tell the story with few mistakes in the generic structures that does not interfere the communication	Tries to tell the story with some mistakes in the generic structure that interferes the communication	EXC: G: AVG: P:
Fluency	Speaks smoothly, with little hesitation that does not interfere communication	Speaks with some hesitation, but it does not usually interfere communication	Speaks with some hesitation which often interfere communication	Hesitates too often when speaking, which often interferes communication	EXC: G: AVG: P:
Accuracy	There is almost no mistake in the accuracy of constructing of correct pieces of language	There are few mistakes in the accuracy of constructing of correct pieces of language	There are many mistakes in the accuracy of constructing of correct pieces of language	Almost all sentences contain mistake in the accuracy of constructing of correct pieces of language	EXC: G: AVG: P:
Pronunciation	Pronunciation and intonation are almost always very clear/accurate	Pronunciation and intonation are usually clear/accurate with a few problem areas	Pronunciation and intonation errors, sometimes make it difficult to understand the student	Frequent problems with pronunciation and intonation	EXC: G: AVG: P:
Vocabulary	Uses a variety of vocabulary and expression	Uses a variety of vocabulary and expression, but makes some errors in word choice	Uses limited vocabulary and expression	Uses only basic vocabulary and expressions	EXC: G: AVG: P:

Adapted from WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities
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Another rubric used to categorize someone as a good speaker in Sandhy

(2021) is as follows :

Table 2. 2
Aspect, Criteria, and Score of Speaking

No.	Aspect	Score	Criteria
1	Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		4	Always intelligible though one is conscious of a definite.
		5	Has accent has few traces of foreign accent
2	Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
		2	Grammar and word orders make comprehension difficult.
		3	Must often rephrase sentences and / or restrict him basic pattern.
		4	Makes frequent errors of grammar and word order which obscure meaning. Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
		5	Makes few (if any) noticeable errors of grammar or word order
3	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Misuses of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Uses of vocabulary and idioms are virtually that of a native speaker.

4	Fluency	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
		2	Usually hesitant, often forced into silence by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problems.
		5	Speech as fluent and effortless as that of a native speaker.
5	Comprehensible	1	Cannot be says to understand even simple conversation of English.
		2	Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition.
		3	Understand most of what is says at lower than normal speed with repetitions.
		4	Understands nearly everything at normal speed although occasional repetition may be necessary.
		5	Appears to understand everything without difficulty.

Those are the rubrics that can be used in measuring students' speaking skill. Those can be adopted or adapted as needed. These rubrics are useful for English teachers, especially in teaching speaking.

B. English Debate Club

1. Definition of English Debate Club

Apriliani et al. (2021) say that a debate is a speaking situation in which contrasting points of view are presented and argued. A debate is a real or simulated situation in which a topic or motion is debated, agreed upon, or disagreed upon based on the team's opinion. Arung and Jumardin (2016) say students must share sufficient knowledge about an issue and represent different opinions or interests. Hasyim (2018) states that debate can improve students' speaking skill, including

vocabulary and pronunciation. In addition, all the activities carried out in the debate are very beneficial for improving the four skills in English, namely speaking, writing, reading, and listening.

The English debate club is a club provided by the school for students interested in debate (Suharsih & Supriatna, 2020). Here, they will carry out all forms of debate activities, starting from preparation, arranging arguments, assigning speakers, and debate simulations. Wirawan (2010) states that debate encourages the debater not only to speak out, but also to listen to different kinds of opinions and at the end respecting those differences. The debate is started by the affirmative team whose job is to defend the motion of debate. Then, followed by the opposite team who deny and does not agree to the motion.

In a debate club, based on Hall (2011), students are not only trained on their speaking skills, but also how to think critically, have broad insight, and convey arguments persuasively and supported by facts. Before doing a debate, students will definitely go through a preparation process. This is a tiring stage. The students collect facts from various sources and develop arguments that can convince the judges and break the opponent's argument later. Hall (2011) suggests that the debate topics be given 2-3 weeks before the debate takes place so that students have sufficient time to prepare. In preparation, students will find vocabulary that they rarely or have never encountered before. That is why debate can expand students' vocabulary (Hasyim, 2018).

2. *The Benefits of English Debate Club*

English debate club provides many advantages for its members. It affects students' speaking skill. In addition to it, the club also offers other advantages. The following are the benefits of English debate club :

a) Improve Communication Skills

To convince the judges that the debater's argument is better than the opposite, the debater must have good communication skills (Wirawan, 2010). Bellon (2000) says that students who join English debate club practice public speaking many times so that their communication skills are definitely better than students who do not join the club. In addition, it is also said that their analytical skills also improve when they join the English debate club.

b) Encourage Student to Speak English

Barkley (2005, as cited in Somjai & Janssem, 2015) says that debate can increase students' motivation to practice their spoken language. Because what they participated in is an English debate club, they are encouraged to practice English.

c) Be Insightful

According to Bellon (2000), the topics debated and studied in the English debate club are very broad and varied, including recent issues. Wirawan (2010) explains that the members of the club do research in searching facts and reasoning while constructing arguments. Thus, members of the English debate club are knowledgeable, updated and concerned about current issues (Bellon, 2000).

d) Practicing the Ability of Analysis and Evaluation

According to Hall (2011), in debate, students are trained to convey their arguments which are strengthened by various facts. Thus, debate members are used to analyzing and evaluating the information they receive in their daily lives (Bellon, 2000).

e) Critical-Thinking

Tumposky (2004) says that debate has a connection to critical thinking. Always defending arguments based on facts makes the members of the English debate club think critically. Barfield (1989, as cited in Bellon, 2000) found a significant correlation between debate participation and increased critical thinking skills.

f) View from Two Sides

Bellon (2000) says that debate trains someone to see from various perspectives before concluding or deciding everything.

From the description above, it can be concluded that there are six advantages that students will receive if they join the English debate club. These benefits are improving communication skill, encouraging students to speak, being insightful, practicing the ability of analysis and evaluation, having critical thinking, and being able to view from two sides points of view. These benefits are very useful in becoming a debater or in living life.

3. *Kinds of English Debate*

There are many types of English debate. According to Steven (2012, as cited in Baso, 2016), there are 5 kinds of debate. Those are : parliamentary (parliamentary debate), mace debate, public debate, Australasia debate, and presidential debate.

a. *Parliamentary*

This parliamentary debate system features individuals in a multi-person setting. The rules are based on British parliamentary procedure. Parliamentary debate uses the word "government/proposition" and "opposition" to name the two teams.

b. *Mace*

What is emphasized in this mace debate is the ability, entertainment, style, and strength of the argument. There are four people in this type of debate, two proposition members and two opposition members. Each speaker is given 7 minutes to speak. POIs are allowed from the second to the sixth minute.

c. *Public*

In this debate, there are team debate and individual debate. The list of topics is given 30 minutes before the round starts to both sides in team debate and individual debate to negotiate on the topics.

d. *Australasia*

Affirmative/proposition and negative team have 3 members of each. Both teams are given an issue/topic/proposition that begins with the word "that" or "this house" to debate.

e. Presidential

This is a sponsored debate for the United States presidential and vice presidential candidates.

According to Wirawan (2010), the type of debate that is often used in Indonesia, especially in competitions between schools is the world school format. It consists of two teams, namely affirmative/government and negative/opposition. Each team has 3 speakers with the task of being the first, second, third speaker. Each speaker has 8 minutes to deliver a substantial speech. The debate ended with 4 minutes reply speeches from both sides. The complete order of this type based on Wirawan (2010) is as follows: 1st Aff→1st Neg→2nd Aff→2nd Neg→3rd Aff→3rd Neg→Reply Neg→Reply Aff.

4. Terms in English Debate

Before start debating, debaters should know these parts of debate in order to be a good debater. Mellshaliha (2008, as cited in Apriliani et al., 2021) states some items related to debate :

a) Motion

The topic of debate, known as motion, covers various area, such as politics, education, social issues, economics, and so forth (Wirawan, 2010).

b) Case Building

This is the time for the team to discuss the definition of motion and what arguments they will present (Wirawan, 2010). Case building was done right before the debate started.

c) Definition

The debater must have a clear understanding of the motion being debated. Thus, the motion needs to be defined first so that the audience and the judges understand what is being debated (Wirawan, 2010). Furthermore, with a definition, there will also be scope and limitations of the debate (Apriliani et al., 2021).

d) Theme Line

Mellshaliha (2008, as cited in Apriliani et al., 2021) states that theme line is the underlying reason that answers the big question of "why" one side of the house is supporting or opposing a motion. The theme line is what a team needs to prove and is the main reason why a team attacks the opponent's case.

e) Argument

Wirawan (2010) says that a good argument is logical and relevant. It consists of assertion (assumption), reasoning, evidence, and link back. Each team in debate stands on its position, attacks the opposing team, and defends its own case. (Apriliani et al., 2021).

f) Rebuttal

Wirawan (2010) states that rebuttal is proving another group's arguments are inferior. Reasoning and evidence are needed to strengthen the rebuttal.

g) Points of Information (POI)

According to Wirawan (2010), POI is a brief interruption while the 1st, 2nd, or 3rd speaker is conveying their speech or arguments. It must be brief and delivered no more than 15 seconds.

h) Sum-Up/Closing

Mellshaliha (2008, as cited in Apriliani et al., 2021) states that closing is simply concluding what has been through. A nice summary is preferable.

Therefore, there are at least eight terms that a debater should know. Understanding these terms will make it easier for debaters to practice at the club and participate in English debate competitions. These terms can be learned at the English debate club.

5. *The Ability of a Debater*

There are basic abilities of debate that must be possessed by a debater. The members of the English debate club will also have this. The kinds of the basic of debating ability, namely:

a) Style

Inoue (1996) states that style is the way you communicate your arguments. You need to deliver your material in a confident and persuasive manner.

b) Clarity

In a debate, arguments should be conveyed clearly. Wirawan (2010) states that grammatical errors do not really matter in a debate as long as the arguments presented can be understood. The ease with which arguments are understood is also influenced by the tone, volume, and language used. Inoue (1996) suggests varying the tone so that the delivery is not boring. The volume must also be adjusted according to the room and the number of people listening. Wirawan (2010) says choose simple language because the most important thing is that people understand what you are saying. Inoue (1996) states that it is important to keep it simple and

concise. While long words can make you sound smart, they can also make you sound incomprehensible to others

c) Speed

It is important to speak at a pace that is fast enough to sound intelligent and give you time to say what you want, but slow enough to be easily understood (Inoue, 1996).

d) Use of Note and Eye Contact

Inoue (1996) states that note is important. To be effective, it must be brief and well-organized. Notes can be in the form of points, not paragraphs. In addition, eye-contact is also important. The debater should look at the judges, not at the opponent team. According to Wirawan (2010), in a debate, the most important thing to convince is the judges.

In conclusion, there are four abilities that a debater should have. A member of English debate club must also have these four abilities considering the members practice English debate regularly. The four abilities are style, clarity, speed, and use of note and eye contact.

C. Previous Study

Many studies have been conducted on debate and speaking skills. It is proven that debate has a positive effect on speaking skills, including vocabulary, pronunciation, grammar and structure, and fluency. Widyaningsih (2016) also proves that speaking skill of students enhances through debate technique. She conducted a classroom action-research that consists of cycle 1 and 2. There are planning, action, observation, and reflection in each. It involved 24 students of the

third semester of English Department at STKIP PGRI Tulungagung. The score achieved by students in cycle 2 showed an increase compared to in cycle 1.

A study by Cesarina, Wijayanti & Hakim (2019) on 15 students of Ayuda Husada Vocational High School in the second semester of academic year 2018/2019 also shows the same result. The researchers used observation sheet, questionnaire, and speaking test to look how the influence of debate technique in teaching speaking, especially in pronunciation, grammar, vocabulary, and fluency. It shows a significant improvement of students' speaking ability. Even though there were still hesitation and while speaking, students tried to speak fluently as much as they can.

In Maharia (2020), the perceptions of the fifth semester students who already had debate class experience said that since students are forced to think faster, rebut, and convey arguments immediately, debate certainly improves speaking fluency. Improvement in perceived fluency makes her confidence also increase. Apart from that, it is believed that debate is also effective in training and improving other speaking skills, such as pronunciation, vocabulary, grammar and structure.

Jumhari, Rahman & Sahril (2019) also prove the same. They conducted a quasi-experimental design which the control group is taught by news report method and the experimental by debate. This is a study on the second-grade students of SMK Tri Tunggal 45 Makassar. Based on the score during the pre-test, the two groups have almost the same abilities. However, after the treatment was held, the experimental group showed more improvement in the students' speaking ability.

The studies above prove that debate is able to improve students' speaking skills, including pronunciation, vocabulary, grammar and structure, and also fluency. However, the debate referred to in those studies is debate as a method of teaching speaking in classroom. Meanwhile, my research is about the English debate club. In previous studies, it is clear that as a teaching method, debate is used only a few times depending on the needs and material being taught. Meanwhile, in the English debate club, the members always practice regularly. In addition, the activities at the English debate club are varied and many as explained in this chapter. Therefore, those differences make me believe that my research needs to be conducted.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the research. The discussion includes four sections, namely research design, research participants, technique of data collection, and technique of data analysis. These sections need to be written clearly because it illustrates how this research was conducted.

A. Research Design

The researcher uses qualitative approach for the research. Qualitative research is research obtained from descriptive data. According to Mackey and Gass (2015), this research focuses on getting a detailed description of something. Irawan (2006) mentions that there are many terms for qualitative research, such as: Verstehen, because this research explores meaning in depth; Participant observation, because the researcher sees directly the object of the study; Natural inquiry, because it happens as it is; Interpretive inquiry, because of subjectivity; and Case study, because the object of the study is unique.

Furthermore, Mackey and Gass (2015) explain that unlike quantitative research, this research tends to have a small number of participants but takes a long time in the process. It is caused by the orientation of this research is a process-oriented. The participants involved are few, however, the information obtained is detailed. This small number of participants causes no generalization in this study because the participants here do not represent the population. Those explanation above are all in accordance with the characteristics of qualitative design itself,

namely rich description, natural and holistic representation, few participants, emic perspectives, cyclical and open-ended processes, possible ideological orientations, and the research questions tend to be general and open-ended (Mackey & Gass, 2015).

B. Research Participants

1. Population

Sulistyo (2006) defines population as the whole of the research object. In this study, it is the respondent. The population of this research is members of English debate club in Ruhul Islam Anak Bangsa Islamic Boarding School, Aceh Besar, and the tutor. The club is an extracurricular club. Students of the school are free to join any club they want.

2. Sample

The sample of this research is purposive sample. Purposive sampling is the selection of samples with certain criteria. Unlike probability sampling, which can be taken randomly, purposive sampling, also known as non-probability sampling, selects participants who meet the requirements or criteria made by the researcher (Kothari, 2004).

The sample of this research is 7 which consists of 1 tutor and 6 students who are members of the English debate club in Ruhul Islam Anak Bangsa Islamic Boarding School, Aceh Besar. They are students of first grade. They have the same experience in debate considering they are students of class X or 1. They have never joined a debate club before when they were in junior high school, so this is their

first time joining a debate club when they are in senior high school. Those 6 are chosen based on the results of the discussion between the tutor and I.

C. Technique of Data Collection

Instruments used for collecting the data of this research are observation and interview. Observation means capturing information regarding the overall picture and significant details. Human often does observation in every day's life. However, that is not the scientific one. In a research, observation is keeping an eye on or watching something with a specific purpose. Unlike interview, interaction between researcher and participants is no need in observation. Furthermore, the information gained by this method is real as what it is happening (Kothari, 2004).

I used non-participation and structured observation. I did not take part of the club. I did not either becoming the member or the tutor of it. My role in the club was only as the observer. I would be prepared before doing the observation. I came to observe with a list of items and tools needed, such as recorder and camera. So, I just focused on what it had be listed. Sulisty (2006) said that any event that is not listed will be ignored.

There were 4 meetings observed in this study. Before doing it, I met the tutor for explaining my research and what to observe. Then, with the tutor, I determined 6 students who would be observed for this research, the mechanism and regulation as well as two different motions that would be debated by them in the first and the last meeting.

In the first meeting, the six students were divided into two groups, affirmative and negative. It was done by drawing lots as is done in debate

competitions for students in general. After that, the motion was announced and both groups had 15 minutes for preparation or case building. Then, the debate was started. In the second and third meeting, I came to the club to observe their regular activity in the club. In the last meeting, the six students were divided again to two groups, affirmative and negative, but the members of the team were as the same as on the first meeting. They were given another motion to debate. After 15 minutes of case building, the debate was started. In every meeting, I recorded the activity in the club. I also came with a list of questions or checklists since this is a structured observation.

In addition, I did a semi-structured interview as well. According to Sulisty (2006), interview is a process of gathering data in oral. Furthermore, Sulisty (2006) explains that by interviewing, researcher can obtain complete and complex information. Interview feels personal so it tends to produce better responses. In a semi-structured interview, I as the researcher had already listed the questions to be answered by the participants. In this research, I interviewed the tutor and the students to know the students' development of vocabulary, fluency, and pronunciation.

D. Technique of Data Analysis

To analyze the data, I refer to Lacey and Luff (2009) that state 5 stages in analyzing the data. The first stage is transcription. This is the process of transferring data into writing. The data collected must be transcribed in its entirety. Researcher cannot only transcribe data that is considered important or interesting. Because to get to that process, researcher has to go through the transcription stage first.

The next stage is organizing data. For data obtained from interview, researcher can disguise the name of the interviewee here. Meanwhile, data obtained from observation can be numbered per paragraph. After that, the researcher must go through the process of familiarization of data. Here the researcher will read, watch, and listen repeatedly to the data that has been taken in order to facilitate the next stage and ensure that nothing is missed.

Next one is the coding stage. Here, the researcher assigns a code to each event found, both from interview and observation data. The transcript is given codes that are understood by the researcher. The last stage is themes. Transcripts that have passed the coding stage are then sorted again by the researcher to focus on events that are very related to the research.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consists of two sections. Those are research findings and discussions. Research findings section tells everything that was found during the research that answered the two research questions proposed in this study. Whereas in the discussion section, the findings are drawn and linked to previous research and experts.

A. Research Findings

To answer two research questions proposed of this study, I used observation and interview to collect the data. Observation was conducted in advance of the interview. After analyzing the data, I figured out some findings related to this study. It is explained in detail as below.

1. The Impacts of English Debate Club

According to the data, I discover some impacts of English debate club. There are at least six impacts that students will get when they join an English debate club. From the research conducted, it is revealed that English debate club is able to enrich students' vocabulary, improve their pronunciation and fluency, train students to think critically, be insightful, and enable students to have courage to speak English.

a. Enrich Vocabulary

From the data analyzed, it is known that English debate club increases students' vocabulary. This is acknowledged by student 1, 2, and 4.

Student 1 : *“Yes, there are. We once were given a motion about Planet Mars and given two days for case building. We got many vocabulary from that. Then, the tutor also told us various vocabulary related to the motion”*

Student 2 : *“... Every motion will definitely make me find many new vocabulary, even the high ones. I also have the initiative to keep searching for new vocabulary so that the vocabulary I use when speaking is varied”*

Student 4 : *“Yes, it really enriches my vocabulary. I learn a lot of synonyms for words. For example, "case" can also be called "circumstance" which is higher. Case building has enriched my vocabulary”*

The vocabulary acquired by the students varies from basic to advanced. In each meeting, the members discussed a different motion. Every time a new motion was presented, the students would find vocabulary they did not know, both during case building and during performance. They ask the tutor and the other members about the vocabulary. In addition, they always brought a dictionary to look for new vocabulary. Besides, the tutor also told them proper vocabulary to use. The information that I got from the observation data was confirmed by two of the six students.

Student 5 : *“... Activities that enrich vocabulary are case building and when given tasks. The task is given a motion and told to compose an argument related to the motion. If we don't know the vocabulary, we will open the dictionary. That's where we get a lot of vocabulary. Usually, we are told to speak for 3-5 minutes”*

Student 6 : *“We are taught ... what vocabulary can and cannot be used (which affects the strength and weakness of the argument presented).”*

Based on the findings described above, it can be concluded that English debate club can increase vocabulary.

b. Improve Pronunciation

From the data that has been analyzed, it is known that the English debate club can improve the pronunciation of its members. This was confirmed by four of the six students interviewed.

Student 1 : *“Yes. It is sparring. When speaking English, I feel more confident because I feel that my pronunciation is getting better”*

Student 4 : *“My pronunciation is getting better. ...”*

Student 5 : *“Yes. Because I'm always talking. So, pronunciation must always be improved because if not, I will feel shy when I perform later. I also practice my pronunciation personally”*

Student 6 : *“It's getting better. ... When we go forward, we are not allowed to read our notes, so our pronunciation must be correct for people to understand”*

I observed that this club always encouraged its members to speak. They were required to speak in front of other members. Therefore, they were motivated to improve their pronunciation so that the members would understand what they were saying and so that they would not be embarrassed. Every time they found a new vocabulary, they would ask the tutor or their fellow members how to pronounce the word correctly. In addition, the tutor also sometimes corrected their pronunciation.

Student 3 : *“Yes, a little bit. When speaking, the tutor definitely corrects my pronunciation ...”*

Student 5 : *“... Feedback are such as "don't speak so fast", or "that word is not pronounced like that", and so on”*

Therefore, according to the explanation of the findings above, it can be concluded that the English debate club has an impact on improving pronunciation.

c. *Improve Speaking Fluency*

English debate club affects speaking fluency. This is recognized by five out of six members who said that they speak English more fluently since joining the English debate club.

Student 2 : *“Very much better. Before joining this club, I was afraid to speak, and then when I spoke I stuttered. Now, after joining this club, I speak more and more often here. So, I have become used to it. My speaking is also getting more fluent”*

Student 3 : *“... Also, I feel fluent because I know a lot of vocabulary. I am not bothered by thoughts such as those mentioned earlier”*

Student 4 : *“My speaking becomes more fluent”*

Student 5 : *“My public speaking. I used to "aaa aaa" when speaking and stuttered. Now, I am fluent and have a direct idea of what to say. My knowledge also increased because the discussion in the debate is broad, including politics, health, etc”*

Student 6 : *“When we go to the front and the tutor asks us questions, we are kept talking. From here, my speaking becomes fluent. Moreover, answering the questions is without preparation, just what's in my head. So, it really practiced fluency”*

English debate club trains its members to be able to deliver arguments fluently. This progress was seen in every meeting. A comparison of the speaking duration at meeting one and meeting four confirmed this. The more they perform, the more they will get used to it. The situation makes them enjoy and causes them to speak fluently.

In addition, having a lot of vocabulary helps these students to speak fluently. I found that the tutor directed the members to look for synonyms of the vocabulary they did not know so that they would not stop speaking when they were not able to find the translation of the desired vocabulary. This was also felt by one member.

Student 1 : *“Regarding fluency, the tutor also gives us tips. He tells us to be calm when speaking even when we are in a competition for example. ...”*

The students were trained to keep talking and to elaborate the points they prepared. They were also encouraged to speak within the given duration.

Student 2 : *“... The tutor always prohibits speaking under the set time. Even if that happens, the tutor will tell me to keep talking until at least 5 minutes. So, the point is, now, after joining the English debate club, as long as the argument I prepared is still there, I never stop or get distracted by anything when I speak”*

Student 3 : *“When appointed to deliver the conclusions. It's usually 7 minutes long. If it isn't seven minutes and we had finished speaking, the tutor will ask questions or tell us to repeat what we have said so that we can continue speaking for seven minutes”*

I personally saw how these students tried to speak fluently. When they received POIs from the tutor or other members, they could answer fluently. As long as they had the materials and vocabulary, they could speak fluently. From the explanations above, English debate club is believed to improve speaking fluency.

d. Train to Think Critically

In addition to improving speaking skill, English debate club trains the ability to think critically. The members were trained to think critically as they were facing various topics, some of which they were not even familiar with. They were required to see both sides and defend their side. They were told to give reasonable arguments accompanied by facts. This all trains their thinking skill as the following two members shared.

Student 4 : *“We are taught how to ..., have critical thinking, ... we also get feedback, such as being told to think more critically and given tips for critical thinking”*

Student 6 : “... *I am trained to think quickly because there are times when I am given a motion and at this time I am also immediately asked to speak. so the ability to think quickly is trained. ...*”

The impromptu motion helped to train the members' critical thinking skill.

In the first and fourth meetings, the six students were given an impromptu motion where they had no other sources of information such as the internet. They had to rely on their own abilities and those of the team. Despite this, they successfully organized and defended their arguments. This was admitted by the tutor. Thus, it is clear that English debate club can train students to think critically.

e. *Be Insightful*

Joining the English debate club broadens insights. Three out of six students said that their knowledge has broadened since joining the English debate club.

Student 5 : “... *My knowledge also increased because the discussion in the debate is broad, including politics, health, etc. ... Case building, because it broadens my insight. I like it more when the tutor explains the motion during case building, because it also broadens my insight. I really really like case building*”

Student 6 : “*I like it when I'm given a motion and immediately told to make argument on the spot. It really sharpens my brain*”

I saw that the topics discussed in this English debate club were diverse. From the four meetings that I observed, there was no meeting that discussed the same motion. Each meeting, they discussed one or more motions, like in the third meeting. The first meeting, the motion given was about smoking. The second meeting was about single-sex school. In the third meeting, they focused on crypto while still addressing several other prepared motions. While in the fourth meeting, the motion given was about school uniform. The tutor first explained the overview

of the given motion before telling the students to find materials related to the motion. Looking at the diversity and range of topics discussed, it can be concluded that the English debate club makes its members insightful.

f. Have Courage to Speak English

Another impact of the English debate club revealed from the data is the confidence to perform and speak in front of others. Three of the six English debate club members felt this way.

Student 1 : *“Yes. Before joining this club, I had a very difficult time speaking in public, in fact, I couldn't even get a word out. There was something I wanted to say in my heart, but it didn't come out. My tutor always encourages me by saying "Just talk, it's okay". He doesn't force me, but encourages me. During case building, he once noticed that I had not spoken in the team discussion. He said "I see you haven't said anything. Come on! please talk. Just say it, it's okay. Yes. When I first joined and was asked to prepare an argument from the motion given, I was shocked when I had to go up and speak in front of the group in English on a topic that I had never known before. It was difficult at the beginning. However, now I'm used to it. Although sometimes I still find difficulties, I can face them easily and not panic”*

Student 2 : *“We are taught how to speak well, how to manage time in speaking, the structure in speaking starting from the opening and so on, also how to handle nervousness when speaking in front. We are also given feedback by the tutors. The second year members also give us tips on how to debate well”.*

Student 4 : *“We are taught how to convey arguments in front of many people, have critical thinking, brave to convey something to people, I become brave to come forward. At school, I also am brave to come forward if asked by the teacher because I am used to coming forward in the English debate club”*

Members of the English debate club are encouraged to speak. Some of them tried to look at the tutor and the opposing team when speaking. They showed good progress in the fourth meeting. The tutor always told them to come forward. One member was nervous at the fourth meeting when she was told to speak. So, she

read the notes she brought. This is forbidden in English debate. After she finished reading, the tutor told her to repeat what she had read without looking at the notes. As a result, she was able to fight her fear.

Based on the explanations above, it is clear that English debate club can grow courage in members. The courage referred to is the courage to come forward, the courage to speak in front, and the courage to look at the opponent.

2. Aspects of English Debate Club that Support Students' Improvement in Speaking Skill

This coming up section contains findings related to aspects of the English debate club that lead to the better improvements for its members. There are three aspects involved. Those are activities, environment, and tutor.

a. Activities

After analyzing the data, it is gained that English debate club has five activities that improve students. Those activities are carried out in the club. Those are introduction of English debate system, tasks from the tutor, case building, randomly appointing first grade students to give conclusion, and sparring.

1) Introduction of English Debate System

As mentioned earlier, it is known that the English debate club has many activities. However, before carrying out those various activities, new members who just joined the club were introduced to everything related to debate.

Student 3 :“Yes, there is. When we first joined the club, we were taught various theories about debate, such as the debate system, the role of each speaker, how to construct and convey arguments, and what topics are discussed in debates (such as social, political, economic, etc.). So, before getting to the sparring

activities, there was an introduction to debate at the beginning of the meeting.”

There were many technical issues in English debate that were introduced to the first-year members. Some of them are the mechanism of English debate, the role of each speaker, team and time management, the structure of an argument, and so forth. Four of the six members of the club confirmed this.

Student 1 : *“It teaches the mechanism of debate, the role of each speaker, team management, how to spar, and also time management in speaking”*

Student 2 : *“We are taught how to speak well, how to manage time in speaking, the structure in speaking starting from the opening and so on, also how to handle nervousness when speaking in front. We are also given feedback by the tutors. The second year members also give us tips on how to debate well”.*

Student 3 : *“How to debate, how to politely answer and reject POIs, the roles of the speakers (this is useful for presentations at school. In English debate, one of the first speaker's job is to introduce the team. I also apply this when presenting at school). It also teaches how to manage time when speaking.”*

Student 4 : *“We are taught how to convey arguments in front of many people, have critical thinking, brave to convey something to people, also given vocabulary and various tips by the tutor.”*

This activity does not only familiarize new members to English debate. Turns out, it is also able to enrich vocabulary. This is admitted by one of the member.

Student 6 : *“We are taught ... what vocabulary can and cannot be used (which affects the strength and weakness of the argument presented).”*

In addition to those two impacts, activity of introduction of English debate system for new members plays a role in raising students' self-confidence. It is as said by one member of the English debate club below.

Student 5 : “... *should be confident and should not be nervous because if nervous, it will be difficult to speak. In addition, it also teaches things related to the argument and debate system.*”

Based on the findings above, it is discovered that members who had just joined the English debate club were taught any technical issues related to English debate. In addition to understanding the debate system, this activity is helpful in enhancing vocabulary and growing the courage of the members.

2) Tasks from the Tutor

The second activity is the assignment given by the tutor. The task is in the form of giving a motion for the members to find materials related to it. Sometimes they were just told to collect materials, as in the third meeting. Sometimes they were also told to find materials, organize arguments, and prepare to perform as in the second meeting. This activity certainly broadened the students' knowledge considering that the task was to find materials about motion.

Additionally, this activity increases the vocabulary of the students. As explained in the previous section, discussing a motion will produce a variety of vocabulary that students do not know. One member of the English debate club confirmed this.

Student 5 : “... *Activities that enrich vocabulary are case building and when given tasks. The task is given a motion and told to compose an argument related to the motion. If we don't know the vocabulary, we will open the dictionary. That's where we get a lot of vocabulary. Usually, we are told to speak for 3-5 minutes*”

Based on the explanation above, it can be concluded that the assignment set by the tutor can bring a positive effect. This effect is not only on speaking skill, which in this case is vocabulary, but also on broadening insight.

3) Case Building

The third activity is case building. This is one of the most frequently conducted activities. In all four meetings that I observed, no meeting was held without case building. Two out of six English debate club members admitted that case building is the most frequent activity.

Student 2 : *“Case building. Sometimes, one meeting can be spent on just case building. The next meeting is then sparring about the motion. Case building is more often done than sparring in my opinion”*

Student 4 : *“Case building”*

This activity has an impact on students' speaking skill. The first is in increasing vocabulary. This activity plays a role in this improvement. In case building, members study the given motion and organize their arguments. While doing so, they often encounter vocabulary that they do not know. Apart from looking at the dictionary, they often ask the tutor and other members. This happened in all four meetings that I observed. In addition, three out of six members admitted that this activity plays a role in enhancing their vocabulary. The vocabulary they get is a lot, ranging from basic to advanced.

Student 1 : *“Yes. In fact, we also get high vocabulary. This is also because the motion given by the tutor during case building is sometimes high. The tutor said it was to train the members to get used to it when participating in the competition later. So, case building is a very vocabulary enriching activity.”*

Student 4 : *“We are usually told to search materials so that we can get a lot of vocabulary. For me personally, when I search materials, I search English ones and then I print them out. So that I get a lot of new vocabulary”*

Student 5 : *“Yes. When I want to speak and don't know the vocabulary, I have to search for it. Activities that enrich vocabulary are case building and when given tasks. ...”*

In addition to improve speaking skill, this activity is also considered to be able to increase students' insight. It is as said by two of the students below.

Student 4 : *“Case building. For example, I only knew there is research related to the planet mars. From my friend during case building, I learned that mars has more iron production. Therefore, I like case building because it really adds to my insight”*

Student 5 : *“Case building, because it broadens my insight. I like it more when the tutor explains the motion during case building, because it also broadens my insight. I really really like case building”*

According to the explanation of the findings above, it is obvious that case building affects students' improvement. It can enrich students' vocabulary. Besides, it also widens students' insight.

4) Randomly Appointing First Grade Students

The following activity in the English debate club is randomly appointing first grade students to give conclusion. This is one of the most common activities. In the observed meeting, this activity took place in meeting three. The tutor selected some first grade students randomly to give the conclusion. In the second meeting, the tutor said that this activity could not be done because the time was over. Two of the six members of the English debate club told the same that this activity is often done.

Student 3 : *“There are two, the tutor gives feedback to each member who has spoken and randomly appoints the first class member to conclude. ... For the conclusion, we first class members must always be ready to be appointed.”*

Student 6 : *“Every meeting, 3 first grade students are always called forward to deliver the conclusion of the day's meeting. Everyone must be ready because we are randomly appointed. This is what is always done.”*

This activity has a good impact on the first grade students. One member of the English debate club said that this activity can grow their courage.

Student 1 : *“Sparring and being appointed to speak suddenly and randomly by the tutor. At first, I was completely speechless, until the tutor gave me questions to answer so that I could speak”*

In the third meeting, one of the appointed first grade students was speechless when he came forward. In fact, he was carrying notes. When his senior gave another note, he finally braved to speak. This shows that this activity trains the students' courage. The tutor did not comment on him, but appreciated his courage.

Therefore, from the explanation above, it is found that randomly appointing first grade students has a good impact on the students especially in developing courage.

5) Sparring

Another activity carried out at the English debate club is sparring. Sparring is an activity that is often carried out at the club. During the observation, there was no meeting held without sparring. This was also recognized by two of the six English debate club members.

Student 1 : *“Sparring and case building. But, sparring is much more often than case building”*

Student 5 : *“The members of the second class are told to do sparring, while the members of the first class give conclusions.”*

This activity has a positive impact on the students' speaking skill. The first is the enhancement of vocabulary. In meeting one and four, members who were speaking suddenly asked the team for vocabulary they did not know. As they were

encouraged to speak, they automatically had to look for vocabulary to speak. Thus, their vocabulary increased. Two members of the English debate club stated that sparring is an activity that enriches their vocabulary.

Student 2 : *“Yes. When sparring, I find it impossible to use the same vocabulary. Every motion will definitely make me find many new vocabulary, even the high ones. I also have the initiative to keep searching for new vocabulary so that the vocabulary I use when speaking is varied”*

Student 3 : *“Yes. Especially when told to come forward and given a shock motion. We have to make our own arguments on the spot. Automatically, we will open the dictionary to search for various vocabulary that we need and don't know. That's how we get so many new vocabulary”*

In addition to vocabulary, another speaking skill that is improved by sparring is pronunciation. The members are actually forbidden to read while performing. This prohibition makes them trained to improve their pronunciation so that the audience understands what they are saying. In addition, they are also embarrassed if there are mispronunciations. So, this sparring activity encourages them to improve their pronunciation. This was recognized by four out of six members of the English debate club.

Student 1 : *“Yes. It is sparring. When speaking English, I feel more confident because I feel that my pronunciation is getting better”* - RANIRY

Student 4 : *“I feel that my pronunciation is very much improved. Sparring is an activity that influences my pronunciation to be better”*

Student 5 : *“Public speaking, especially pronunciation should be better, speaking should be clear, should not be "aaa...aaa...", should be confident and should not be nervous because if nervous, it will be difficult to speak. In addition, it also teaches things related to the argument and debate system.”*

Student 6 : *“It's getting better. It's about going forward and listening to others speak. When we go forward, we are not allowed to*

read our notes, so our pronunciation must be correct for people to understand”

Additionally, sparring can improve speaking fluency. This progress was also seen in the fourth meeting. In this meeting, the students spoke more fluently although it was still below the set duration. They spoke much more fluently than during the first meeting. They did not stop many times when speaking. They also tried to continue speaking even though there were still occasional "aaa...aaa...". The positive impact of sparring on speaking fluency was recognized by three of the six members of the club.

Student 4 : *“Sparring. The first time I did sparring, I was very nervous. Because I had to be able to convey argument in English. I also found it difficult to find the vocabulary needed. I found it difficult to synchronize the two activities that occur at the same time when speaking at that time, namely the brain that searches for vocabs and the mouth that wants to speak. Over time, because of sparring, I get a lot of vocabulary so I feel easy in speaking English now”*

Student 5 : *“Sparring. When I join the sparring, I speak English more and more fluently. When I speak, I immediately know what I want to say. It's not like before when I wanted to speak, I took too long to think”*

Student 6 : *“When sparring and giving conclusions. Also when we are told to come forward one by one to present our arguments. At that time, we are told to explain why we chose that argument. Then, we are given a rebuttal or POI to answer”*

In addition to speaking skill, sparring activity has a positive impact on the growth of students' courage. The students who are continuously encouraged to speak in front of eventually get used to and become confident in presenting their arguments. This was recognized by one of the members.

Student 1 : *“Yes. When I first joined and was asked to prepare an argument from the motion given, I was shocked when I had to go up and speak in front of the group in English on a topic that I had*

never known before. It was difficult at the beginning. However, now I'm used to it. Although sometimes I still find difficulties, I can face them easily and not panic”

Based on the explanation above, it is found that sparring is one of the activities that have a positive impact on students. This activity plays a role in improving students' speaking skill, namely enriching vocabulary, speaking more fluency, and improving pronunciation. In addition to speaking skill, this activity also grows students' courage.

According to the findings above, it is concluded that there are five activities in the English debate club that play a role in the students' improvement. The five activities are introduction of English debate system, tasks from the tutor, case building, randomly appointing first grade students to give conclusion, and sparring. Each of these activities has a different positive impact on the students' speaking skill. In addition to speaking skill, these five activities also have a good impact on the growth of courage and broadening insight.

b. Environment

The situation of the club determines students' improvement. The situation here is not only the condition of the room, but also the atmosphere created between the tutor and the members, as well as between fellow members. Based on the research data, it was found that the environment of the club is supportive and enjoyable.

1) Supportive

Members of this club consist of first, second, and third grade students. First grade students are considered juniors based on the length of time they have been studying compared to the second and third grade students. Despite this, there

is no gap among members. This can be seen during the activities. The members blended in with each other. In the third meeting, the tutor combined the first and second grade members into two teams. This was intended to allow the juniors to learn from the seniors. The supportive environment was also present when a member of the first grade came forward and could not say anything in the front. The seniors on his team encouraged him by giving him positive words of affirmation, such as "just say whatever you know", "don't be afraid", and "come on! You can do it!". Another first grade member said that the seniors also taught them about English debate.

Student 2 : *“Usually, if we don't know how to construct an argument, the seniors help us. They teach us that, especially when we are sparring.”*

This supportive environment is also created between the tutor and the members. The tutor always gives feedback with words that motivate the members to improve. Thus, the members are not afraid and shy to take another try. The tutor encouraged the members, not forced them. This is also what student 1 experienced.

Student 1: *“The tutor also gives spirit and feedback ... Yes. Before joining this club, I had a very difficult time speaking in public, in fact, I couldn't even get a word out. There was something I wanted to say in my heart, but it didn't come out. My tutor always encourages me by saying "Just talk, it's okay". He doesn't force me, but encourages me. During case building, he once noticed that I had not spoken in the team discussion. He said "I see you haven't said anything. Come on! please talk. Just say it, it's okay”.”*

This supportive situation makes the members comfortable in the club. They are excited to participate in activities in the club and are also enthusiastic about their progress.

2) Enjoyable

The atmosphere of the English debate club is not only supportive, but also enjoyable. The club looked fun because it was filled with laughter from the members and the tutor. Although the discussion in the club was heavy, the club was not monotonous so it prevented the members from getting bored. The tutor also alternated activities by sharing interesting information that could certainly broaden the members' insights. A member of the club stated that the activities in the club were designed to be fun. The tutor is also entertaining.

Student 1 : “ *The members are also fun, so I feel comfortable being in this club ... The tutor also entertains us so that the situation is not monotonous and depressing.*”

This enjoyable environment makes the members feel comfortable and relaxed in the club to practice.

c. Tutor

Based on the data analysis, it is found that the tutor plays an important role in students' improvement. There are many things done by the tutor that have a positive impact on the students' progress. Those are the tutor's tips and feedback, different learning objectives, and intensive class.

1) The Tutor's Tips and Feedback

The tutor always gave feedback to the members at every meeting. This is also recognized by the tutor himself. The feedback was delivered in a way that motivated and did not put the students down. The feedback was given to the members who performed and explained to all members so that it became a lesson as conveyed by student 3.

The tutor : *“During the class, I will always give them feedback.”*

Student 1: *“Yes. Before joining this club, I had a very difficult time speaking in public, in fact, I couldn't even get a word out. There was something I wanted to say in my heart, but it didn't come out. My tutor always encourages me by saying "Just talk, it's okay". He doesn't force me, but encourages me. During case building, he once noticed that I had not spoken in the team discussion. He said "I see you haven't said anything. Come on! please talk. Just say it, it's okay”.*”

Student 3 : *“There must be feedback at every meeting. After each member performs, whether sparring or concluding, the tutor gives feedback. The feedback is delivered to all members so that everyone learns and understands. The tutor also tells us if there are any mistakes in vocabulary selection or mispronunciation”*

The tutor's feedback really helps the members to improve their speaking skill. This is admitted by student 2.

Student 2 : *“Feedback. The tutor always gives feedback after sparring. The feedback is very helpful to improve speaking skills”*

The feedback given by the tutor was varied, not only about speaking skill, but also style, team management, duration of speaking, confidence, and many more. It depended on who was being commented on. This feedback was detailed and personalized. The tutor usually focused on the dominant mistakes made. This is also recognized by student 3.

Student 3 : *“I think the tutor will comment on the dominant mistake. If the dominant is lack of fluency, then it will be commented on it”*

The feedback has an impact on enriching vocabulary. Three out of six English debate club members stated that the tutor's feedback allowed them to increase their vocabulary.

Student 2 : *“Usually it's just like " find more vocabulary, let's get more". Whenever he finds us struggling, he always gives us solutions*

to solve it. For example, like searching for English materials on the internet so that we can get a lot of new vocabulary”

Student 4 : *“Ever. In the past, I would just freeze up because I didn't know what else to say. But now, if I don't know a vocab, I will try to find a similar word to deliver my argument. I got this method from the tutor of English debate club”*

Student 6 : *“Yes, I have more vocabulary. When we forget a word, we are trained by the tutor to think of other words that have the same meaning. The vocabulary I got is also used in my daily life ... Often. Most of the time it's like "oh what is this vocabulary? What is the English word for 'menggeser'?". In the past, when I didn't know the vocabulary, I was silent and confused. Now, after joining this club, when I experience that, I immediately try to think of what the similar word is. By doing this, many of the vocabulary that I have memorized so far are used and become stronger in my memory”*

In addition to vocabulary enhancement, the tutor's feedback plays a role in improving students' pronunciation. Student 3 and student 5 confirmed this.

Student 3 : *“.... When speaking, the tutor definitely corrects my pronunciation. But, not everyone is commented on their pronunciation. ... The tutor also tells us if there are any mistakes in vocabulary selection or mispronunciation”*

Student 5 : *“Often. After speaking, feedback is given immediately. Each person who comes forward is given feedback one by one. Feedback are such as "don't speak so fast", or "that word is not pronounced like that", and so on”*

In addition to improve fluency and enrich vocabulary, feedback also makes students speak more fluently. Four out of six members confirmed this. They stated that feedback from the tutor really played an important role on speaking fluency.

Student 1 : *“Regarding fluency, the tutor also gives us tips. He tells us to be calm when speaking even when we are in a competition for example. Even during the competition, he tells us to think of it as a speaking exercise, so that we are relaxed and can speak fluently”*

Student 2 :“... *The tutor always prohibits speaking under the set time. Even if that happens, the tutor will tell me to keep talking until at least 5 minutes. So, the point is, now, after joining the English debate club, as long as the argument I prepared is still there, I never stop or get distracted by anything when I speak*”

Student 3 :“*When appointed to deliver the conclusions. It's usually 7 minutes long. If it isn't seven minutes and we had finished speaking, the tutor will ask questions or tell us to repeat what we have said so that we can continue speaking for seven minutes*”

Student 5 :“... *speaking should be clear, should not be "aaa...aaa...", should be confident and should not be nervous because if nervous, it will be difficult to speak. ...*”

In addition to the impact on speaking skill, the delivery of feedback has a positive impact on three of the six English debate club members in terms of courage.

It is stated as below.

Student 1:“*Yes. Before joining this club, I had a very difficult time speaking in public, in fact, I couldn't even get a word out. There was something I wanted to say in my heart, but it didn't come out. My tutor always encourages me by saying "Just talk, it's okay". He doesn't force me, but encourages me. During case building, he once noticed that I had not spoken in the team discussion. He said "I see you haven't said anything. Come on! please talk. Just say it, it's okay".*”

Student 2 :“*We are taught how to speak well, how to manage time in speaking, the structure in speaking starting from the opening and so on, also how to handle nervousness when speaking in front. We are also given feedback by the tutors. The second year members also give us tips on how to debate well*”.

Student 4 : “*We are taught how to convey arguments in front of many people, have critical thinking, brave to convey something to people, also given vocabulary and various tips by the tutor.*”

Turns out, in giving feedback, the tutor not only told the errors but also helped provide solutions to overcome those errors. Various tips were given by the

tutor. The tutor always gave feedback followed by tips afterwards. It is as stated by student 5.

Student 5 : *“There is. The tutor tells me to practice individually often and I do that.”*

Regarding the fluency of speaking, the tutor told the members to look for the synonym of the desired word while performing instead of thinking of the desired vocabulary. This will avoid students from pausing and minimize it when speaking. He also asked the members to think in English to improve their speaking fluency. In addition, the tutor also encouraged the first-grade members to relax in order to avoid nervousness. His words were never demanding, but encouraging. Thus, the members followed what he told them to do.

The tutor : *“The activities that I suggest to the members is to try to change your inner thought with English so you can get used to think with English even inside of your head. and by having a good grammatical speaking with each member outside of the class.... sometimes I give them feedback regarding their fluency. Usually, it happens during the 10th grade because they don't get used to speak English let alone in front of people. So, I give them feedback to not be afraid, don't nervous if you nervous just take a deep breath or you can write your points in the paper so you don't forget and go blank in front of ppl and etc.”*

Student 4 : *“The tutor says that one of the factors that decrease fluency is not using the language in everyday conversation. In addition, he also says to speak English also in the mind (while thinking).”*

In addition, the members were also given tips by the tutor on how to think critically. This was conveyed by a member of the English debate club. It is student 4.

Student 4 : *“Every time we perform, we are given feedback. Even during case building, we also get feedback, such as being told to think more critically and given tips for critical thinking... We are taught how to convey arguments in front of many people,*

have critical thinking, brave to convey something to people, also given vocabulary and various tips by the tutor.”

Based on the findings above, it is clear that regular feedback and tips from the tutor play a role in student improvement. It is on fluency, vocabulary, and pronunciation. In addition, it is also in having critical thinking and courage.

2) Different Learning Objectives

In the English debate club, the tutor trained the members according to their abilities. The tutor distinguished the learning objectives and activities of junior and senior members. The junior members are the first grade students, while the senior members are the second and third grade students. This kind of classification makes it easier for the members to learn and sharpen their English debate skills gradually.

The tutor : *“Activities in debate club is different for each grade, for 10th grade, since they are beginners we focusing on technical matters so I teach them every single rules of debate and introducing them to vey basic motion like THW ban smoking etc. Meanwhile, the 11th grade, we focusing on real life simulation of English debate competition. So that they can enhance their abilities and they can get used to variety of advance motion.”*

For the first grade students, the tutor focused on familiarizing them with any technical issues in debate. Therefore, the activities emphasized were introductions to the English debate, watching all the senior members sparring, giving conclusions, and being allowed to give POIs. The motions discussed were basic and easy. Meanwhile, for the senior members, the tutor focused on sparring in every meeting so that they would get used to and are trained for English debate competitions.

3) Intensive Class

The tutor often schedules intensive classes every week. This is designed to train the students and to focus them on.

The tutor :“ *We have intensive class once or twice a week to keep them sharp. During the class I will always give them feedback*”

Usually, this class is filled with senior members and members who will participate in competitions. However, this class is open to other members. Many first grade students also attend this class. The duration is longer than the usual class. With this additional class, students get more time to practice. This is great for student improvement, both for senior and junior members.

According to findings above, this research figures out three aspects in English debate club that support students' improvement. Each aspect brings positive impacts on students. Those aspects are activities, environment, and tutor.

B. Discussion

This section is a discussion of the findings described above. There are two research questions proposed to this study. Both of research questions are answered by the data gained from observation and interview. The first research question is "What are the impacts of English debate club on students' speaking skill?". From the research findings, it is revealed that there are six impacts of English debate club. Three of them are in speaking skill which are enhancing vocabulary, improving pronunciation and fluency of speaking. The other three impacts are being insightful, having courage to speak English, and increasing critical thinking.

These findings are in line with Hasyim (2018) who stated that the debate can improve students' speaking skill, including vocabulary and pronunciation. Cesarina et al., (2019) find that speaking skill that is improved by English debate are pronunciation, grammar, vocabulary and fluency. Additionally, Hall (2011) states that not only speaking skill can be improved through English debate club, but also other things such as being able to think critically, have broad insight, and convey arguments persuasively and supported by facts. Apart from that, Bellon (2000) found a significant correlation between debate participation and increased critical thinking skill. Maharia (2020) also found that debate not only improves speaking fluency, but also forces students to think faster, rebut, and convey arguments immediately.

The second research question proposed in this study is “How does the English debate club support students' improvement in speaking skills?”. This study discovered three aspects that are answered the question. Those are activities, environment, and the tutor. There are at least five activities carried out in the English debate club, such introduction of English debate system, tasks from the tutor, case building, randomly appointing first grade students to give conclusion, and sparring. Those findings are confirmed by Suharsih and Supriatna (2020) who said that the English debate club will carry out all forms of debate activities, starting from preparation, arranging arguments, assigning speakers, and debate simulations. Hall (2011) says that in the preparation stage, known as case building, members will encounter vocabulary they did not know before.

Meanwhile, the environment provided in the English debate club are supportive and enjoyable. This situation leads students to learn very comfortable. It is in line with Dahliana (2019) who states that the diversity of activities carried out, the interaction between teacher and students, and the teacher's ability to manage the class are extrinsic motivation that allows students to be comfortable and enjoy the learning process. At the same time, it also contributes to the progress of the students in learning.

Additionally, there are things done by the tutor that help students' improvement. Those are the tutor's feedback and tips, different learning objectives, and intensive class. From this study, it is discovered that the atmosphere of the club and the tutor hold significant role in affecting those six impacts mentioned earlier. Barkley (2005, as cited in Somjai & Jansem, 2015) also says that debate can increase students' motivation to practice their spoken language. Wirawan (2010) also proves that debate encourages the debater to speak.

All three aspects play a role in the improvement of the students' speaking skill. This is based on the responses of the students who stated that their vocabulary enhanced during joining the English debate club. Furthermore, their pronunciation and fluency in speaking also improved. In addition, the students recognized that these aspects encouraged them to have the courage to speak English, sharpen their critical thinking skill, and broaden their insight.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. It begins with conclusions and ends by recommendations. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

A. Conclusions

I have conducted research on the influence of English debate club on students' speaking skill in senior high school. From the findings and discussion in the previous chapter, I conclude several points in this section. First, there are six impacts of English debate club. Three of which are speaking skill. There are enrichment of vocabulary and improvement of speaking fluency and pronunciation. The other three impacts of English debate club are being insightful, having critical thinking, and growing courage to speak English. The explanation of these six impacts answers the first research question of this study.

Secondly, there are three aspects in the English debate club that lead to the improvement of students. The first aspect is the activities which include the introduction of the English debate system, tasks from tutor, case building, randomly appointing first grade students to give conclusion, and sparring. Each activity contributes in influencing students to have the six impacts mentioned earlier. Environment is the second aspect involved in improving students. A supportive and enjoyable environment in the English debate club helps students to learn

effectively. In addition, the third aspect is the three things done by the tutor. These things also play an important role in improving students besides activities and environment. The tutor regularly gives feedback and tips to students, sets different learning goals, and holds intensive class. So, it is with these three aspects that the English debate club supports students' improvement. The explanation answers the second research question proposed in this study.

B. Recommendations

Based on the findings of this study, I would like to give some recommendations to English teachers, and students who have problems with speaking skill, whether students of junior/senior high school, or college. First recommendation is for English teachers. Various aspects in the English debate club can be adapted by teachers to be implemented in the classroom in teaching English. Because those aspects have good impacts on students not only on their speaking skill, but also on other things that are very useful for students. Then, considering the effect of the feedback given by the tutors to the English debate club members, I recommend teachers to always try to monitor students' progress and give feedback to their students. This is not only beneficial for the students, but also for the teacher in achieving learning goals. The next recommendation is for students who have difficulties in speaking English. I suggest joining English debate club. If students have not found this club in their school or surroundings, students can practice activities carried out in the English debate club alone or with a partner. By doing those activities, it is hoped that students' speaking skill will experience significant improvement as felt by the members of the English debate club in this study.

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Appendix A Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2272/UN.08/FTK/KP.07.601/2023

TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian masaajazah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang ditunjukkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup 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 Pemerintah 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 RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pen dele gasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/K/MK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pen dele gasian Wewenang kepada Dekan dan Direktur Pesantren di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan :

Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 Januari 2023

MEMUTUSKAN

Menetapkan

PERTAMA :

Menunjuk Saudara:

1. Syarifah Dhillina, Ph.D
2. Azizah, M.Pd.

Untuk membimbing Skripsi :

Nama : Arzha Ashifa
NIM : 190203023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of English Debate Club on Students' Speaking Skill in Senior High School

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA : Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor-SP DIPA, 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat Keputusan ini berlaku sejak bulan rekrutasi Genap Tahun Akademik 2022/2023

KEEMPAT : 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.

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Januari 2023
Dekan


Samudra M

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimutasi dan dilakukukannya;

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. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6354/Un.08/FTK.1/TL.00/06/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Direktur Madrasah Aliyah Ruhul Islam Anak Bangsa
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AZKIA ASHIFA / 190203023**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Kp.Laksana, Banda Aceh.

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 ***The Influence of English Debate Club on Students' Speaking Skill in Senior High School***

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

Banda Aceh, 05 Juni 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 15 Juli 2023

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

AR - RANIRY

Appendix C Confirmation Letter from the School



YAYASAN RUHUL ISLAM ANAK BANGSA
 DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
 MADRASAH ALIYAH
 NSM : 131211060001 NPSN : 10114244
 Jln. Pireu Aji Gun Cahin Kos. Daul Imarah Koto. Aceh Besar. Kota Pin. 23352 Telp. 44771

SURAT KETERANGAN

Nomor : B-09.102.05/Ma.01.40/PP.00.6/SKet/06/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, No. B-6354/Un.08/FTK.1/TL.00/06/2023 tanggal 05 Juni 2023 tentang Penelitian Ilmiah Mahasiswa. Kepala Madrasah Aliyah Ruhul Islam Anak Bangsa menerangkan bahwa yang namanya tersebut di bawah ini :

N a m a	: AZKIA ASHIFA
N i m	: 190203023
Fak/Prodi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas	: UIN Ar Raniry Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada Madrasah Aliyah Ruhul Islam Anak Bangsa dalam rangka penyusunan Skripsi yang berjudul:

"The Influence of English Debate Club on Students' Speaking Skill in Senior High School".

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



جامعة الرانيري

AR - RANIRY

Appendix D List of Observation

Meeting 1 and 4

No.	List	Note
1	The motion of the debate	
2	The name of the first speaker of the affirmative team	
3	The name of the first speaker of the negative team	
4	The name of the second speaker of the affirmative team	
5	The name of the second speaker of the negative team	
6	The name of the third speaker of the affirmative team	
7	The name of the third speaker of the negative team	
8	The name of the reply speech of the negative team	
9	The name of the reply speech of the affirmative team	
10	Allocation time of case building	
11	The tools used by the affirmative team during the case building	
12	The tools used by the negative team during the case building	

13	participation and contribution of each member during case building	
14	What is the affirmative team doing during case building	
15	What is the affirmative team doing during case building	
16	How does the first speaker of the affirmative team convey the argument?	

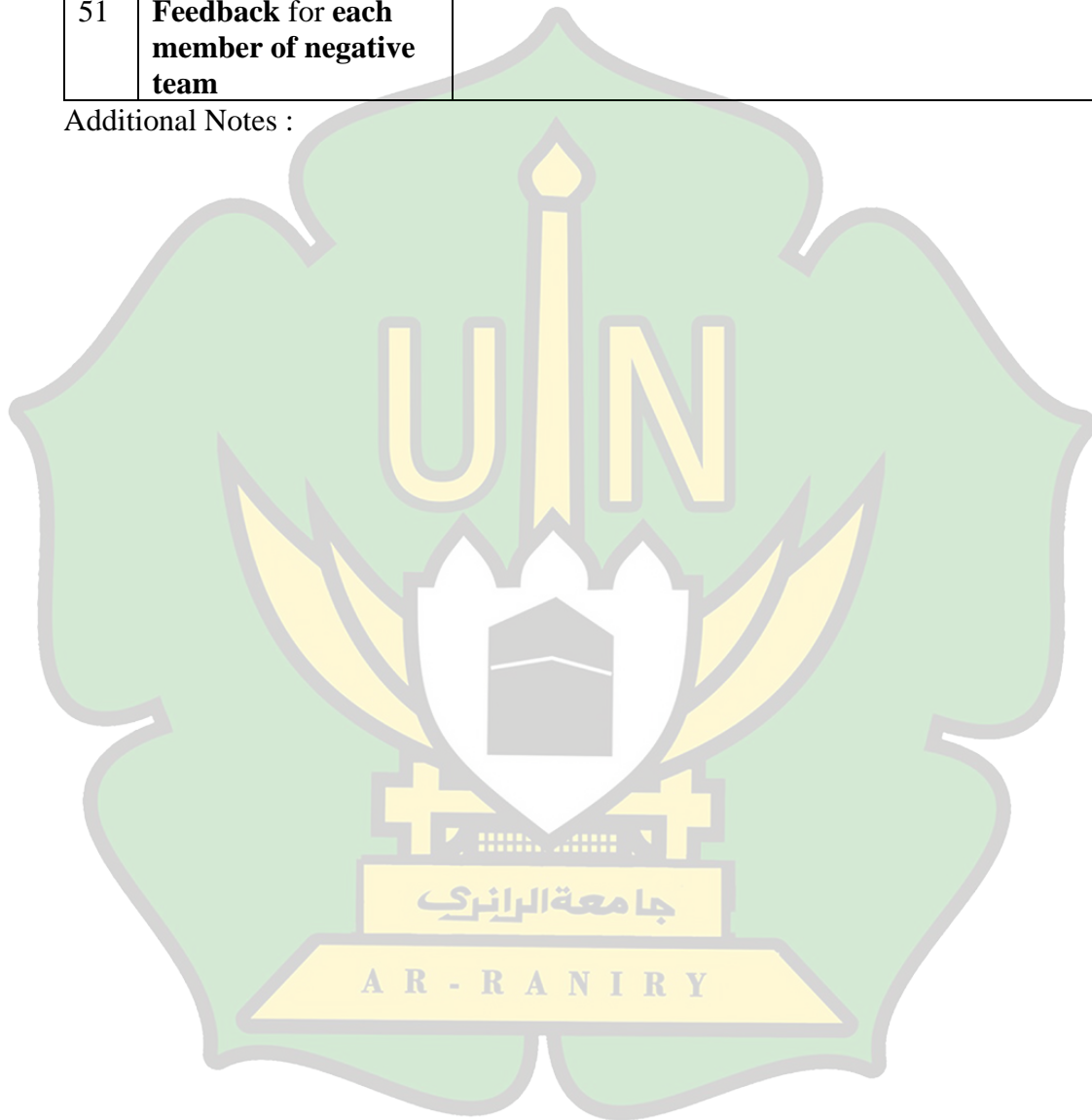
17	The time spent by the first speaker of the affirmative team	
18	What the affirmative team does while the first speaker of the affirmative team is speaking	
19	What the negative team does while the first speaker of the affirmative team is speaking	
20	How does the first speaker of the negative team convey the argument?	
21	The time spent by the first speaker of the negative team	
22	What the negative team does while the first speaker of the negative team is speaking	
23	What the affirmative team does while the first speaker of the negative team is speaking	
24	How does the second speaker of the affirmative team convey the argument?	
25	The time spent by the second speaker of the affirmative team	
26	What the affirmative team does while the second speaker of the affirmative team is speaking	
27	What the negative team does while the second speaker of the	

	affirmative team is speaking	
28	How does the second speaker of the negative team convey the argument?	
29	The time spent by the second speaker of the negative team	
30	What the negative team does while the second speaker of the negative team is speaking	
31	What the affirmative team does while the second speaker of the negative team is speaking	
32	How does the third speaker of the affirmative team convey the argument?	
33	The time spent by the third speaker of the affirmative team	
34	What the affirmative team does while the third speaker of the affirmative team is speaking	
35	What the negative team does while the third speaker of the affirmative team is speaking	
36	How does the third speaker of the negative team convey the argument?	
37	The time spent by the third speaker of the negative team	
38	What the negative team does while the third speaker of the	

	negative team is speaking	
39	What the affirmative team does while the third speaker of the negative team is speaking	
40	How does the reply speech of the negative team convey the argument?	
41	The time spent by the reply speech of the negative team	
42	What the negative team does while the reply speech of the negative team is speaking	
43	What the affirmative team does while the reply speech of the negative team is speaking	
44	How does the reply speech of the affirmative team convey the argument?	
45	The time spent by the reply speech of the affirmative team	
46	What the affirmative team does while the reply speech of the affirmative team is speaking	
47	What the negative team does while the reply speech of the affirmative team is speaking	
48	Feedback from the tutor for affirmative team	

49	Feedback for each member of affirmative team	
50	Feedback from the tutor for negative team	
51	Feedback for each member of negative team	

Additional Notes :

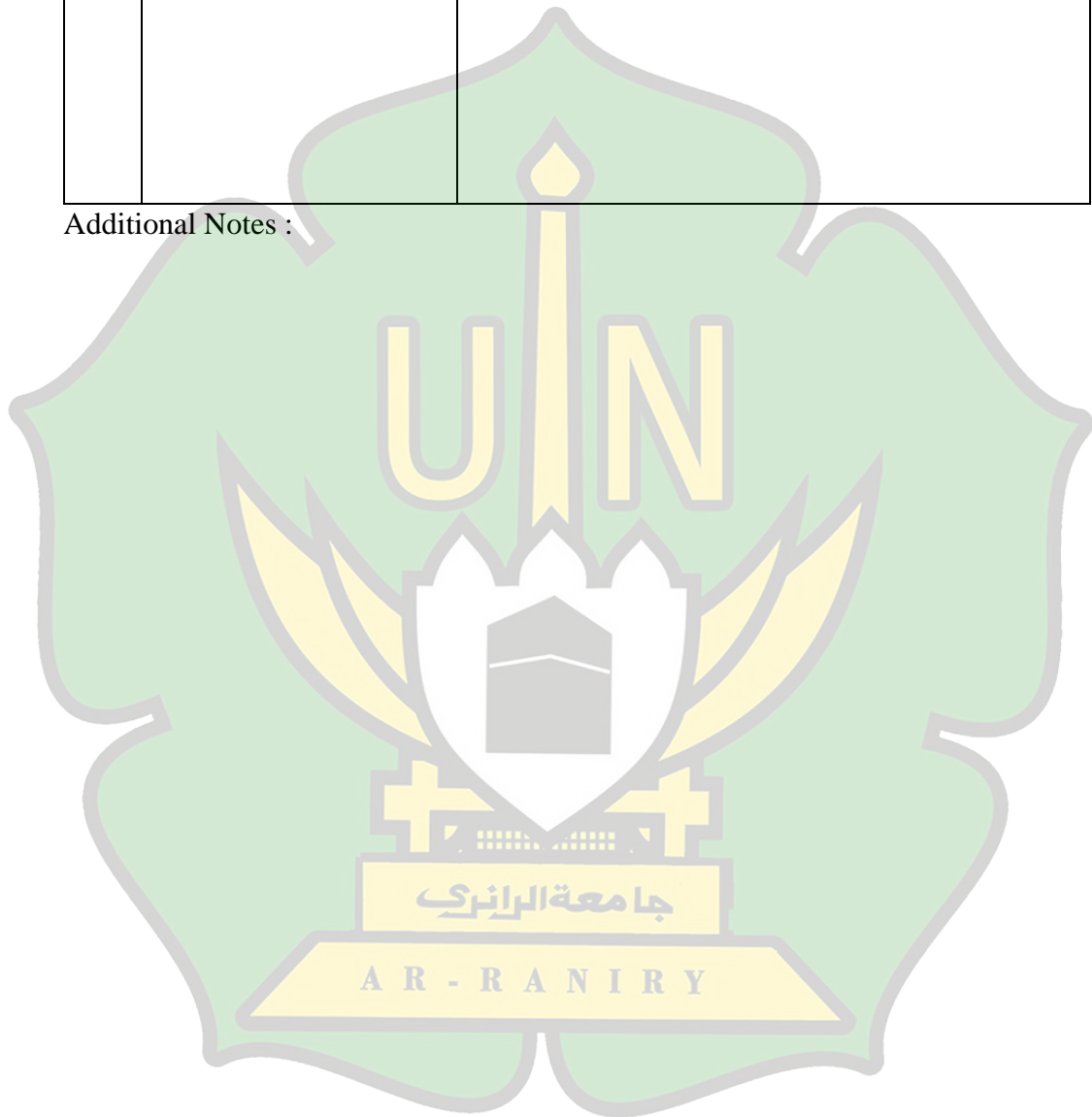


Meeting 2 and 4

No.	List	Note
1	Time Allocation of the Club	
2	How the tutor begins the activity of the day	
3	Material taught of the day	
4	Activity of the day	
5	How many students are speaking	
6	Tutor's feedback for students	

7	How the tutor ends the activity of the day	
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Additional Notes :



Appendix E List of Interview Questions

List of Students Interview Questions

Assalamu'alaikum Wr. Wb.

I am Azkia Ashifa, a student of Department of English Language Education at UIN Ar-Raniry. I intend to interview you about "The Influence of English Debate Club on Students' Speaking Skill in Senior High School". You are in the first grade in senior high school and a member of English debate club in your school. As it is known, speaking is a skill that must be possessed by a debater. You practice it always, both in class and on your own. Thus, I would like to research the influence of English debate club on your speaking skill and would like to ask you some questions related to it.

1. What is your name?
2. Why do you join English debate club?
3. What is taught in English debate club?
4. What is the form of activities in the English debate club that you feel helpful to improve your speaking skill?
5. What changes have you felt since you joined the club?
6. Do you feel your speaking skills is better than before joining English debate class? How is it better?
7. Do you feel that joining the English debate club has enriched your vocabulary? If so, what activities in the club do you think are very influential on vocabulary enrichment?
8. Before and After joining English debate class, have you ever been distracted by thoughts while speaking such as translation, choosing vocabulary, thinking about what you are going to say next, or other things?
9. Do you feel that your pronunciation has improved while joining this English debate club? What activities have contributed to improving your pronunciation?
10. What activities do you like the most in the English debate club? Why?
11. What activities that are often used in the class?

12. What activities that really help you to improve your fluency?
13. Are there any activities to train the members on how to compose and convey arguments? Could you please explain the activities?
14. How often the tutor give you feedback regarding pronunciation, fluency, and vocabulary? What are examples of the feedback?
15. Are there any tips from the tutor to improve your pronunciation, fluency, and vocabulary? What are there?

List of Tutor Interview Questions

Assalamu'alaikum Wr. Wb.

I am Azkia Ashifa, a student of Department of English Language Education at UIN Ar-Raniry. I intend to interview you about "The Influence of English Debate Club on Students' Speaking Skill in Senior High School". You are the tutor of English debate club in this school. As it is known, speaking is a skill that must be possessed by a debater. Thus, I would like to research the influence of English debate club on your students' speaking skill and would like to ask you some questions related to it.

1. What is your name?
2. How long have you been a tutor of English debate club?
3. Are you a debater now? Were you a debater before? How long have you been a debater?
4. What is the goal of the English debate club?
5. Could you please explain types of activities in the English debate club?
6. What activities that are often used in the English debate club? Why?
7. Are there special activities to improve the fluency of the members? If so, what are they?
8. Are there special activities to improve vocabulary of the members? If so, what are they?
9. Are there special activities to improve pronunciation of the members? If so, what are they?
10. How do you monitor the progress of all members?

11. Are there any activities to train the members on how to compose and convey arguments? Could you please explain the activities?
12. How often do you give feedback to the members regarding pronunciation, fluency, and vocabulary? What are examples of your feedback?
13. What are the developments in students' (6 sample) speaking skills while joining the club? Especially in fluency, pronunciation, and vocabulary.
14. What kind of motion do you usually give the members? What are your considerations in choosing the motion?



Appendix F Documentation of Research



AUTOBIOGRAPHY

1. Name : Azkia Ashifa
2. Place / Date of Birth : Medan/16 April 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Kp. Laksana, Kec. Kuta Alam, Kota Banda Aceh
7. Email : 190203023@student.ar-raniry.ac.id
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Fachrur Razi
 - b. Mother's Name : Asrinawati
 - c. Father's Occupation : PNS
 - d. Mother's Occupation : Teacher
 - e. Address : Kp. Laksana, Kec. Kuta Alam, Kota Banda Aceh
10. Educational Background
 - a. Elementary School : SDIT Al-Azhar Banda Aceh
 - b. Junior High School : MTsN 1 Banda Aceh
 - c. Senior High School : MAS Ruhul Islam Anak Bangsa
 - d. University : Department of English Language Education, *Fakultas Tarbiyah dan Keguruan*, UIN Ar-Raniry

Banda Aceh, 26 Juni 2023
The Writer

Azkia Ashifa