Students' Perception on The Effect of Debate Competition toward Speaking Skills

Anggun Anisah Najamuddin[1], Syarifah Farahdiba[2], Hasriani G[3*]

[1,2,3]English Education Department, State University of Makassar, Indonesia
*Corresponding E-mail: hasriani@unm.ac.id

Abstract

The aim of this study was to describe the students' perception on the effect of debate competition on students' speaking skills. This research applied a descriptive qualitative method. The data of this research were collected through interviews. The subjects of this study were English students at Universitas Negeri Makassar who have been involved in Debate Competition. The result of this research found most of the students perceived the effect of debate competition in a positive perception rather than a negative perception. The positive perception is debate competition helped students in boosting confidence, increasing vocabulary, increasing critical thinking, and improve speaking fluency. The students also admit that debate competitions can improve students' communication skills. For negative perceptions, most students felt that debate competition didn't affect students' English grammar. Even though students experienced negative effects from debate competition, they still admit debate competitions improved students' speaking skills.

Keywords: *Perception, debate, speaking skills.*

1. Introduction

The primary objective of university-level speaking instruction is to prepare students to communicate fluently and accurately (Hidayoza et al., 2019). Students must master numerous aspects of speaking, including vocabulary, pronunciation, intonation, fluency, and accuracy. Ineffective communication between speakers will be hampered by a lack of fluency. Furthermore, it leads the interlocutor to pause, and the message conveyed is unclear. On the other hand, by speaking English with fluency and precision, the speaker or interlocutor develops spoken language. According to the facts and the writer's observations in the classroom, many peoples still struggle with speaking. Most of the students still struggled to talk in English due to a lack of vocabulary, lack of confidence, fear of speaking and making mistakes, and so on. Many students, particularly those in their freshmen or first year of school, are illiterate in

English. Furthermore, peoples may face difficulties when speaking English because English is a foreign language in Indonesia (Mandasari & Aminatun, 2020).

There are two categories of speaking ability: accuracy and fluency. Various activities attain precision through the use of vocabulary, grammar, and pronunciation. For accuracy, students need to pay attention to the exactness and completeness of their language forms when they talk. For example, they should focus on grammar structures, words, and pronunciation (Riadil, 2020). In contrast, fluency takes into consideration "the capacity to continue speaking spontaneously" (Baruchson-Arbib, 2004). In a discussion, for instance, a learner may make a grammatical error, such as Wira lives in Cazenga ([live vs lives]), but still articulate the sentence with some fluency (Aderibigbe, 2018). The student may communicate without looking for words, allowing his or her speech to be comprehended

fast. Mazouzi (2013) says that trainees' tasks should be set up so that accuracy and speed are equal. Fluency and accuracy are necessary components of the communication strategy. Interestingly, according to Marcelino's (2005) research, the majority of EFL learners are passive. Many of them are afraid to utilize English in everyday situations. When communicating with others, many of them pay heed to forms and norms. The majority of them do not use English in everyday situations and communication. Few students engage in classroom English practice. Many EFL students find it challenging to convey themselves orally (Leong & Ahmadi, n.d.). According to Dircen Ali (2012), Many problems exist in English-language schools across the world that lower the possibility of fostering speaking correctness and fluency, such as limited time, packed classrooms, a lack of opportunity to practice outside of class, and inadequate multimedia technology in classrooms. Furthermore, Ellis (2008) claimed that students may struggle to enhance their speaking skills if they do not have the opportunity to practice the language regularly and in varied contexts.

2. Literature Review

The researcher provides an analysis of the literature materials linked to the research topic and the theories that form the basis of the researcher's investigation. It will present the theoretical review of the research, which consists of the definition of debate competition, speaking skill and the conceptual framework of the research.

2. 1. Perception

Robbins (1995) says that perception is the way people organize and make sense of their physical experiences in order to understand them. It's how people put their sense experiences in order and make sense of them so they can understand their surroundings. Perception is, in essence, knowing a person's facts from an experience. The mechanism of interpreting concrete information through our senses is described by Tankard (2009) as perception.

In conclusion, perception may be described as a person's perception or point of view toward a certain thing. In this research, students' perception is students' point of view about the effect of debate competition experiences on speaking skills. It contains their opinion about their experiences in the debate competition.

a. Positive Perception

Positive perception is the depiction of all data (known and undetermined) in a positive light. In other terms, positive perception is the evaluation of a question that includes oneself and possesses positive elucidation. Besides, somebody who has a positive perception will acknowledge and support the item that's seen.

b. Negative Perception

A negative perception is one that associates data (known or unknown) negatively or inappropriately with the thing experienced. In other words, negative perception refers to evaluating an object that contains oneself and has a negative translation. Besides, somebody who has a negative perception will dismiss the object that is perceived. This study concentrates on how students perceive the impact of debate competition experiences on their speaking abilities.

2. 2. Debate Competition

Debate competition is an activity between some opposing sides arguing with each other about a predetermined topic. The team that can provide the most appropriate, strong and evidence-based arguments is the team that will win the competition (Nasriandi et al., 2021). This competition can take place anywhere with different levels such as university level, department level and can be carried out during classroom learning as one of the learning methods. Debate is without a doubt one of the most exciting and productive activities available to high school and college students.

Those who learn to dispute effectively get the ability to undertake extensive research and prepare a substantial question. Students also learn how to put together a convincing presentation of facts or points. Also, through careful thought and focus, the debater learns to support his or her point against the attacks of the other side. So, a successful debater must be able to seek for and analyze information, construct strong arguments, present and defend arguments, and refute and rebut their opponents' arguments. Debate also helps students improve their speaking fluency because they have to speak quickly.

a. Benefit of Debate

The debate activities involve four language skills. First, the debater should gather information about the motion by reading resources such as articles, news, and literature. In addition, other sources can take the form of debate videos, images, and melodies, so they pertain to the following: Multimodality assets. Consequently, these resources will aid them in constructing arguments, analogies, and a logic schema. Second, after receiving constructive input from the coach, the debater must write down the case's return. Freeley and Steinberg (2009) say that debate is a process of inquiry and advocacy, a way for people or groups to find a reasonable answer to a question so they can make a decision, or a way for people or groups to convince others to agree with their point of view. Argument is a form of debate. Third, the debater must express his or her point of view/argument in his or her speech. Other debaters must listen to the opponent's case in order to offer points of information (POI)/interrupts or counter/confiscate cases on their speech. Reading, listening, writing, and speaking abilities are all included in a single debate exercise (Pradana, 2017).

b. Types of Debate

The debate has some different types which are:

1) Parliamentary Debating
   Parliamentary Debating is a debate with purpose to support or avoid the government's policy / issue.

2) Cross-Examination Debating
   Cross-Examination Debating is debates that aim to raise one question and another are closely related, which causes the individuals questioned to support what the questioner is trying to establish and strengthen; debate re-examination a technique developed in court offices.
3) Formal, Conventional or Education Debating
   Formal, Conventional or Education Debating is a debate that aims to provide an opportunity for two teams of speakers to present to the listeners a number of arguments that support or refute a proposal; formal debate is based on politically shared debate conversions (Hern & Valley, 2014).

2. 3. Speaking Skills

Speaking is the most important part of learning a second or foreign language, and how well a language is spoken is the best way to measure progress. The incorporation of additional language skills highlights the significance of communicating. Speaking improves students' vocabulary and grammar abilities. Students are capable of expressing their sentiments and ideas, telling stories, making requests, conversing, debating, and demonstrating the various linguistic functions. Communication outside of the classroom is essential. So, language speakers have more job possibilities in a wide range of businesses and organizations. Baker and Westrup (2003) agree with these claims. They say that people who know English have a better chance of getting a higher education, a good job, and a raise (Othman et al., 2015).

According to Bailey and Savage (1994), communicating in a second or foreign language is the most challenging of the four abilities. Furthermore, Speaking is an important skill in both your first language and your second language. Speaking is the most essential aspect of acquiring a second or foreign language, and conversing in the target language is the greatest indicator of progress (Nunan, 1995). According to the definition provided by experts, researchers conclude that

speaking ability is the ability to produce, receive, and comprehend information.

a. The Importance of Speaking Skills

Language is a means of communication. We communicate with others to express our ideas and to gain knowledge of theirs. There is communication where there is discourse. Therefore, the significance of speaking skills for language learners is enormous. For the effective operation of any system, the speakers of a language must be trained specifically and deliberately in the art of communication. To be a well-rounded speaker, you need to be good at all four language skills: listening, speaking, reading, and writing. However, being able to talk well gives the speaker a number of clear benefits. Efrizal (2012) according to Pourhosein Gilakjani (2016), speaking is a very important part of human contact, since people talk all the time and everywhere. Speech is how thoughts and messages get from one person to another (Syukri & Mardiana, 2016).

b. Aspect of Speaking Skills

Speaking abilities in a second or foreign language present a challenge for students, as speaking a foreign language such as English requires more than just learning grammar, but also employing English in a natural setting. According to Hayriye (2006), speaking is choosing the right words and sentences for the right social setting, audience, situation, and subject. Being a fluent speaker necessitates extensive understanding of both language study and its application in real-world communication. According to Mazouzi (2013), EFL learners should be intended to reach equivalency in fluency and accuracy.

c. Speaking Problems

There are a number of issues with the speaking abilities of EFL students. Low participation, inhibition, and lack of topical knowledge are examples (Tuan & Mai, 2015). The first challenge that students face in the classroom is inhibition. When they attempt to speak, they are occasionally restrained in class. They are fearful of making errors and being criticized. They are humiliated by the attention of their peers. Lawtie (2004) says that a person's emotions can affect speech problems. As a result, a person's speech is often better when they are feeling confident and at ease. This is one of the most important things to keep in mind when talking to people who have speech problems. According to Littlewood (2007), a language classroom can also cause student anxiety and inhibitions. The second problem is a lack of comprehension. Lawtie (2004) says that a person's mood can affect speech problems. Since speech is usually easier when a person is feeling confident and at ease, this is one of the most important things to keep in mind when talking to someone who has speech problems (Baker & Westrup, 2009). The third problem in class is that not enough people show up. When there are a lot of students in a class, each student doesn't get to talk as much because only one student talks at a time while the others listen. Some students speak all the time in class, while others rarely or never do. Related to these, EFL students need more activity in practicing their speaking skills in order to improve their knowledge, vocabulary and boost their confidence (negeri makassar, 2019).

3. Research Methodology

In this study, the researcher conducted research using a qualitative descriptive design. According to Sujana and Ibrahim, 1989:65 (in Soendari, 2012), research that tries to explain a symptom, an event, or something that is happening right now is called descriptive research. The researcher presented the data and collected in descriptive form. Researcher described how debate competition affect students' speaking fluency (Megawati & Mandarani, 2016).

Moreover, Creswell (2014) defines qualitative research as a technique for investigating and comprehending the inherent significance of individuals or groups in social or human

situations. The study process includes coming up with questions and methods and gathering data in the environment of the participants, analyzing data that is constructed inductively from particulars to broad themes, and researchers providing conclusions. interpretations of the significance of the data. The structure of the final written report is adaptable (Firmansyah & Valatansa, 2019).

4. Findings

This research used a descriptive qualitative method that described, analyzed, and concluded data based on the results of the research that has been conducted. The findings show the results of the analysis of the research conducted. The researcher conducted the interview with five students that had been involved in debate competition. The researcher presented the interview result about the answer to the research questions. The findings as the answer to these research questions which is: What is students perception on the effect of debate competition towards speaking skills. For convenience, the researcher is coded with an initial (R) and the students with an initial (S1, S2, S3, S4, S5). The students were interviewed from 17th March – 17th April via video conference (zoom meeting) and WhatsApp call.

The results of this study found that majority of english debate community students perceived positive effects from debate competition which are boosting confidence, increasing vocabulary, increasing critical thinking skills, improving speaking fluency and improving communication skills. Meanwhile, the negative effect is neglect about grammar because of the limited time to construct the arguments correctly.

5. Conclusion

Based on the results and discussion, it can be concluded that students' perceptions of the effect of debate competition on students' speaking skills received a positive response. The answers to the research questions about how students perceive debate competition affect students' speaking skill are mostly positive. Debate competitions affect students' speaking skills by boosting confidence, increasing vocabulary, increasing critical thinking, improving speaking fluency, and improving communication skills. Even though students experienced negative effects from debate competition that is became careless about grammar, they still perceived that debate competitions improved students' speaking skills since they gain more advantages rather than disadvantages.

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