

## **STUDENTS' STANDPOINT: USING DEBATE IN A CRITICAL AND ANALYTICAL SPEAKING CLASS**

*Dewi Rosaria Indah (dewirosaria@stkipbim.ac.id)<sup>1</sup>*

### **Abstract**

*This study presents a description of how the students were involved in an academic debate format for the Critical and Analytical Speaking class. The nature of this study was qualitative descriptive which used online questionnaires to the students from batch 2016 to 2018. It was found that the students initially had some anxiety for having to speak in English, let alone in the context of debate. They stated that the debate in the speaking class was exciting and challenging. Also, it was said that the class was able to enhance their speaking skill because it encouraged them to think critically, to be open minded, as they found and sorted ideas, knowledge and facts; an example of this was when then expressed their convincing arguments to tackle opponents' standpoint. They admitted that they preferred to be in the contra side that was generally against the norms, open for possibilities to bend rules by questioning the law or contradicting society's points of view.*

**Keywords:** *debate, critical thinking, enhance speaking skill, contra side*

### **Introduction**

Teaching speaking has been striking an unequivocal diverse challenge in the 21<sup>st</sup> century especially in non-English speaking countries like Indonesia. Various impedes have been encountered by both teachers and the students in teaching speaking. The obstructions include the differences of rules in grammar, pronunciation, vocabulary (Leong & Ahmadi, 2020; Elmiyati, 2019; Kocaman, 2018) which have been studied for many years. However, the hindrances are also most probable because of the abundance exposure to English which should be in students' advantage. However, it seems that it is unlikely so.

Nowadays, the world, knowledge and information are borderless. Anyone, anywhere can access any information they want. They can vary in terms of nature, content, genre, channel, context, target of audience across times and levels. The exposure should bring familiarity to the students along with the target language use because the amount of exposure of the target language is essential to language learning as well as the type and level of language proficiency (Sheela and Ravikumar, 2020). The exposure that the students get can be from inside and outside the classroom. The exposure from the outside of the classroom is imminent, yet is possible to impede the students to interact properly. This is due to the great spectrum of the various kinds of exposure itself, while at the same time, the students should perform linguistic competence and performance and pay attention to the paralinguistic features. Moreover, along with that, the students should interact meaningfully, properly and fluently and commendably when it comes to critical and analytical speaking. This is in line with Davies & Pearse's (2000) claim as quoted by Leong & Ahmadi (2017:34) that "the main objective of English language teaching is to prepare the learners the ability to use English effectively and correctly in communication". The ability to be able to speak effectively and articulately in successful communication has a great deal of relation with the success in individual's life, and, more, to their social life (Amiri, *et al.*, 2017).

---

<sup>1</sup> Lecturer of STKIP Bina Insan Mandiri

Next, the students are constrained in opportunities to use the language as they do not have not optimum chances to practice, or have reluctant partners being afraid in making mistakes. These reasons tap upon the condition of the students' level in learning English. Zhu and Zhou (2012) found out that the participants who were junior high school students felt bored, had some anxiety that led to worrisome, fear and self-doubt that were manifested in the poor performances of learning English. Meanwhile, Hamad (2013) found that some Saudi university students who excelled at grammar tests and reading comprehension had difficulties in doing public speaking in front of their classmates. They hesitate to speak with native speakers outside the classroom. Susilawati, *et al.*, (2013) confirmed this from their findings that some university students still have some anxiety in making mistakes, moreover when they are assigned to make a presentation in front of the class.

Later, the writer has observed the students from her classes who were dealing with the same problems: anxiety, lack of self-confidence and vocabulary, and shyness, afraid of being ridiculed when making mistakes, although they were confident in their grammar and had a lot in their minds to share. This later led the writer to make an effort to investigate this issue which was encountered by the students in the speaking class.

One of the ways to deal with the problems in speaking class is to encourage them to speak up. Helping learners to develop their ability to interact successfully in the target language is what teaching speaking means (Nakhalah, 2016). Furthermore, according to Kocaman (2017), successful language learning cannot solely be comprehended to the problems caused by the teachers, methods, and techniques applied in class. The students' success relies more heavily on the qualified teachers, detailed content knowledge, educational background of the teachers, degree of certificates and their experiences. From the students' part, Derakshan & Shirmohammadli (2015) stated that learners should take part in oral activities to exchange their thought spontaneously in second language speaking. It is impartial that the teacher implements the appropriate strategies, methods, materials and instructions that reflect the five components of speech process as proposed by Brown (2001) namely fluency, accuracy, vocabulary, grammar and pronunciation with the students' willingness and encourage self-motivation to engage in various classroom interactions. One possible design that makes those elements to be put at work in an integrated manner is through debate.

One reason why debate is one of the techniques that can be used to enhance the students' ability is the possibility of expressing thoughts, opinions and arguments, and, at the same time, the opposing team tries to defend their ideas, opinions and arguments (Tianame, *et al.*, 2019). Thus, it is a beneficial way for the students who are confident in their grammar skill and have a lot of things to share in their minds. By having debates, the students would also boost their self-confidence level in sharing their opinions, ideas and arguments while debating some controversial topics. This would constrain them to make use of the borderless exposure of English, analyze, sort and present them critically and convince audience with their point of view. This is supported by two studies written by Lestari and Awalludin (2018) and Elmiyati (2019) that English debate requires students to be able to express their ideas and master the global knowledge and issues, analyze, make judgments and convince the public. This makes them able to improve their speaking ability, knowledge and critical thinking.

Based on the rationale and description above, this study is conducted to investigate how university level students thought about using debate in critical and analytical speaking class and this is the focus of this article.

## Literature Review

Debate has been one of the techniques in speaking. Debate competition has been going for years for both academic and public international championship. Debate has several formats with different set of rules. Cirlin (2012) describes the debate formats as follows.

The first one is the oldest format of debate is the British Union Debate. This format is a two-team format. Each team has two members. The Government that supports the resolve consists of a Prime Minister (PM) and a Member of Government (MG). Meanwhile, the Opposition consists of a Leader of Opposition (LO) and a Member of the Opposition (MO). The time format is usually 8 minutes each for constructive speeches and one five-minute rebuttal speech by each side. This format is common in Britain. The Canadian (CUSID) and U.S. (APDA and NPDA) debate association is founded with this format basis. Also, Japanese Parliamentary debate and in other areas of Australasia basically uses this format. The strength is that it may develop strong speaking skills with respect to fluency, humor, wit, general knowledge, and most especially dealing with interruptions. One weakness of this is that it shapes the debaters to be sharp because beating wit can become more important than winning audience approval. The format allows frequent interruptions.

The second format is the National Debate Tournament (NTD). This format uses a single topic as the subject of debate for an entire debating league. The format set also has some variations because of some changes in rules. Most NTD programs are coached by a college or university professor. NTD debates have adjudicates. This format has two speakers in each side that are called the Affirmative (affirms the resolution) and the Negative (opposes the resolution). The four constructive speeches given 8-10 minutes, 4-5 minutes for rebuttal and the cross examination is given three minutes.

The third format is Lincoln-Douglas (LD) format. This format is associated with NDT format. This format has two teams of one individual each: affirmative and negative and usually includes cross examination. The typical format is 6-7-4-6-3 which consists of a 6 minute Affirmative Constructive, 7 minute Negative Constructive. It is followed by three rebuttal speeches: a 4 minute Affirmative Rebuttal then a 6 minute Negative Rebuttal and a 3 minute Affirmative Rebuttal. There is also a Cross Examination after each of the constructive speeches. The strength of this format is that it tends to develop strong fluency and extremely strong organization and refutational skills. The weakness of this format is that LD debaters tend to speak fast. Wit and humor have a place here, yet are still not emphasized.

The fourth format is the World Competition format. This format forms four teams of two debaters each. Two teams support the resolution: the first Government Prime Minister (PM) and Deputy Minister (DPM) and the Second Government (Member for the Government (MG) and Government Whip (GW). The other two teams oppose the resolution which consists of the First Opposition Leader of the Opposition (LO) and Deputy Leader of the Opposition (DLO) and the Second Opposition (Member for the Opposition (M) and Opposition Whip (OW). The speakers are also referred as the First Government Member, Second Government Member, Third Government Member. The teams have 15 minutes to prepare their arguments. The Government Team sits on the audience's left and the Opposition debates on the right. The PM sits farthest from the audience and opens the debate. The debaters are allowed one speech each. The length of the speech varies from 3 to 10 minutes. The first and last minute of each speech is not allowed to be interrupted. The interruptions are questions and points of information (poi). This format has been adopted by World Universities Debating Championship. The strength of this format is it develops strong speaking skills with respect of fluency, general knowledge, and most especially dealing with

interruptions. It still encourages humor and wit. The weakness of this format is there is a tendency for debaters to be very brisk and impolite.

Next, the fifth format is the 3/4 – Person Format. It is a simple variation of the British Union style. This format has three or four debaters per team with two rebuttals at the end. The first government speaker is followed by the first opposition speaker and so forth. Then two rebuttal speeches take place in reverse order: the opposition first, then the government. The strength of this format is there is a tendency to encourage strong speaking skills with respect to fluency, general knowledge, and especially dealing with interruptions and also encourages humor and wit. The weakness of this format is there are more debaters involved in a round making the pressure stronger on each one to try to stand out.

Besides the 5 debate formats above, there are still other formats that are used worldwide. They are generally variations of the previous existed debate formats. They vary in rules and bring different strengths and weaknesses.

### **Previous Studies**

The first study titled “Students’ Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System” by Yunda Lestari and Awalludin in 2016. Lestari and Awalludin’s (2016) research had aims to find out the students’ perceptions toward speaking achievement on the use of British Parliamentary Debating System and what the students’ perceptions toward critical thinking on the use of British Parliamentary Debating System. The research was an experimental non-equivalent control group design. The subjects of the study were all the students of the English Study Program of Baturaja University in the academic year of 2017/2018. The population was 118 and they used cluster random sampling with 51 students as samples. The experimental group of students had been taught by using British Parliamentary Debate. The instrument was questionnaires distributed after the post-test took place. The result of the research showed that most of the students thought that British Parliamentary Debating System stimulated critical thinking actively. It made them feel easier in giving arguments and to find the way in making or delivering good arguments. The British Parliamentary Debate was also used to stimulate critical thinking.

Next, the second study titled “The Implementation of Debate Technique to Enhance Students’ Speaking Skill” by Michael Tianame, Bustami Usman & Asnawi Muslem in 2019. The objective of the research was aimed to improve the quality of teaching and learning speaking by using debate technique for the tenth grade students of SMAN Modal Bangsa, Aceh. The participants were 27 students of a Science class. The research design was a classroom action research completed in two cycles. Each cycle was for 2 meetings. The result of the first cycle showed that the researchers’ performance was 70% and the second cycle the score was 90%. The students’ involvement in the first cycle was 75% and the second cycle was 95%. The pre-test score was 55.55% and it increased to 81.48%. From the result of the questionnaires, the students’ responses were positive regarding the use of debate technique. The research proved that the use of debate technique improved both the teacher’s performance in teaching speaking and the students’ involvement in learning speaking as well as their speaking skill.

The third study was titled “A Case Study of the Development of an ESL Learner’s Speaking Skills through Instructional Debate” by Farzaneh Amiri, Moomala Othman and Maryam Jahedi in 2017. Their research aimed to describe the implementation of debate activities in teaching English to Malaysian secondary students.

This was intended to enhance their speaking skill. Through the observations, the strategies used to compete in classroom debates and to describe the development of the participants' speaking skill were already identified. The research showed that debate was able to improve the participants' collaborative skills, raise awareness of speakers' roles and guide participants through prepared texts. The participants' speaking skills showed improvement after five rounds of debate activities.

All the previous studies proved that the use of debate techniques in classroom was able to improve the students' speaking skill and the teacher's performance. Debate has been shown to be effective in improving students' collaborative skills and critical thinking. All the previous studies focused on the significance of the students' improvement in speaking skill using debate through experiments, action research studies and observations.

The differences between the previous studies and this study are this study is qualitative descriptive design using open answer questionnaires that were filled out by fourth semester students in a private university. The questionnaires were distributed to the students from different batches of academic year of 2016 to 2018. The aim of this study is to find out how the students found the critical and analytical speaking class using debate technique.

### **Research Methods**

This study is a qualitative descriptive in nature. It used online questionnaires with online open-ended design to complete. The participants were students of a private university in batch 2016, 2017 and 2018. Students from batch 2016 were as many as 10, as from batch 2017 there were 11 students and from batch 2018 there were 10 students, so that the total number of participants was 31 students. Later, some of the participants failed to fill out the online form of the questionnaire. As a result, the participants who submitted the online questionnaires were only 21 students altogether. Seixas, *et al.* (2018) proposed that the use of online surveys as a way of operationalizing qualitative description. The objective of the online questionnaires was to gather information on what students identified and thought, in the form opinions as well as suggestions about the use of debate in a critical and analytical speaking class. This research used two debate formats, namely the British Parliamentary for batch 2016 participants and the World Competition Format for batch 2017 and 2018 participants. The writer modified the rules including the time allocation for debaters so that the allotted time was 3 to 7 minutes. All the debate classes used a scoring rubric to assess the debaters in the final term test. There were also three people whose role was as inter raters: they were some students from batch 2016.

### **Findings and Discussion**

The first item in the questionnaire was about the students' opinions about speaking English. Four students responded that speaking English was easy, two students found it fun, three students thought it was important. Meanwhile, as many as five students gave arguments that speaking in English would make them able to communicate with people around the world. Three answers were related to the improvement of their language skill to speak fluently and to get and add insight knowledge of the country's progress. These responses showed that they perceived speaking English was a good experience and they were aware that mastering English means elevating themselves in getting insights for themselves. The other participants gave various opinions.

The rest of them believed that speaking English could not easily be obtained and it should continuously be practiced. One student stated that his or her goal was to deliver a message with the right grammar and

vocabulary although there were still mistakes in the pronunciation. Another student ruled out grammar and recommended to check pronunciation of words by listening to them and had enough vocabularies.

The students' assessment towards themselves were similar to the findings published in Heriansyah (2012). It was found in the study that his students had difficulties as some of the students did not have ideas what to say, they were shy and not confident especially if they made mistakes, and they were not used to speaking in class because their pronunciation and vocabulary were still limited. This was also found in a research study by Alzahrani (2019). Many English students encountered difficulties when speaking in English. This shows a phenomenon that even university students in Indonesia as well as those in non-speaking English countries have been facing similar obstructions when learning English.

Next, the second item of the questionnaire asked about what they thought of having to speak in English. Four students answered that it was good and okay with it. Four of them believed that it was important, necessary, must or crucial. There were three of them who were afraid, even though it was challenging and a nightmare. Four students stated that having to speak English was for the sake of communication because English is the first international language and it would help them when they go abroad in the future. The other answers were quite various; they believed that having to speak in English could build their self-pride, as an additional skill, some thought that it was an obligation in order to be fluent and speaking was one skill that they had to master. One of them believed that by having to speak English would get him/her have more updated knowledge and keep up with the development of news in the world and make him/her to be open minded. It is not uncommon since there are many high-quality newspapers, scientific reports, journals etc. are written in English.

The third questionnaire question had some options namely "easy", "average" and "difficult". The graph is described as follows:

Figure 1. Students' viewpoints on the difficulty of speaking English



The fourth questionnaire questioned what they thought about the difficulty in speaking English. Two participants (10%) thought it was easy and 16 students (80%) believed it was an average. The rest was distributed among difficult, nightmare and sometimes average but sometimes difficult. They had their particular reasons that came up with their answers. It was easy when they understood a lot of vocabularies. The level of difficulty in speaking English was average because:

- a. when they knew what the topic was and it was difficult if they did not know what the topic was about,

- b. it was easy when they could code mix with the L1. The partner who had better a speaking skill helped to make it easy. It was difficult when they had to apply the rules (grammar etc.),
- c. he or she used English in the work but it was difficult when they had to explain something uncommon,
- d. it was easy since their daily life was surrounded by English words, for example, when they played with their cellphones, used computer or when being active on social media,
- e. he or she had the willingness to speak in English but he or she was worried constantly about the grammar or structure of the sentence. He or she thought that people needed to practice all the time when he or she had many vocabularies and always practiced them every time with others,
- f. the participants liked English,
- g. the participants were familiar with it since they had been learning in elementary school and that he or she was learning in English in university it became easier although sometimes some subjects were hard to understand,
- h. grammar made it difficult but speaking was easy,
- i. the participants had already spoken English in public; that they had enough confidence; yet, they overruled grammar. They admitted to speak with irrespective grammar. Others thought that they felt forced and had grammar problems.

The fifth questionnaire question asked about what they needed to enhance their speaking skill. Three participants answers were related to enlarging the vocabulary size and use it daily. Two students mentioned to have more grammar comprehension. Six participants answered about regular practicing. These elements belong to the five analyses of speech process by Brown (2001), namely fluency, accuracy, vocabulary, grammar and pronunciation.

They stated that they needed a native tutor, a speaking partner who gave them ideas or knowledge, they actually had native friends abroad (India and England) who could communicate with them regularly that may enhance their speaking skill. The other three answers were about having listening and speaking practices along with a textbook and getting input from reading (watching). These participants demonstrated the interpersonal skill as suggested in Brown (2001). The responses were in line with Harmer (2007) who stated that the elements of speaking need to be mastered in order to be a good speaker.

Many students remarked that they difficulties in speaking. Harmer (2007: 263-264) states that “there are many elements of speaking that must be mastered by students in order to be a good speaker”. They are connected speech, expressive devices and lexis and grammar. Modified, omitted, added or weakened sounds are fundamental in connected speech. Expressive devices are commonly present when native speakers of English change their pitch and stress of particular parts or utterances, varying in volume and speed, showing other physical and nonverbal means on how they are feeling. The use of these devices contributes to the ability to convey meaning. In lexis and grammar, spontaneous speech is marked by the use of number of common lexical phrases. Basically, there were distinguished opinions. They needed more information and techniques to improve their speaking skill, supportive environment to routinely practice, and read English literature.

The next questionnaire item was about how they could get help to enhance their speaking skill. Most of them said that they got it by studying and practicing with classmates, social media friends, watching YouTube videos, listening to English songs and watching English movies. They also stated that coming to the campus in

order to meet and gather with friends and exchange information using English also contributed to the increase their English speaking proficiency.

The participants stated their feelings when they had to enroll in Critical and Analytical Speaking Class. Ten participants' responses were positive. They said it was interesting, great, amazing and encouraged, feeling good and excited. They thought it was enjoyable, fun and would make them curious and enthusiastic in learning English. Other responses were that the class was difficult, boring, making them very nervous, and unsure of their English proficiency. In addition, a participant said that it might be quite challenging and he or she did not have the courage to talk in class. There were three strong opinions that the participants used such as scared, horrified and grateful to be in the class and that it was an effective way to improve his or her speaking skill.

The participants had expectations of the Critical and Analytical Speaking class. Thirteen participants expected that the course would improve their speaking skill, help them speak well, fluently, correctly, bravely and confidently. They wanted to get more knowledge, new ideas and information and best partner to develop his or her speaking skill. Two participants stated that they expected the course would make students be more critical in speaking and they expected there was a discussion about the mistakes they would make during the course.

The challenges the students had were also various. They had to overcome their anxiety. They felt lack of confidence in their grammar, pronunciation, vocabulary and bravery in speaking. They had to think fast, and they actually could find new ideas, but did not how to deliver them. Giving new ideas, opinions, arguments and then debating with their classmates in limited times also became their concerns.

There were also some words used to describe how they felt of having debate in the Critical and Analytical Speaking class. They were fun, good, excited, thrilled, happy, nervous, challenged and glad. One of them felt extremely exposed in his or her opinions in the debate and it was good for discussing. Others felt that debate could change his or her English ability, way of thinking and confidence in speaking. A participant also found something challenging to defend his opinions and persuade others and it was meaningful for himself/herself when he/she found others finally agreed.

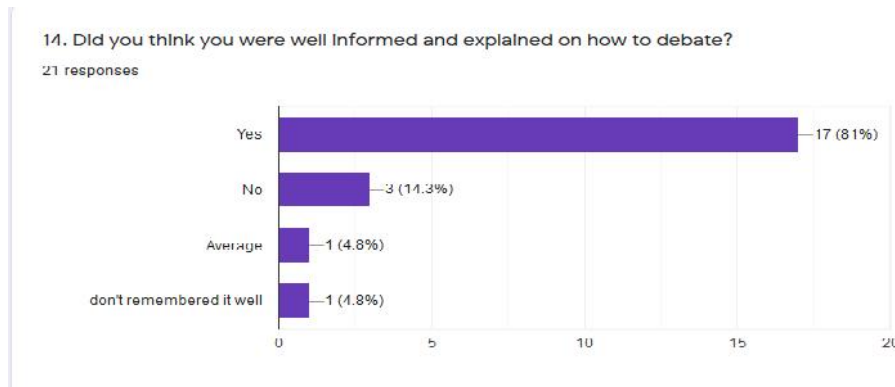
The participants' opinions of having debate in the Critical and Analytical Speaking class were varied but they were inferred to one thing. They stated that they were thrilled, happy, excited, and nervous, as well as challenged. Then they said that the debate was useful to improve speaking skill and critical thinking. Next, they thought that they had to think fast to present their arguments critically. Two participants thought that the debate made them think critically and this led to the enhancement of speaking skill which also improved their comprehension abilities. Also, the controversial topics that put people in different opinions gave them new experiences.

Other participants stated that the debate class helped students to find out any kinds of words and phrases and let others learn about them. The participants loved to join the class, had random controversial topics even though sometimes the topics made him/her speechless. One participant felt that he or she understood what was being discussed. Even though he/she wanted to reply, he/she had difficulties in arranging words and connecting them. Others' opinions were that it was difficult but fun as the participant thought the tutor was good. The last thing was that he/she hoped that he would not be cornered by others and his classmates could understand the expressions he used.

About the instructions of the course, the pool said that they got well informed about the debate format. Most of them stated that they were well informed and explained. It is illustrated in the graph as follows:



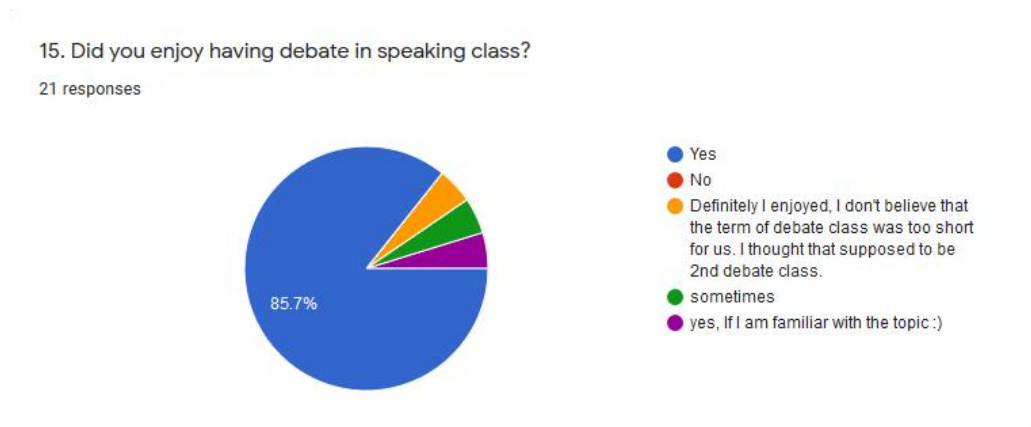
Figure 2. Students' viewpoints on the information and explanation of speaking English



There were some reasons of choosing no for this item. The participants thought that they had to study more about the materials and read more so that they could join a debate with good arguments. The better the argument, the bigger the chance to win. However, two participants felt confused and thought that the lecturer did not explain enough and gave only limited details. They thought that sometimes the controversial topics were difficult within short time to form their arguments. Others stated that the debate gave them motivation to be more confident.

As whether or not they enjoyed the class, the majority stated yes. 18 participants said yes, 1 participant for each opinion said he definitely enjoyed it, sometimes enjoyed it and enjoyed it when he or she was familiar with the topic.

Figure 3. Students' viewpoints on the level of enjoyment in speaking English



They gave reasons why they enjoyed it and mostly because they liked to debate, compare one plot with their group so that it made them to be open minded. This could change their mindset and make him know their speaking skill level. Other reasons include a possibility to add more new knowledge, make them think critically and improve and practice the speaking skill. They could find out others' viewpoints and enrich their ideas, feel more confident, have code mixing, feel new challenges and improve their arguments, make many kinds of arguments, get new vocabularies and get to make them speak fluently.

In debate, generally there are two sides: pro and contra which comes in different terms depending on the format. From the next questionnaire item about which side they enjoy more in debate, the majority stated that they enjoyed to be in the contra (con) side. The con side during the course was always about against the proper morality, norm or common sense and/or slightly against the law or bending the rules. One example of the topics was abortion. The motion was that abortion must be banned. Twelve participants stated they enjoyed more being in the con side, four participants said that they enjoyed being pro side more. The rests stated to enjoy both sides. As the reasons of enjoying more in con side, some participants said that:

- a. when they contradicted about the topic, they did not have the same ground opinion and that made it fun,
- b. it could get them speak more of why he/she did not agree with the motion,
- c. it spent his/her energy in a certain way and it improved his/her mood,
- d. it excited him/her,
- e. it was challenging that they put themselves so that they needed more ideas and strategies to make the other side understand as what could happen on the other side (con) were sometimes ignored by most of people,
- f. it made them think so much about the reasons why he/she disagreed as it improved his/her speaking skill,
- g. it tensed the participant,
- h. the participant liked to refuse the government's (pro) advice,
- i. it was easier than that of the government's side since the opposition tended to only reverse facts or evidence, and
- j. it was more challenging.

Meanwhile, the reasons of enjoying being in the pro side more were that:

- a. being pro meant having good reasons,
- b. it was easy to find arguments to debate, and
- c. it was easy to explain the arguments than that of con.

Regarding strategies that the students applied when they were debating in the Critical and Analytical Speaking class is discussed as follows:

- a. preparing their speeches by introducing the idea of developing their arguments,
- b. preparing the materials and exercises to speak English,
- c. preparing and making the framework of the flow of thought,
- d. studying the topic by preparing some suitable arguments so that they are not cornered,
- e. preparing to make his/her ears and eyes focused then his/her hand can write down any information about the topic, rules and dos/don'ts during the debate session, and
- f. preparing the data and get some facts.

Two participants remarked that they did not have any strategies. They just thought the strategy would suddenly appear and follow their heart. Being confident and staying cool are two common strategies they had. To find more information, the two participants said that they gained evidence by reading or asking others' opinions or ideas to search information, listening and comparing several arguments. Some other strategies include getting

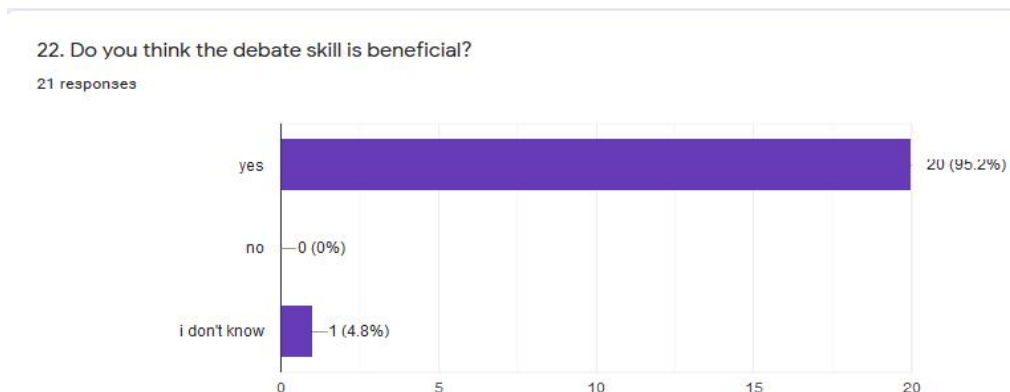
more vocabularies and not to be nervous by discussing or knowing well the discussed issues and working with the team so that he/she would not get caught up in opponents' questions. Next, some strategies mentioned were looking for substantiation and strengthen it and finding the opponents' fault and striking back. Next, four participants shared similar ideas of thinking, studying, understanding and collecting information about the topic being discussed and making a list of key words that will be stated.

Furthermore, the participants shared how they developed their strategies in order to speak more meaningfully and effectively during the course. They argued that they needed to support their arguments with accurate information and evidence, be polite, make main outlines to tell step by step with the partners, and make tricks for the opponents, make more content for the rebuttal speeches and show more facts. They stated that they did that by talking briefly, clearly using simple analogy, and keywords that they knew so that they could express them easily.

Whether the students thought the debate activity in the Critical and Analytical Speaking class could enhance their speaking skill or not and the explanation of how it was, all of the participants agreed to the same thing that the debate technique enhanced their speaking skill, in spite of the varied reasons. They believed that through debates, they were conditioned to think harder and give quick statements; sometimes they found some new vocabularies. It made them think critically and improved their English comprehension. It trained them to prepare before speaking up; he could speak what was in his mind. It improved the ability to think rationally, not being easily satisfied with the arguments. It could get them new information about new opinions from general things and get to know others' characters based on the sentences they chose, how they delivered them and expressions they gave. The debate activities encouraged them to think multiple sides of an issue and it forced people to interact with details of a given topic and with one another (Halvorsen, 2005). It enhanced the speaking skill by making a few sentences and expressing them quickly. It made them feel that their speaking skill increased and even they might win against the opponents who were sometimes older than them. This is in line with what Iman (2017) stated that debate is significant in improving students' critical thinking and speaking skill.

The following chart shows the answer of whether or not the debate skill they get is beneficial.

Figure 4. Students' viewpoints on the beneficiary of debating in English



Most of the participants answered it was beneficial and one participant answered that he/she did not know.

The next questionnaire item asked about whether debates would help them in the future or not. One participant said maybe while most of the participants stated confirmed this. They added that they thought it could be used when they get a debate with others from abroad, it could help to speak properly with people in public. One even stated that in every aspect we needed to share our ideas in proper ways; debate skill was an experiment to learn their ideas. Skills needed for debates helped because sometimes their mind would be different with the reality, so that they could open their mind and accept what were best for them. Experiencing debate meant a presentation in front of the class, answering question that deviated from what they thought and much more. There were answers that debate was a capital for the future, to get them experience, ability to access reliable information, to speak and give opinions also used speak bravely even in a short-time preparation. They said that the skills would help them to deliver their ideas when they debate future topics with different people. The activities taught them to think fast and recheck information before accepting it. This finding is in line with Combs & Bourne (1994) that debate demands oral communication skills development that is vital for success in most career.

The last questionnaire question was how the participants would use their debate skill in daily life. Their answers were:

- a. I think I would use it in my social life, it helped me a lot about how we shared our opinion without causing problems
- b. When I had deep dialogues with my friend or when we joke
- c. Following lectures with other teachers
- d. I would be witty and organized in my daily life
- e. I used my debate skill to speak with my family
- f. When making conversation with friends at home, I think it could make me successful
- g. How I shared about teaching techniques I used in the class, giving parents the students' reports about their child growth or when talking about hot news with friends or family
- h. I would use it when meeting new people I know
- i. It certainly was beneficial although we often differed in our opinions, we remained one
- j. I personally could use it when we have conversation with the same topic as the debate then we could speak actively about the information or opinions we had. I also could share the knowledge of how to speak bravely and fluently to others in certain time with the time limit. I could freely deliver messages as a result of deep thinking
- k. I must see problems in many points of view and respect opinions and advice of others
- l. I used my debate skills for delivering phenomena happening in this world
- m. In my daily life, I thought I would try to explain my ideas without disappointing others
- n. I could not use it in daily life because in my house there was none that I could speak English with

The responses that are discussed above lead to a solid answer: using debate in the Critical and Analytical Speaking class gave significant impacts to the students. They agreed that debate gave beneficial skills in their future. The enhanced speaking skill is believed to help them in communicating in their social life and work field. However, some students used several negative adjectives to describe what they felt and thought before enrolling the course. They who used negative adjectives because they realized they lacked of skills supported to have a speaking performance. Almost all students thought that English is an important skill to master. Most of students stated that the level of difficulty in speaking English was average. This was because they admitted they still did

not have enough vocabulary, master the basic grammar and sentence structure. They spent more time to think how certain words spelled as they lacked of practices, did not have any confidence, and needed partners who was better skilled in speaking.

The students realized that in order to enhance their speaking skill they should do something. They added more exposure in English by watching movies, listening to music a lot, having a conversation with native English speakers via their social media, reading literature work and practice speaking in English more with their classmates in campus. Most students expected that by taking the course, it would help them to speak English fluently, improve their speaking skill, get more knowledge, ideas and information, and express themselves more, have more self-confidence in public speaking, to think critically of what and how to deliver what were in their mind properly. This is explained by Park (2000) that Southeast Asian students tend to be passive and nonverbal in class because reserve and humility are highly valued in Asian cultures. Furthermore, Vang (1999) and Lewis (1996) as quoted by Nguyen (2011) who stated that those students could be afraid of losing face in front of their classmates if they answer incorrectly, therefore they are reluctant to show their ideas and not confident in participating in group discussion in ESL classroom.

The challenges they faced during the course were numerous. They had controversial topics to debate. They had to think critically and analyze the information, facts and examples to support their arguments within limited time. Hence, they performed critical thinking. This is in line with the idea that debating is a kind of art of analyzing and evaluating thinking with a view to improve it (Iman, 2017). Then, they had to argue with their classmates, which was not common for Easterners, much less to be in the con side.

Two prominent findings in this study are (1) the students enjoyed the debate in the course and (2) they preferred to be in the contra side of the motions from the topics that were elected together previously. They admitted that despite the anxiety of having to speak English and debate in the course, eventually they enjoyed it, preferred to be in the con side more and appreciated the benefits of the course. The contra side motions were generally against the norms, bending the rules, questioning the law or contradicting society's point of view. To be in the negative side is considered not good and improper because it is believed that people need to shield their image (to have a good image so that it strikes as a person with good character) and they still hold on to morality and religious values.

The students stated that they gained benefit from the Critical and Analytical Speaking class using debate. It would be useful in their daily life, social life and work field. It also enhanced their speaking skill because debate trained them to think critically, gather and sort information, knowledge, facts and examples then convey them in convincing arguments to tackle other group's standpoint. They got new ideas, knowledge and opinions, which they were not familiar with. Also, they were trained to respect others' opinions, to be open minded by what society and others' belief, thought and not to be judgmental towards controversial ideas or issues.

## **Conclusion**

Using debate in the Critical and Analytical Speaking is beneficial. It enhances the students' speaking skill. It trains them to think critically, add their self confidence, shape their arguments with reliable ideas, knowledge and opinions and then state them convincingly within limited time. It also encourages them to respect others' opinions, to be open minded and not to be judgmental towards controversial ideas or issues. Using debate

in the speaking class has given two major significant things to the students: they enjoy speaking English using debate form and surprisingly, they enjoy and prefer more to be in the contra side.

## References

- Al Nakhalah, D. A. M. M. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96–101. Retrieved from [www.ijhssi.org](http://www.ijhssi.org)
- Amiri, F., Othman, M., & Jahedi, M. (2017). *A Case Study of the Development of an ESL Learner ' s Speaking Skills through Faculty of Educational Studies*. 7(2), 120–126.
- Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NJ: Englewood Cliffs, Prentice Hall Regents.
- Cirlin, A., & Ph, D. (2008). Academic Debate v . Advocacy in the Real World : A Comparative Analysis. *IPDA: International Public Debate Association*, 1(1), 3–18. Retrieved from <http://www.ipdadebate.info/ipda-journal.html>
- Combs, H., & Bourne, S. (1994). The renaissance of educational debate: Results of a five-year study of the use of debate in business education. *Journal on Excellence in College Teaching*, 5(1), 57-. Retrieved from <https://eric.ed.gov/?id=EJ505291>
- Derakhshan, Ali; Shirmohammadli, M. (2015). *The Difficulties of Teaching English Language : The Relationship between Research and Teaching*. 7(1), 102–110. <https://doi.org/10.5296/ijl.v7i1.6648>
- Elmiyati, E. (2019). *International Journal of Multicultural and Multireligious Understanding Improving Students Speaking Ability Through Debate in the Classroom ( A Case Study for Students at Second Years Students ' s of SMAN 3 Kota Bima in Academic Year 2017 / 2018)*. 229–239.
- Halvorsen, A. (2005). *Incorporating critical thinking skills development into ESL/EFL course*. Retrieved from <http://iteslj.org/Techniques/Halvorsen-CriticalThinking.html>.
- Hamad, M. M. (2013). *Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South*. 6(12), 87–97. <https://doi.org/10.5539/elt.v6n12p87>
- Harmer, J. (2007). *Harmer, Jeremy. 2007. The Practice of English Language Teaching*. New York: Pearson Longman. New York: Pearson Longman.
- Heriansyah, H. (2012). Speaking Problems Faced by the English Departement Students of Syiah Kuala University. *Lingua Didaktika*, 6(1), 37–44.
- Iman, J. N. (2017). *Debate Instruction in EFL Classroom : Impacts on the Critical Thinking and Speaking Skill*. 10(4), 87–108. [www.e-iji.net](http://www.e-iji.net)
- Kocaman, O. (2018). Factors Impeding the Learning of a Second Language in Spanish School System: Valladolid University Sample. *Journal of Language and Linguistic Studies*, 13(December 2017), 527–592. Retrieved from [www.jlls.org](http://www.jlls.org)

[https://www.researchgate.net/publication/322987210\\_Factors\\_impeding\\_the\\_learning\\_of\\_a\\_second\\_language\\_in\\_Spanish\\_school\\_system\\_Valladolid\\_University\\_Sample](https://www.researchgate.net/publication/322987210_Factors_impeding_the_learning_of_a_second_language_in_Spanish_school_system_Valladolid_University_Sample)

- Leong, L., & Ahmadi, S. M. (2017). *An Analysis of Factors Influencing Learners' English Speaking Skill*. 34–41. <https://doi.org/DOI: 10.18869/acadpub.ijree.2.1.34>
- Lestari, Y. A. (2018). Students' Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System ELS-JISH ELS. *Journal on Interdisciplinary Studies on Humanities Volume, 1*(4). Retrieved from <http://journal.unhas.ac.id/index.php/jish>
- Nguyen, C. T. (2011). Challenges of Learning English in Australia towards Students Coming from Selected Southeast Asian Countries : Vietnam , Thailand and Indonesia. *International Education Studies, 4*(1), 13–20. Retrieved from [www.ccsenet.org](http://www.ccsenet.org)
- Park, C. C. (2000). Learning Style Preferences of Southeast Asian Students. *Urban Education, 35*, 245–268.
- Seixas, B. V, Smith, N., & Mitton, C. (2018). Perspective The Qualitative Descriptive Approach in International Comparative Studies : Using Online Qualitative Surveys. *Kerman University of Medical Sciences, 7*(9), 778–781. <https://doi.org/10.15171/ijhpm.2017.142>
- Sheela, S. K., & Ravikumar, K. (2016). *THE IMPORTANCE OF EXPOSURE IN LEARNING ENGLISH AS A SECOND LANGUAGE - STRATEGIES TO BE EMPLOYED TO IMPROVE THE STUDENT'S LANGUAGE EXPOSURE IN THE CONTEXT OF RAPID CHANGES IN THE FIELD OF TECHNOLOGY* *Research Journal of English Language and Literature ( R. 4*(2), 770–774. <http://www.rjelal.com/4.2.16C/770-774%20K.RAVIKUMAR.pdf>
- Susilawati, Meli Arya; Supardi, Iwan; Arifin, Z. (2017). Students' Speaking Problems in English Presentation an Article. *Jurnal Pendidikan Dan Pembelajaran Khatuwlistiwa, 6*(6), 3–12. Retrieved from <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/20488/16789>
- Tianame, Michael; Usman, Bustami; Muslem, A. (2019). The Implementation of Debate Technique to Enhance Students' Speaking Skill. *EEJ: English Education Journal, 10*(2), 180–195. Retrieved from <http://www.journal.unisyiah.ac.id/EEJ>