

# **THE STRATEGIES OF DEBATE PARTICIPANTS IN INCREASING THEIR PUBLIC SPEAKING SKILLS**

Thesis

Submitted by:

**AFDANIATI**  
**Student Reg. No.1905180011**



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## THESIS APPROVAL

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Name : Afdaniati

Student Reg. No. : 1905180011

Study Program : English Education

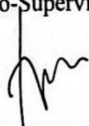
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Approved by:  
Supervisors

Main Supervisor,

  
Ayuna Netta, S.Pd.I., M.Pd.  
NIDN.1326108201

Co-Supervisor,

  
Lina Farsia, S.Pd.I., MA., M.Ed., M.TESOL.  
NIDN.1312098501

## THE APPROVAL OF THE THESIS EXAMINERS

Thesis Title:

THE STRATEGIES OF DEBATE PARTICIPANTS IN INCREASING THEIR  
PUBLIC SPEAKING SKILLS

Name : Afdaniati  
Student Reg. No. : 1905180011  
Study Program : English Education

It Has Been Defended in front of the *Munqasyah* Thesis Examiners Faculty of  
Islamic Studies, University of Muhammadiyah Aceh

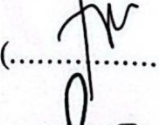
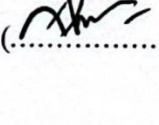
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Requirement  
for *Sarjana* Degree (S1)

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Ra'jab 12, 1445 H

in  
Banda Aceh

The Council of Examiners,

- |                                                                        |             |                                                                                           |
|------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------|
| 1. <u>Ayuna Netta, S.Pd.I., M.Pd.</u><br>NIDN.1326108201               | Chairperson | (  ) |
| 2. <u>Anzarina Anwar, S.Pd.I</u><br>NIDN.-                             | Secretary   | (  ) |
| 3. <u>Lina Farsia, S.Pd.I., MA., M.Ed., M.TESOL</u><br>NIDN.1312098501 | Member I    | (  ) |
| 4. <u>Rahmatun Nisa, S.Pd.I., M.Pd</u><br>NIDN.0113108601              | Member II   | (  ) |

Certified by,

The Dean of Faculty of Islamic Studies  
University of Muhammadiyah Aceh

  
  
Dr. Romidarwati, S.Ag., M.A  
NIDN. 1314077801

## DECLARATION

I declare that the thesis entitled "*The Strategies of Debate Participants in Increasing Their Public Speaking Skills*" is entirely my own work. There is no part in it that is contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on of me in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, 25 January 2024

Declared by,



Afdaniati

Std. Reg. No. 1905180011

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In conclusion, I am aware that this thesis falls short of perfection. Therefore, all criticisms, suggestions, and feedback for future improvements are highly appreciated for the enhancement and development of this research in the future. May this thesis provide benefits, and knowledge.

Banda Aceh, January 25<sup>th</sup>, 2023

Afdaniati

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## ABSTRACT

Afdaniati. 2024. *The Strategies of Debate Participants in Increasing Their Public Speaking Skills*.

This study was conducted at Universitas Muhammadiyah Aceh to investigate “The Strategies of Debate Participants in Increasing Their Public Speaking Skills” as a condition in Skripsi Examination (Munaqasyah). This research means to find out the strategies used by the debate participants in increasing their public speaking skills, and to know whether the strategies can increase their public speaking skills. The method used in this research is descriptive qualitative method. In collecting the data, interview was used. In order to answer the research questions the researcher interviewed four debate participants from nine debate participants. The participants of this research were the participants who have done debate competition. There were two results of this research, first; there were mentions that there are external factor and internal factor that influence the strategy participants used to increase their public speaking skill. Second; all participants agree with the strategies that used by them can increase their public speaking and feel easy to deliver the ideas. They pointed out that speaking skill greatly improved because when they was looking for material in the strategy they was trained in acquiring vocabulary and how to expressing they opinion. They also feel enjoyable because they can prepare in advance through the debate competition.

**Keyword:** *Strategies, Debate, public speaking skills, Vocabulary acquisition*

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, the research problem, the aim of the research, the benefit of the research, and terminology.

#### **1.1 Background of study**

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

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

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

addition to the other four skills in learning English. This is due to good speaking skills; one can express opinions, express feelings well, etc. The development of languages in the world of education and speaking performanceability in English are also taught in senior high school. Students are expected to speak English after learning it and are supported to be able to apply it both in school, in class, and in their daily lives. This communicative function in English lessons is prioritized (Tianame, Usman, & Muslem, 2019).

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

In this era, some abilities are considered mandatory for everyone by virtue of education. One of the skills that must be possessed is the ability to speak in public. Public speaking is the art of speaking in which the speaker communicates with the audience through verbal communication, which aims to get closer to the audience present when speaking in front of many people. Almost all aspects of education require students to use public speaking skills on many occasions. However, there are some groups of students who are good at public speaking and

some who are not. This discrepancy occurs due to several influencing factors, one of which is the routine learning activities carried out by students. The problem of public speaking skills faced by students can be overcome in several ways, one of which is by debate technique, because mastering English needs a lot of practice. Balancing all skills, both receptive and productive, is the best way to master English.

According to Park, Kier, and Jagdev (2011), as a planned tactic, introducing affinity debate strategies is beneficial. In the future, as the field of education continues to expand and develop, using the debate strategy will lead to a new direction. The debate strategy is one of the techniques that will assist to enrich the strategy of developing speaking abilities. Teachers are being pushed harder to change and come up with engaging presentations for students. The debate strategy is one of them. Additionally, it can enhance students public speaking skills and aid in the development of their critical thinking abilities (Mitchell, 2019).

There is a previous study related to the strategy of debate participants to increase their public speaking skills. A study conducted by Titik Lina Widyaningsih in her writing entitled "Enhancing Students' Speaking Skill through Debate Technique" explained that the result of her research showed that using debate technique can improve students' speaking skills. This was proven by students test scores that improved in every cycle. In the first cycle, the students' average score was 71, and in the second cycle, they got 82. Thus, debate is an appropriate technique used to improve students' speaking skills.

In general, students who are good at public speaking usually come from groups of students whose daily activities are related to this ability. For example, students who actively participate in debate competitions. They have good public speaking skills. Based on this background, the researcher conducted research entitled **“The Strategies of Debate Participants in Increasing Their Public Speaking Skills.”**. The research was conducted at the University of Muhammadiyah Aceh. This research means finding out the learning activities that are routinely carried out by students who actively participate in competitions in order to find out the best way to increase students' public speaking skills.

### **1.2 Research Problem**

Based on the background of the study above, the researcher discussed two questions in this study, there are:

- 1 What strategies are used by the debate participants in increasing their public speaking skills?
- 2 Can the strategies increase their public speaking skills?

### **1.3 Aim of the Research**

The aims of the research are to find out:

1. To know the strategies used by the debate participants in increasing their public speaking skills.
2. To know whether the strategies can increase their public speaking skills.

### **1.4 Benefit of the Research**

This research can be used as a study guide for students at the University of Muhammadiyah Aceh in an effort to increase their public speaking skills through

the strategies that used of debate participants and can be used as inspiration for other students who have the ambition to take part in an English debate competition.

This research is also expected to provide additional information and new knowledge for readers, especially those who are learning English language. In addition, this research also expected to be a reference for further researcher to explore the strategies to increase public speaking skills.

### **1.5 Terminology**

This part discusses strategy of debate participants and public speaking skills.

#### **1. Strategies of Debate Participants**

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Krieger (2005) states debate is a great way for students to learn a language because it engages them in a variety of cognitive and linguistic ways. In addition to providing meaningful practice in listening, speaking, and writing, debate is very effective at developing argumentation skills for persuasive speech and writing. In debate, learners also need to know how to make sentences to state their ideas, and to have ability to apply their knowledge to give reason through theories, values, and attitudes (Darby, 2007). The students can also develop their critical thinking through debate because they will think about how to respond others opinion. Moreover, debate also requires learners to be able to communicate fluently so that they can state their idea in a limited time. To present the debate, it needs debaters, adjudicators, chairperson, time keeper, and audiences.

## **2. Public Speaking Skills**

Participants in English for Public Speaking acquire extensive public speaking skills, including storytelling, news broadcasting, introducing a speaker speech, serving as master of ceremonies, speaking at debates, seminars, and other events. Students are expected to be able to use their public speaking skills in situations where they are required to do so after completing both courses successfully. Students are expected to be able to give oral presentations in English on a wide range of topics related to their subjects. They are also expected to be able to speak in situations that require them to speak in public, like debate competitions, as debate participants. In addition, students will be able to provide an adequate model for the presentation of a speech, also known as a monologue in schools and madrasahs, once they have mastered the nature, principles, and topics of speech in public speaking. However, the actual outcomes were not as expected. Their weekly presentations still fell far short of the expected minimum standards, both in terms of content and presentation, despite the opportunity they had been given to prepare for them. This is evident from the fact that they did not apply the principles of speech aspects to the preparation and presentation of their speeches.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses concepts of debate, and public speaking skills.

#### **1. Concepts of Debate**

This part mentions the description of debate, type of debate, and the function of debate in apprehending learning.

##### **1.1 The Description of Debate**

According to Hawkes (2016), debate is an activity performed in teams to compete with other teams and requires a great deal of knowledge from teams with opposing viewpoints on the subject at hand. Debate is a group activity that can be used to improve speaking skills. The opposing team is allowed to defend their arguments by expressing their thoughts and opinions during debate. In addition, the debate includes case building, movement, definition, team line, team division, and rebuttal (Tianame et al., 2019).

According to Claxton, (2008:9) debate is a flexible learning method that may be applied to many different situations. Educational goals include letting students prepare some presentations and practice making impromptu speeches in response to various scenarios in order to enhance content and speaking skills. Some claim that discussion establishes limits and gives structure

## 1.2 Type of debate

Around the world, a variety of different kinds of debates are used. All kinds of debate, whether consciously or unconsciously, establish certain assumptions about arguments. Argumentation theory is centered on the idea of advocacy. The majority of debates require at least one side to make a claim that is true. A change or action, either personal or governmental, is proposed or advocated.

A contest between two or more opposing ideas or actions is another definition of a debate. Alternately, the argument could be merely a charismatic and emotional performance without any presumption of a fixed position; however, this option would likely result in a significant loss of coherence.

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

1. Parliamentary (Parli Debate)

Parliamentary debate (sometimes referred to as “Parli” in the united states) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as “government” and “opposition” from British parliament (although the term “proposition” is sometimes used rather than “government” when debating in the United Kingdom).

2. Mace Debate

According to Steven (as cited in Baso, 2016), this style of debate is prominent in Britain at schools level. Two teams of two debate an affirmative motion (e.g. “this house would give prisoners the right to vote,”) which one team will propose and the other will oppose. Each speaker will make a seven minute speech in the order; 1st Opposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a Point Of Information (POI). If the speaker accepts they are permitted to ask a question. POI’s are used to pull the speaker up on a weak point, or to argue against something the speaker has said. However after 6 minutes, no more POI’s are permitted. After all four have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each team (traditionally the first speaker), will speak for 4 minutes. In these summary speeches it is typically for the speaker to answer the question posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her own key points. In the Mace format, emphasis is typically on ability, entertainment, style and strength of argument. The winning team will typically have excelled in all of these areas.

### 3. Australasia Debate

Australasia style debate consists of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by

convention, is presented in the form of an affirmative statement beginning with “that”, for example, “that cats are better than dogs,” or “This House”, for example, “This House would establish a world government.” The subject of topics varies from region to region. Most topics however, are usually region specific to facilitate interest by both the participants and their audiences.

Each team has three members, each of whom is named according to their team and speaking position within his/ her team. For instance the second speaker of the affirmative team speak is called the “Second Affirmative speaker” or “Second Proposition Speaker”, depending on the terminology used. Each of the speakers’ position is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams’ argument introducing new evidence to add to their position. The last speaker is called the “team advisor/Captain”. Using this style, the debate is finished with a closing argument by each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: first Negative, second affirmative, second Negative, third Affirmative, and finally third Negative (Steven as cited in Baso, 2016).

#### 4. Presidential Debate

Based on Steven (as cited in Baso, 2016), the presidential debate were initially moderated 1976,1980,1984 by the league of Women

Voters, but the Commission on Presidential Debates (CPD) was established in 1987 by the Republicans and Democrats to “ensure that debates, as a permanent part of every general election, provide the best possible information to viewers and listeners.” Its primary purpose is to sponsor and produce debate for the United States presidential and vice presidential candidates and to undertake research and educational activities relating to the debate. In this study, the type of debate that the researcher uses is the Parliamentary type debate. Because of this type of debate, there is a sense of competition when arguing. That is when students' speaking ability was assessed.

This debate method will trigger students to talk and explore the potential that exists in students so that it is very suitable for the improvement of students' speaking ability. According to Treadwell in (Hasyim & Asyiani 2018:16) there is another type of debate, namely the SPAR debates (Spontaneous Argumentation) comprise two debaters who pick a topic at random from a list (traditionally out of a topic). Before engaging in a brief debate on the topic, the debaters spend a few minutes preparing what they will say. It is commonly utilized in college and university classrooms to assist students in overcoming their fear of speaking and gaining confidence. Because the discussions do not necessitate extensive research, the emphasis is placed on presentation and style rather than topic.

### **1.3 The function of Debate in Apprehending Learning**

Debate aims to help students comprehend learning through the acquisition of knowledge, skills, and attitudes in management development and training. Role debate is a formal debate activity in which participants are encouraged to reevaluate their methods or perspectives on particular subjects. The goal is to let people in a training or educational workshop take some time to think, listen to what other people have to say, and try to see things from their point of view. From a different angle, in a role debate exercise, participants debate a one-sentence statement or affirmation related to the mindset being discussed in the training session. They take opposing sides (Donovan & Townsend, 2016).

#### **1.3.1.1 The Advantage of Debate Activity**

The advantage of debate are allow students to look at both sides of an issue, improving students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinions an allow more interactive exchange among students and teachers (Gravitt, 2008).

In addition, the ability of the students in English communication would be better through debate; students would have higher ability in

sharing idea, showing opinion and presenting their perception (Kennedy, R. 2007). Through debate, it is hope that the students can think more critically, analytically and constructively; through debate they would be sportive. From explanation above, the researcher concludes that debate can helps students to develop their speaking and reasoningskill, it can motivate the students to read books, not only lessons book but also other literatures, and the debate can helps the students to control their emotion when their arguments were pushed by opposing party.

#### **1.3.1.2 The Basic of Debating Ability**

Inoun (1996:56) states that the kind of the basic of debating ability's, Those are:

##### **1) Style**

Style is the manner in which you communicate your arguments. This is the most basic part of debating to master. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

##### **2) Speed**

It is vital to talk at a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood.

##### **3) Tone**

Varying tone is what makes you sound interesting. Listening to

one tone for an entire presentation is boring.

#### 4) Volume

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you. Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

#### 5) Clarify

The ability to concisely and clearly express complex issues is what debating is all about? The main reason people begin to sound unclear is usually because they lose the “stream of thought” which is keeping them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

#### 6) Use of notes and eye contact

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read from verbatim. Most people sketch out the main headings of their speech, with brief notes under each.

When writing notes for rebuttal during the debate, it is usually better to use a

separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

### **1.3.1.3 The Principle of Good Debate**

Inoun (1996:70) states that the principle of good debate, those are:

- 1) Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable.
- 2) Critical analysis, synthesis, rhetorical ability, and wit are keys to debate success.
- 3) Focus on the opposing side's position or argument. Knowing the "other side" is critical for preparing strategies to refute your opponent's arguments.
- 4) Limit your arguments to three or less.
- 5) Use logic to make your arguments. Present these arguments clearly and concisely.
- 6) Know the common errors in thinking like logical fallacies and use them effectively in your refutation.
- 7) Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources.
- 8) Be certain of the validity of all external evidence presented for your arguments. Also, challenges to the validity of evidence should be made only on substantive grounds.
- 9) Your rebuttal (or conclusion) in a debate is your final summary position. Use it as an opportunity to highlight important issues that indicate proof of your

points or refute your opponent's argument.

#### **1.3.1.4 Debate Technique**

Inoun (1996:85) explains that Debating in the classroom can take many forms. Though not an all-inclusive list, the following debate methods offer a range of opportunities to increase student understanding and involvement with course material. This section will discuss the following types of debate: four corner, role-play, fishbowl, think-pair-share, and meeting house.

The four corner debate starts with a question or statement, such as: "The federal health care law is a constitutional exercise of the commerce clause." Students are then afforded time to personally consider the statement and their view based on the law. The four corners of the classroom are labeled "strongly agree," "agree," "disagree," and "strongly disagree." After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom worked together to come up with the best arguments for their position. After a specified time for group discussion, each group presents their strongest arguments to the others group. This can be made in presentation form or through a more directed debate where the professor or assigned students can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of debate directly counters the argument

of dualism, showing there are more than two- sides to an issue, and often, variations of the sides.

#### **1.3.1.5 The Strengths of Debate**

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. By participating to watch and listen in debate class give some benefits to the students including in speaking ability. As stated by Ehnenger & Brockriede, (1987) in Riskandi, (2007: 31) "Debate can develop researchability, critical thinking ability s, and public speaking ability s". He defined that there are three benefits of debate for students. Firstly, debate can improve students' motivation to practice their spoken language. Secondly, it can encourage students' in critical thinking, and develop students' speaking proficiency in communication. Thirdly, it growth and develop students' tolerance and appreciation to their friends' point of view.

According to Lawtie (2007: 119) there are great advantages of debate toward students. Firstly, the students become more active in small-group and class discussion. Secondly, it will improve students' confidence while they are giving academic presentation. Finally, it is one of the effective way for training both linguistic and intellectual abilities. Barkley (1998: 2) states that debate has much strength to apply in teaching speaking toward students. Firstly, debate trains the students to share and cooperate well with one another. Secondly, it trains the students' responsibility,

encourages creativity, deepens friendships and built community among teacher. Thirdly, students not bored, but very enjoy with debate activity. Because, every student takes a role in debating, so they are actively join the activity. Finally, it can improve the students' speaking ability. Speaking ability automatically improved when students practice debating, because they enter into conversations between them as they debate.

Besides, Bellon (2000: 4) in Rosyidah (2013: 31) also defines that debate has some benefits in teaching and learning process. Firstly, debate makes the students to be usual and able to accept or face the disappointment and defeat. Secondly, the students are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis. Thirdly, debate is not only a way to connect students with academic subjects. It can also connect the students to public life. Finally, the policy that is used in debate specifically can teach the students to adopt multiple perspectives which describe as one of the most important problem solving ability.

Because of some benefits above, it can be concluded that debate is really need to be practiced in speaking classroom. It is an appropriate technique to apply in teaching speaking as the way to give more chance to the students to practice their English orally in other to their speaking proficiency in communication can be improved and more fluent.

#### **1.3.1.6 The Weakness of Debate**

In learning process, debate has many weaknesses too. According to

Malley and Pierce in Rosyidah (2013: 20) there are several weakness of debate in applying it in the classroom. Firstly, debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument. Secondly, debate needs long times and preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion. Finally, it makes the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

Although it has some weakness too as stated above, its benefits are more great especially on in teaching speaking, because it gives more chance to the students to practice their English orally. Moreover, the weakness can be minimized by the teacher.

#### **1.3.1.7 Public Speaking skills**

This part explains the definition of speaking, the description of public speaking skills, type of public speaking skills, the important of improving speaking skills, and the factor of improving speaking skills.

#### **1.3.1.8 Definition of Speaking**

According to Nunan (1995), speaking is the most important aspect in learning a foreign language. Speaking skills are very important to pay attention to. In learning any language ability to speak or converse properly becomes a benchmark in the success of learning a language. According to

Rebecca (2006, p.144 as cited in Erfiani, 2017) "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language activities, and it is the prime motor of language change". According to Hornby (1990) speaking is making use of a word in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words; making a speech. In short, speaking ability is the ability to perform linguistic knowledge in the actual communication. Rifa'at (2018) argues also that of all four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as speakers of that language as if speaking includes all other types know the language.

When speaking, paying attention includes not only speaking fluently but also how information is presented. This can be accomplished in a way that is impressive, brief, clear, and concise at the same time. "Capable of attracting the listener's attention" is what "impressive" means in this instance. Interspersed with creative motions or instructions on how to pronounce it (Budiarso, 2017). Speaking is a human capacity for sound production. As a result, you can converse with other people. According to Munawar (2015), thoughts, ideas, and suggestions can be understood as a means of communication regardless of the use of technology.

#### **1.3.1.9 The Description of public Speaking skills**

Public speaking is a soft skill that requires excellent communication

skills, enthusiasm, and the ability to engage with an audience. Soft skills are interpersonal skills that are less technical and more about how you interact with others.

Public speakers make presentations to a group. Presentations could range from speaking to a small number of employees to presenting to a large audience at a national conference or event. The same skill set and ability to be comfortable speaking in public are required regardless of the size of the group.

According to Hammad & Abu Ghali (2015), teachers of Foreign Languages (FL) can assist students in improving their public speaking abilities. Using such pedagogical methods helps teachers of fluent English lessen the discomfort associated with speaking activities. In this instance, the methods used by teachers of foreign languages (like lectures, role plays, discussions, and debates) These methods, according to Hammad and Abu Ghali, will provide FL students with numerous fun opportunities to practice their oral language.

#### **1.3.1.10 Type of speaking skills**

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

##### **1) Imitation**

Students must first be able to pay attention to each particular vowel and intonation, which is where students are required to correctly

imitate each volume and intonation that has been noticed. But besides of that every student needs to train intonation contours to get the best possible vocals correctly.

2) Responsive

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

3) Intensive

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

4) Transactional dialogue

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

5) Interpersonal dialogue

Approach interpersonal dialogue is as a way to maintain social relationships.

#### **1.3.1.11 The important of improving speaking skills**

Improving speaking skills is not just exposing students to vocabulary or grammar, but more than that (Bahrani & Soltani, 2012).

According to Parupalli (2019), improving speaking skills and performance is very important to be done by students and the general public, because the better the skills in speaking the greater opportunity to continue education. Besides that, by increasing the speaking skills, it will be easier for someone to get job opportunities.

#### **1.3.1.12 The factor of improving speaking skills**

In improving students' speaking skills, it can be influenced by several factors, among others, the performance conditions (time) pressure, planning, performance standards and amount of support), affective factors (eg. as motivation, self- confidence, and anxiety), the ability to listen and feedback during speaking activities (Tuan & Mai, 2015). Students experience a lack of ability and performance in speaking English because most of English teachers use a common teaching method, namely the lecture method, in which the teacher is very active while students only pay attention to the teacher without direct practice or opportunity to speak, so that makes students unaccustomed to dealing with crowds. The teacher's ability to master needs of students in delivering appropriate and correct lessons in class is also very important to improve students' speaking skills (Widarma, Yudana & Natajaya, 2015).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides research design, population and sample, technique of data collection, and technique of data analysis.

#### **3.1 Research Design**

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

#### **3.2 Population and Sample**

According to Creswell (2014), population is a group of people who have similar features. Therefore, the populations of this research are 9 students, who are doing participation in debate competition from the University of Muhammadiyah Aceh. According to Sugiyono (2016), the sample is a subset of the population's total number and attributes. Sample of this research is 4 students who are participate in debate competition.

This research used purposive sampling technique. According to Sugiyono (2016), Purposive sampling is a data-sampling strategy that takes specific factors

into account. The purposive sampling technique is used because not all samples meet the criteria for the phenomena being examined. In this technique, the researcher deliberately selects a sample that fits the characteristics required by the study and represents the entire population.

### **3.3 Technique of Data Collection**

The data collection technique that the researcher use in this study are questionnaire and structured interviews, namely data collection techniques by providing prepared questions to informants regarding matters related to research objectives. The researcher will provide questions about the resource person's strategies, especially those related to the research topic.

#### **3.3.1 Interview**

According to Tersiana (2018), Interview is a method of gathering research data through direct question and response with a participant who directly contributes to the object under study. As a result, coordination between the interviewer and the participant was required to complete the interview. In order to obtain the data, the researcher performed a one-on-one interview in which the researcher posed questions directly to one subject (Creswell, 2012). In this study, interviews were conducted with the students as participants in English debate who intended to obtain information about what strategies that used of debate participants in increasing their public speaking skills, then to find out the strategies that used of debate participants increase their public speaking skills.

### **3.4 Technique of Data Analysis**

In this research, the researcher analyzed the data using data reduction techniques. This technique simplifies the data obtained from narrative sources so that the data fits the research needs and makes it easier for researchers to draw conclusions. In this study, the researcher analyzed the data that has simplified which according to the researcher is closely related to efforts in improving public speaking skills. Then the researcher drew conclusions based on the data that the research has marked as data that is closely related to the topic.

In order to answer the research questions related to strategies that used by debate participants in increasing their public speaking skills and can the strategies increase their public speaking skills. The researcher interviewed four debate participants from nine debate participants. The participants of this research were the participants who have done debate competition. The researcher conducted the data by using an interview guide that consisted of two main questions. The questions were about strategies that used by debate participants in increasing their public speaking skills and can the strategies increase their public speaking skills. The researcher also used a written note to avoid misinformation between researcher and interviewer. This interview was carried out on November 16, 2023 and ended on November 29, 2023. The interview section conducted at least two weeks.

### **3.4.1 The Analysis of Data from Interview**

The researcher described and transcribed the participant responses to questions about strategies debate participants used to improve their public speaking skills during the interview. According to Bogdan and Biklen (1992), data analysis is the systematic search and arrangement of interview transcripts, field notes, and other materials for comprehension and presentation. In order to ensure the objectivity of the research when analyzing the data, the participants' names were changed to initials during data processing.

In this research, the researcher gave 10 questions to the participants in order to answer the research questions. The first research question is about strategies used by the debate participants in increasing their public speaking skills and the second one is about can the strategies increase debate participants' public speaking skills. According to answer the question about strategies used by the debate participants in increasing their public speaking skills. The participant 1 chose to watch YouTube videos and practice with their friends as strategy used by debate participant in increasing public speaking skills. Participant 2 chose to practice speak alone and listen if there's some mistakes, then try to fix it to get the better results. Participant 3 and Participant 4 have different strategies, they are focused on technique that used when they faced debate competition and the strategies are from inside of themselves. Participant 3 answered that strategy used by debate participant in increasing public speaking skills is being confident with what they have in themselves. Participant 4 focused on the reasons given by the debate opponent and chose one of their weakest reasons to argue.

The second question is about the strategies that can increase debate participants' public speaking skills. All of participants think that using the strategy can increase their speaking skill, such as they said that their public speaking improves rather than before. It can be concluded that all participants agree with the strategies that used by them can increase their public speaking and feel easy to deliver the ideas.

## CHAPTER IV

### RESULT OF STUDY

In this chapter, the researcher explains about data analysis which consists of the analysis of interview result, and discussion.

#### 4.1 Interview Result

Interviews were conducted to obtain more accurate information directly from the participants. The researcher uses this information to get the answer about strategies used by the debate participants in increasing their public speaking skills and the strategies used increasing their public speaking skills. This interview was carried out on November 16, 2023 and ended on November 29, 2023.

The researcher took the interview with 4 debate participants; the interview took at the campus with face-to-face interview. The question consists of 10 questions, and participant 1 identify as P1, participant 2 identify as P2, participant 3 identify as P3, and participant 4 identify as P4. The questions on the interview were presented as follows:

|                   |                                                                                                                                                  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Question 1        | What strategy you used as debate participant in increasing your public speaking skills?                                                          |
| Participant1 (P1) | “Watching YouTube videos with a native speaker in it or watch some religious debate videos and practice on my own with a friend sometimes.”      |
| Participant2 (P2) | “I usually practice the way I speak alone and listen if there's some mistakes I do in my speaking. And I will fix it to get the better results.” |
| Participant3 (P3) | ”The strategy that I used as debate participants is being confident. This was a really important thing for debate participants.”                 |
| Participant4 (P4) | “I only focus on the reasons given by the debate opponent and I choose one of their weakest reasons to argue.”                                   |

Based on the participants' answer, P1 choses to watch YouTube videos and practice with their friends as strategy used by debate participant in increasing public speaking skills. P2 choses to practices speak alone and listen if there's some mistakes, then try to fix it to get the better results. P3 and P4 have different strategies, they focus on technic that used when they faced debate competition and the strategies are from inside of themselves. P3 answers that strategy used by debate participant in increasing public speaking skills is being confident with what they have in themselves. P4 focuses on the reasons given by the debate opponent. The researcher choses one of their weakest reasons to argue.

In conclusion, there are external factor and internal factor that influence the participants' strategy to increase their public speaking skill. External factors such as using YouTube videos in increasing debate participants' public speaking skill, and internal factors such as trying to speak alone, trying to make debate atmosphere more confident and trying to focus on debate opponent statements.

| Question2 | When you used the strategy, are there any difficulties you faced?                                                                                                                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (P1)      | "I don't have a partner for regular practice because they are busy,so it's difficult to practice on my own."                                                                                                                     |
| (P2)      | "I use it everytime I think my speaking skills are in the low level. The difficulty is when I don't know what to say or I have lack of vocabulary."                                                                              |
| (P3)      | "When I used this strategy I also faced some difficulties like I have to be really confident with the situation eventhough I feel like I cannot do that because applying this strategy on that situation it is not easy for me." |
| (P4)      | "I use it when I want to refute a debate opponent's statement and I add some reasons to strengthen the statement I have made."                                                                                                   |

Based on the participants' answer, P1 said that she had no partner for regular practice, it was difficult to practice by herself. P2 feels difficult to create and deliver ideas because lack of vocabulary. P3 said that she had to be really confident with the situation even though she could not do that because applying this strategy on that situation is not easy. P4 had no difficulties she faced because she could deliver statements in a good way.

It can be concluded that the participants faced any difficulties in applying the strategy such as they have no friends to practice speaking skill. Then, they have lack of vocabulary so they feel hard to giving statement; they also have no idea in creating statement and feel uncomfortable in some situation in debate competition.

|           |                                                                                                                                                                                                          |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question3 | Do you think your public speaking skill increase when you used the strategy ?                                                                                                                            |
| (P1)      | "I think it increase a little bit."                                                                                                                                                                      |
| (P2)      | "Certainly, because practice makes perfect."                                                                                                                                                             |
| (P3)      | "I also feel like my public speaking is getting better than before after using this strategy."                                                                                                           |
| (P4)      | "It is improved alot because I'm getting used to expressing my opinion And if I have an idea that suddenly pops up while I'm expressing my opinion, I'll immediately express it in an organized manner." |

Based on the answer of the third question, participants think that using the strategy increase their speaking skill, such as they said that their public speaking

improve than before. It can be concluded that all participants agree with the strategies used can increase their public speaking and feel easy to deliver the ideas.

|           |                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question4 | What are the advantages and disadvantages of the strategy in increasing your public speaking skills?                                                                                                                                                                                                                                                               |
| (P1)      | “With YouTube videos, I can access it anywhere and whenever I want to, but to practice with a friend I have to find a right schedule with which is really hard to do.”                                                                                                                                                                                             |
| (P2)      | ”The advantage is my speaking skills get better and I can be more confident in speaking. And I don't think there's a disadvantage, but maybe it just consumes a little bit of my time.”                                                                                                                                                                            |
| (P3)      | “The advantage is, I feel more confident in doing public speaking in front of lots of people. I think there are no disadvantages in applying this strategy.”                                                                                                                                                                                                       |
| (P4)      | “The advantage is that I am more trained in public speaking, especially in expressing opinions and I am more trained to refute opinions that are not correct. The disadvantage is that sometimes if I find debate opponents who are more trained in public speaking then I will find it difficult to digest their statements due to their fluent public speaking.” |

The advantages and disadvantages of the strategy in increasing public speaking skills. Based on P1's answer, she can access YouTube videos anywhere and whenever, but to practice with a friend she have to find a right schedule with which is really hard to do. P2 and P3 reacted in same way that they feels more confident to practice alone but consume a little bit her time. P4 said that the advantage of the strategy is more trained in public speaking, especially in expressing opinions and the disadvantages of the strategy is sometimes he hard to digest their statements due to

their fluent public speaking. In conclusion, there are advantages and disadvantages of the strategy in increasing debate participant speaking skill.

|           |                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question5 | What do you think the differences between using some strategies and not using strategy as a debate participant in increasing public speaking skills?                                                                                                                                                                                                                                   |
| (P1)      | “In a debate, not only that you have to be good at speaking, but you also need to be able to construct an argument and to do it you need a practical experience, which is hard to do if you don’t practice it to a certain level.”                                                                                                                                                     |
| (P2)      | ”Of course using strategy makes my speech at the debate competition good. It stimulates my ability to speak. Not using any strategy means I don’t prepare enough for my debate.”                                                                                                                                                                                                       |
| (P3)      | “The differences between using and not using some strategy as a debate participant are; with using some strategy its mean you already prepared yourself for the debate, meanwhile, not using a strategy will make it difficult for you as a debate participant to carry out the debate.”                                                                                               |
| (P4)      | “If I use a strategy I will deliver my statement more smoothly and without obstacles but I will have difficulty if the material to be conveyed has been conveyed all while there is still a lot of time left for opinion, and If I don't use a strategy, it will be more difficult for me to convey my opinion because it will only be conveyed when the idea comes to mind directly.” |

According to the table above, the differences between using some strategies and not using strategy as a debate participant in increasing their public speaking skills. All participants agreed that the differences between using and not using some strategy as a debate participants is with using some strategy its mean you already prepared yourself for the debate, meanwhile, not using a strategy will make it difficult for you as a debate participant to carry out the debate.

|           |                                                                                                                                                                                                          |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question6 | What are the problems that you faced when using strategy in increasing your public speaking skills?                                                                                                      |
| (P1)      | "I can't find a partner that can practice regularly with me. There is nobody that has same needs as me, so i only get the chance to practice when the competition is close."                             |
| (P2)      | "I don't have any problems in using it. I just maybe need sometime to spend to improve my speaking skills. That's it."                                                                                   |
| (P3)      | "The problem I got when using this strategy to improve my public speaking was that I had to be really confident in myself eventhough in reality I still couldn't be completely confident, but I had to." |
| (P4)      | "The problem is that I will quickly run out of material to convey."                                                                                                                                      |

The participants answer about the problems they faced when using strategy in increasing their public speaking skills. Participants said that they felt hard to find partner to practice, must spend much time, try to be more confident, and be able to state the statement without run out of the topic.

|           |                                                                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question7 | Do you think your public speaking skill increase when you learn it through the strategy?                                                                               |
| (P1)      | "It has improved in some aspect a little bit, but the improvement almost cannot be seen."                                                                              |
| (P2)      | "For sure because I've practiced it and using strategy in is important because not only in increasing public speaking skills, it is helpful to improve any abilities." |
| (P3)      | "I really felt my public speaking skills improve when I learned through these strategies."                                                                             |
| (P4)      | "Greatly improved because when I was looking for material for the strategy I was trained in acquiring vocabulary and how to expressing my opinion."                    |

Based on participants' answer, public speaking skill increase when they learn it through the strategy and all participants said that their public speaking improve when using the strategy. It can be seen with the statement of P4, her speaking skill greatly improved because when she was looking for material in the strategy she was trained in acquiring vocabulary and how to express her opinion.

| Question8 | Do you feel enjoy learning public speaking throughthe strategy?                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|
| (P1)      | "I do somewhat enjoy it, cause i like to speak in about our daily lives and maybe some serious topic in English."                |
| (P2)      | "Yes,it's enjoyable because I choose the strategy that I think best for me. So it's easy for me to learn through that strategy." |
| (P3)      | "I felt really enjoy with this for real."                                                                                        |
| (P4)      | "I really enjoy it because with opinions that have been prepared in advance, it will be easy if you want to have an opinion."    |

In the table above, it could be seen that most of the participants gave same answers about feel enjoy learning public speaking through the strategy that they chose. As P2 delivered that she feels enjoyable using that strategy and she think the strategiyis best for her to learn. It can be concluded that when they were applying the strategy at the first time they feel enjoyable because they can prepare in advance through the debate competition.

|                  |                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Question9</b> | Do you think it is interest to learn public speaking through the strategy?                                  |
| (P1)             | "It is because, when practicing with a partner, we can discuss which part that needs an improvement."       |
| (P2)             | "it's interesting because I can do it in easy way and due to the strategy help, I think it's so useful."    |
| (P3)             | "Using this strategy for increased public speaking it is really interesting thing for me actually."         |
| (P4)             | "Quite interesting, with a strategy that has been assembled it will also be easy to face debate opponents." |

The participants think that it is interest to learn public speaking through the strategy because they can do it in easy way and practicing with partner can make improvement because they can discuss the materials as said by P1. In line with P2 adding information that the strategy that she used is interesting because she can be easy to face debate opponents.

|                   |                                                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question10</b> | Do you think this strategy could begood recommendation to increase others public speaking skill?.                                                                                                      |
| (P1)              | "It depends on the other person, but personally speaking, in general, it would work out as long as they practice regularly."                                                                           |
| (P2)              | "Of course. Because, through any good strategies, others can practicetheir ability to speak, and this will pay off handsomely for their speaking skills."                                              |
| (P3)              | "For some reason I suggest using this strategy in debate and for increasing public speaking because it is a good way."                                                                                 |
| (P4)              | "Yes, because it will be quite difficult if you take part in a debate competition without a strategy, debate competitors must improve their strategies to deal with all conditions during the debate." |

In the last question about this strategy whether could it be good recommendation to increase others public speaking skill, participants' mostly answer that of course the strategies will be good recommendation to other people as P1 and P3 said that it also depends on the other person but they suggested that using this strategy can increase public speaking skill. In line with it, P4 said that it will be quite difficult if you take part in a debate competition without a strategy. In conclusion, the strategy needs to be used in increasing public speaking skill, and the strategies that are used by participants suitable to other people based on their needs.

In line with participants' answer, it can be concluded that the researcher got information that all of debate participants have their own strategy in increasing their public speaking skills. The researcher can classify the strategy used by debate participants into two factors; there are external factor and internal factor in strategy participants used to increase their public speaking skill. The external factor strategy they used such as watching YouTube video or watch some debate videos. The internal factors such as practice with friends, try to speak alone, try to make debate atmosphere more confident and try to focus on reason statement in debate situation.

According to question about whether it can be the strategy in increasing their public speaking skills. The researcher found that the debate participants said that their public speaking improve than before. It can be concluded that all participants agree with the strategies that used by them can increase their public speaking and feel easy to deliver the ideas. They also think that it is interesting to learn public speaking

through the strategy because they can do it in easy way and practicing with partner can make improvement because they can discuss the materials and the strategy are interesting because can be easy to face debate opponents.

## 4.2 Discussions

This research was conducted from debate participants in University of Muhammadiyah who are doing participation in debate competition from the University of Muhammadiyah Aceh. There are several things which can be noted down based on the finding. It will be discussed according to the research problems and related theories.

This discussion focuses on two research questions. They are:

1. What strategies are used by debate participants in increasing their public speaking skills?
2. Can the strategies increase their public speaking skills?

The researcher used interview to answer the questions.

### 4.2.1 **The strategies are used by debate participants in increasing their public speaking skills and can the strategies increase their public speaking skills.**

In order to answer the research questions that is to know the strategies that used of debate participants in increasing their public speaking skills, and to know whether the strategies can increase their public speaking skills.

There are external factor and internal factor in strategy participants used to increase their public speaking skills. The external factor strategy they used such as

watching YouTube video or watch some debate videos. According to Sari, Ampa, and Burhanuddin (2022), the habit of speaking English is also a strategy used by the subjects in this study. Usually, they do monologues or communicate in English with their debating friends. In addition, the debaters frequently imitated native speakers while viewing YouTube videos or movies to get better at pronouncing words correctly. Additionally, one of them tries to check his friends' comprehension and asks for feedback on his pronunciation.

The internal factors such as practice with friends, try to speak alone, try to make debate atmosphere more confident and try to focus on reason statement in debate situation. Students are compelled by debate to consider opposing viewpoints and to engage with one another as well as the specifics of the topic at issue (Somjai & Jansem, 2015). Moreover, there are some objective to be achieved through debate (Al-Mahrooqi & Tabakow, 2015), there are: a) Encouraging students to practice speaking. b) Giving students ample opportunities to speak English during their leisure time. c) Increasing students' motivation to speak. d) Making them realize that learning English is not as difficult as they think. e) Practicing English without thinking much about grammar. f) Letting students realize that they can learn English from their parents, friend, classmate and others. g) Making sure that everybody can learn English at their free time. h) Enhancing students' interest to speak English. i) Making children are able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the researcher draw the conclusion that a debate is a competition of ideas, opinions, or arguments that involves speaking skills and critical thinking. It involves two opposing parties facing off and each defending their position with reasoned arguments.

Based on the question about the strategy to increase their public speaking skills. The researcher found that the debate participants pointed at that their public speaking skills have improved than before. It can be concluded that all participants agree with the strategies that used by them can increase their public speaking and feel easy to deliver the ideas. They also think it is interest to learn public speaking through the strategy because they can do it in easy way and practicing with partner can make improvement because they can discuss the materials and the strategy are interesting because can be easy to face debate opponents. Additionally, students' English communication skills would also improve through discussion; they would be more adept at expressing their opinions, discussing ideas, and presenting their perspectives (Kennedy, R, 2007). Through debate, it is hoped that students will be able to think more critically, analytically and constructively; through conversation they would be sportive. From the above explanation, the researcher concludes that debating can help students develop speaking skills and reasoning, encourage students to read books, not only textbooks, but also other literature, and debating can help students control their emotions when their arguments are under pressure by opposing party.

In addition, Quinn (2005) states that debating gives you the opportunity to meet new people and new ideas. Best of all, you have the opportunity to stand up and debate with someone in public about real issues in a simulated and organized debate. Debate is an important and interesting way to discuss issues facing our society. Students must speak with evidence and defend their opinion to win the debate. Debate allows students to know many different people with different ideas. Chan (2009) states that a debate involves students in researching and analyzing a controversial topic based on a stance which will lead to a series of oral presentation of stand points and arguments by the two opposite teams (sometimes may involve interaction with the audience as well).

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of conclusion about this study and also gives suggestions to support debate participants in increasing their public speaking skills.

#### **5.1 Conclusions**

There were two conclusions according to the research results and discussions, for the first conclusion about strategies that used by debate participants in increasing their public speaking skills and can the strategies increase their public speaking skills. There were mentions that there are external factor and internal factor that influence the strategy participants used to increase their public speaking skill. External factors such as using YouTube videos in increasing debate participants' public speaking skill, and internal factors such as trying to speak alone, trying to make debate atmosphere more confident and trying to focus on debate opponent statements. The participants faced any difficulties in applying the strategy such as they have no friends to practice speaking skill. Then, they have lack of vocabulary so they feel hard to giving statement; they also have no idea in creating statement and feel uncomfortable in some situation in debate competition.

The second conclusion is about can the strategies increase their public speaking skills. All participants agree with the strategies that used by them can increase their public speaking and feel easy to deliver the ideas. They pointed that speaking skill greatly improved because when they was looking for material in the strategy they was

trained in acquiring vocabulary and how to expressing they opinion. They also feel enjoyable because they can prepare in advance through the debate competition.

## **5.2 Suggestion**

Using the strategy that used by the participants can increase public speaking skill. It will be quite difficult if you take part in a debate competition without a strategy. The participants mention that the strategy need to use in increasing public speaking skill, and the strategies that used by participants suitable to other people based on their needs.

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## **AUTOBIOGRAPHY**

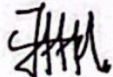
Name : Afdaniati  
Place/Date of Birth : Krueng Kluet/ 20 Juni 2001  
Gender : Female  
Religion : Islam  
Nationality/Ethnicity : Indonesia  
E-mail : Afdaniati36@gmail.com  
Vocation/Reg. No. Std : English Education/1905180011  
Addres : Lorong Mushalla, Kota fajar , Kec. kluet utara,  
Kab. Aceh Selatan  
Motto : “ Direndahkan dimata manusia, ditinggikan  
dimata Tuhan, Prove Them Wrong”  
Name of Parent  
a. Farther’s Name : Aidil Fitar, S.Pd  
Occupation : Headmaster  
b. Mother’s Name : Fitriani  
Occupation : Housewife

### **The Author’s Education Background:**

- a. MIN Krueng Kluet , graduated in 2013
- b. MTSS Kluet Utara, graduated in 2016
- c. Jabal Nir Jadid Islamic Boarding School Aceh Barat Daya, graduated in 2019
- d. Study Program English Education, Faculty of Islamic Religion, University of Muhammadiyah Aceh, since 2019

Banda Aceh, 25 January 2024

The Author,

  
Afdaniati



# UNIVERSITAS MUHAMMADIYAH ACEH

## FAKULTAS AGAMA ISLAM

(STATUS TERAKREDITASI)

Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fal.tarbiyah@unmuha.ac.id  
BANDA ACEH 23245

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Nomor : 049/UM.MS/Q/FAI/2023

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- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal 10 Januari 2023

### MEMUTUSKAN :

- Menetapkan : 1. Menunjuk saudara :
- Ayuna Netta, S.Pd.I., M.Pd.  
Sebagai Pembimbing I.
  - Lina Farsia, S.Pd.I., MA., M.Ed., M.TESOL.  
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : Afdaniati  
N P M : 1905180011  
J U R U S A N : Tadris Bahasa Inggris  
J U D U L : The Strategies of Debate Participants in Increasing Their  
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Dr. Rosnidarwati, S.Ag., MA.

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**PRODI TADRIS BAHASA INGGRIS**

(Akreditasi B)

Email Prodi: [tenprodi.far@umma.ac.id](mailto:tenprodi.far@umma.ac.id) Banda Aceh 23245

Nomor : 09 /TEN-FAI/VII/2023  
Lampiran : --  
Hal : Telah Mengambil Data Penelitian

Banda Aceh, 30 November 2023

Kepada Yth :  
Ibu Dekan Fakultas Agama Islam  
Universitas Muhammadiyah Aceh

Di-

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*Assalamu'alaikum Wr.Wb.*

Berdasarkan surat bernomor 111/UM.M5/Q/FAI/2023 tanggal 12 Desember 2023 perihal tersebut Permohonan Izin Mengumpulkan Data, dengan ini kami memberitahukan bahwa:

|               |   |                                                                                    |
|---------------|---|------------------------------------------------------------------------------------|
| Nama          | : | Afdaniati                                                                          |
| NPM           | : | 1905180011                                                                         |
| Fakultas      | : | Agama Islam                                                                        |
| Jurusan       | : | Tadris Bahasa Inggris                                                              |
| Semester      | : | IX (Sembilan)                                                                      |
| Judul Skripsi | : | "The Strategies of Debate Participants in Increasing Their Public Speaking Skills" |

Benar yang namanya tersebut di atas telah mengambil data di jurusan Tadris Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh, sejak tanggal 16-29 November 2023 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya.

Demikianlah surat ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

*Wassalam,*

Ketua Jurusan Bahasa Inggris  
Fakultas Agama Islam  
Universitas Muhammadiyah Aceh



*Rahmatun Nisa, S.Pd.I., M.Pd.*