

Chapter Four

Findings and Discussion

In this section, the researcher presents the result or findings and discussion of the research. The research about the role of debating activity in developing students' English speaking skill. The finding reports the students' experiences in joining English debate activity. Then, it also reports the roles and the aspect of English debate activity in developing students' English speaking skill. Then, in the discussion, the researcher presents further information and relates the findings to the theory reviewed in chapter two.

This part explains two main particular topics of the research. Firstly, it explains the roles of English debate activity in developing students' English speaking skill. Then, secondly, it explains the aspect of English debate activity in developing students' English speaking skill. From the data result was collected the participants said that by joining English debate activity helps them to develop their speaking English language skill. Such as boosting students' confidence to speak in front of people, motivating students' to speak, developing students' English speaking fluency, developing students' critical thinking in speaking, and add students' knowledge. Besides the roles, four participants said that there are some aspects that they get through joining English debate activity. The aspects are such as vocabulary, grammar, pronunciation and expressive devices.

The Roles of English Debate Activity in Developing Students' English Speaking Skill

There are five roles mentioned by the four participants. Firstly, the participants said that English debate activity can boost them to have self-confidence. Secondly, it motivates students to speak in English. Thirdly, it develops their critical thinking in speaking. Lastly, it adds their knowledge. Furthermore, for more detail information, it will be explained in the following paragraph.

Boosting students' confidence to speak English in front of people.

English debate activity can boost students to have self-confidence as mentioned by three of the participants. (Aira. A1.2). told, "English debate activity makes students to having confidence in speaking". She feels confident to present the arguments because she has been having well preparation such as read and figure out the material. So through English debate activity helps students to be confident to presents the opinion clearly and structured" Moreover, (Benu. B2.1) said "English debate activity helps students to have the confidence to speak English in front of many people and to deliver the arguments". The reason was that in English debate activity students are taught to be brave to speak English to explain the arguments, listen and refuting opponent's arguments. (Cahya. C3.2) mentioned that English debate activity gives students confidence to speak in front of the class". For the reason was students got a lot of manners and methods in English debate activity when they did practice debate. Almost all debate materials were

related to the topic of discussion in the classroom. So, it makes students easy to answer the teachers' questions.

Besides, to support those statements as mentioned by participants above there was an assertion from Setiawan (2006) who mentioned that self-confidence in speaking and good to capability in convincing others is one of the benefits that students will gain through debating activity. Then, there was another statement from Burek and Losos (2014) who stated that participation in debating can boost students' self-confidence, accelerate learning across the curriculum, and improve oral communication skills (p.49). Moreover, According to Akerman and Neale (2011), "Debate or other public speaking training forms in oral communication have a role in developing children's and young people's skills, in terms of supporting their progress in education or in developing qualities such as confidence" (p. 6).

Motivating students to speak. Researcher found that joining English debate activity brings a lot of benefits. Then, one of the benefits was to make students have motivated to speak especially in English. Two of the participant told "through English debate activity help students to have motivated to speak in English" (Aira. A1.4). For the reason, because students were a demand to speak up and also the material that students read was in English language. Aira also added students were motivated to talk because their friends used English language for communication. (Benu. B2.4) said, "through English debate activity students have motivated to speak in English". It is because in English debate activity

students are taught to speak courageous, giving arguments, listening and refuting opponent's arguments in public.

The participants' arguments' are in line with Barkley, et al (2005) in Somaji and Janssem (2015) mentioned that debate technique can improve students' motivation to practice their speaking English language skill and also embolden students' speaking ability in oral communication (p.29). Besides, it is in line with Ur (1996) who mentioned that debate technique and using discussion by used group will motivate students to speak the target language.

Developing students' critical thinking in speaking. The other advantage is that students get from joining English debate activity were critical thinking ability in speaking English. As mentioned by (Aira. A1.1) "English debate activity can improve students' critical thinking ability". For the reason, because through English debate activity students learn to be able to analyze a problem that sometimes out of the box. Moreover, in English debate activity, students should have a reference then, read and following some new issues

Furthermore, those statements supported as mentioned by Maryadi (2008), through debate activity, it can encourage students' critical thinking ability. Through debating, activities students can foster and develop their critical thinking skill because the students have to think in a very short time when speaking. Besides, they should be able to present their ideas or arguments according to shreds of evidence and facts. Ennis (1985) defines critical thinking as "reasonable, reflective thinking that is focused on deciding what to believe or do" (p. 28). Besides, Ebata (2009) pointed out that when learning a new language for global

communication, the students are required to confidently express their thoughts in order to make the students be vocal and critical thinking skill in delivering the ideas. Besides, the use of debate has been an effective technique to strengthen the students' speaking and critical thinking abilities (p. 35).

Adding students' knowledge. In addition, through English debate activity, the researcher found that students can get and add knowledge. According to (Senja .D4.9) said that "through English debate activity students can get and add the knowledge". For the reason was that material of English debate activity related to the topic discussion in the classroom. So, when the teacher gave question students more active to answer the question than the other friends. Furthermore, there was an argument from Quinn (2009) said that "debating gives you the chance to meet new people and new knowledge. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues" (p. 1).

Aspects of English Speaking Skills that Improves by Joining English Debate Activity.

This research found four aspects of English language skill that students improve by joining English debate activities. They are vocabulary mastery, grammar, pronunciation, fluency, and expressive devices. Detailed explanation will be explained in the following paragraph.

Vocabulary. According to all of the participants, they told that joining English debate activity can improve their vocabulary mastery. Firstly, the statements from (Aira. A1.9) "through English debate activity can improve

students' vocabulary. For the reasons because when students did practice students listen to new vocabulary from the coach or got new vocabulary from the material that students have read. Besides, (Benu.B2.5) told that "joining English debate activity helping students to have much vocabulary". For the reason, because when doing practice, following debate competitions, read the material, listen to a speech from other friends and practice with coach be able to improve vocabulary mastery. Meanwhile, (Cahya. C3.4) said that "English debate activity can develop students' vocabulary". He said that students' will hear new vocabulary from the other friends than for a long time it will be familiar so automatically it can help students to develop the vocabulary. Lastly, (Senja. D4.3) told that "English debate activity can help students' to improve their vocabulary". She told that not only daily vocabulary that students used but also they used a formal and scientific word so that it can improve students' vocabulary.

Besides that, to support those arguments there was a statement from Sinder (2011) added the used of debate technique will improve students English speaking skill which includes pronunciation, fluency, grammar, and also vocabulary. The use of debate and dialogue techniques should be implemented in the classroom to strengthen the language or weak the fear to use it (p. 157).

Grammar. Furthermore, in grammar, there were three participants said that English debate activity can develop their grammar. As (Aira. A1.7) statement "through English debate activity can improve students' grammar". Then, (Benu. B2.6) said that "English debate activity helps students to improve their grammar" Aira and Benu have the same reason they said that students' have to pay attention

when they want to deliver the arguments so that the audience and judges understand about what they said.

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Pronunciation. Afterward, in pronunciation, there were two statements from participants that told that joining English debate activity can encourage students' to have clear pronunciation. As mentioned (Benu. B2.9) "English debate activity can help students to have correct and clear pronunciation" he said that when students read the material sometimes they found new vocabulary then they are should check on their online dictionary how to pronounce it. Besides, (Senja. D4.5) mentioned that "English debate helps students to develop their pronunciation" for the reasons because if students did mistakes when pronouncing the word there was a coach that correct their pronunciation. So, when students following competition judges can get the point.

Those statements in line with Alasmari and Ahmed (2013) confirm that the use of debates activity inside the classroom improves students' pronunciation, fluency, and vocabulary of English. At the same time, it is in line with Ali and Salahuddin (2013) who stated that the use of debate, speech, and conversation in EFL classes will push out the students' fear of the English language. Moreover,

regular practice of debate, speech, and conversation will improve the different English skills such as fluency, pronunciation, and vocabulary (p. 147).

Fluency. Through joining English debate activity also give convenience for the students' such as having fluency in speaking English skill. One of the participants told that "English debate activity makes students fluent in speaking especially in full English" (Benu. B2.2). Besides, for the reason was in English debate activity they should be brave to deliver the arguments, listen to arguments of friends', and then how to disprove the arguments in front of many people. Then, Benu also mentioned that in English debate activity students' taught sequences or components to speak fluent and structured. The sequences or components were Assertions, Reasoning, Example and Link back (AREL).

The assertion was students have to know the argument, for example, justification, urgency, harm benefit and etc. Then for the Reasoning was students' should be to give the reason why the argument was valid and can be applied in status quo (SQ) to be the best option to solve the problems. Next, was Example in here students should giving valid evidence to solve the problem above. Lastly, Link back was at the end of the speech students should explain all arguments to make adjudicators understand what students mean. Furthermore, as mentioned by the participant it is in line with Derby (2007) said that the debate technique can be one of the methods to support students fluent in speaking English (p.2).

Expressive devices. The last was expressive devices. The researcher found that public speaking was the aspect that students get from joining English debate activities. As mentioned by (Cahya.C3.3) "English debate activity helps

students to improve their expressive devices". The reason was in English debate activity students taught about how the manner and the matter. Then, the coach also taught how to make sure the adjudicator, start from eye contact, gesture and etc.

In addition to supporting the statement (Harmer, 2002, as cited in Rubiati 2010) mentioned that, the English native speakers transform the stress and pitch on a specific part of a phrase, vary the speed and volume, and paraded through other nonverbal and physical that has meaning how feeling they are. Using all of these devices will give a contribution to the ability to recapture the meaning and enable the extra expressions of emotion and intensity to appear.

This research found five roles and four aspects of English debate activity in developing students' English speaking skills. The roles of English debate activity are to boost students' to have self-confidence in speaking, motivate students to speak English language, develop students' critical thinking in speaking, improve students in speaking English skill and add students' knowledge. Meanwhile, there are four aspects of English debate activity in developing students' English speaking skill. They are improving students' vocabulary, grammar, pronunciation, fluency, and expressive devices.