

**SPEAKING STRATEGIES USED BY INDONESIAN EFL  
LEARNERS IN ENGLISH DEBATE  
(A Case Study of Indonesian University Student Debaters at  
Formasi-Universitas Brawijaya)**

**UNDERGRADUATE THESIS**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2016**

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**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of *Sarjan Pendidikan***

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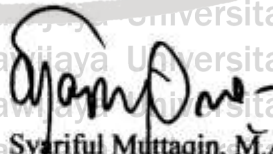
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## ABSTRACT

Fatkurrozin, Sahroni. 2016. **Speaking Strategies Used by Indonesian EFL Learners in English Debate. (A Case Study of Indonesian University Student Debaters at Formasi-Universitas Brawijaya).** English Language Education Program, Universitas Brawijaya. Supervisor: Dian Inayati, M.Ed

Keywords: debate, speaking strategies, speaking skill.

One of the paramount activities in English club to improve students' speaking ability is debate. *Formasi* is an English club referring to one of the extracurricular programs held by Universitas Brawijaya that provides this debate activity. *Formasi's* debate teams have received outstanding achievement, some of which are Champion of East Java Varsities English in 2015 and Grand finalist for the World University Debating Championship EFL category at Thessaloniki in 2016. Thus, the study is aimed at describing the speaking strategies used by Indonesian EFL learners in English debate at *Formasi*.

This study used a case study design as it concerns on individual, group, or an activity program in a certain time. The subjects of these studies were AA and HA who were considered as two of the best *Formasi'* debate team members due to their achievement. In the process of collecting data, three techniques were used, they were observation, interviews, and documentation. For enhancing the validity of the data, triangulation process was done by cross-checking the data gained from those three techniques.

This study reveals that the two best *Formasi* members often used six speaking strategies in debate. Those are compensatory strategies such as synonym, and social strategies such as asking questions to get verification and asking for clarification of confusing points. The third strategy is cognitive strategies such as analyzing, note taking, summarizing and outlining, while the fourth is metacognitive strategies such as monitoring mistake. Next is memory-related strategies that is image body movement, and the last is affective strategies such as using deep breathing and keeping mood. This result of this study may give contribution to several parties. For English learners, it may give clear information about debaters' speaking strategies. For English teachers, it may inspire teachers to make creative strategies in learning speaking skill. For future researchers, they are suggested to conduct further research on the implementation of another activity in debate.



## ABSTRAK

Fatkur, Sahroni. 2016. **Strategi Berbicara yang Digunakan oleh Peserta Didik EFL Indonesia di Debat Bahasa Inggris. (Studi Kasus Mahasiswa Pedebat Indonesia di Formasi-Universitas Brawijaya)**. Program Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Dian Inayati, M.Ed

Kata kunci: debat, strategi berbicara, keterampilan berbicara.

Salah satu kegiatan yang penting di klub Bahasa Inggris untuk meningkatkan kemampuan berbicara siswa adalah debat. *Formasi* adalah klub Bahasa Inggris yang menjadi salah satu program ekstrakurikuler yang di adakan oleh Universitas Brawijaya yang menyediakan aktifitas debat ini. Tim debat *Formasi* telah menerima prestasi yang hebat, beberapa di antaranya adalah Juara Jawa Timur Varsities English pada tahun 2015 dan Grand finalis untuk kategori World University Debating Championship EFL di Thessaloniki pada tahun 2016. Dengan demikian, penelitian ini bertujuan untuk mendeskripsikan strategi berbicara yang digunakan oleh peserta didik Indonesia dalam debat bahasa Inggris di *Formasi*.

Penelitian ini menggunakan studi kasus yang mana mencakup individu, kelompok dan aktifitas program. Subjek dari penelitian ini adalah AA dan HA yang di anggap sebagai dua anggota terbaik dari tim debat *Formasi* berdasarkan prestasi mereka. Dalam proses pengumpulan data, tiga teknik yang digunakan, adalah observasi, wawancara, dan dokumentasi. Untuk meningkatkan validitas data, proses triangulasi dilakukan dengan pemeriksaan silang pada data yang diperoleh dari ketiga teknik tersebut.

Penelitian ini mengungkapkan bahwa dua anggota terbaik *Formasi* menggunakan enam strategi berbicara di dalam debat. Yaitu strategi compensatory seperti sinonim, dan strategi sosial, seperti mengajukan pertanyaan untuk mendapatkan verifikasi dan meminta klarifikasi dari titik membingungkan. Strategi ketiga adalah strategi kognitif seperti analisis, membuat catatan, merangkum dan menguraikan. Sementara strategi yang ke empat adalah metakognitif seperti memantau kesalahan. Selanjutnya adalah strategi memory-related seperti gerakan tubuh. Dan yang terakhir adalah strategi afektif seperti menggunakan pernapasan dalam, dan menjaga suasana hati. Hasil dari penelitian ini semoga memberikan kontribusi kepada beberapa pihak. Untuk pelajar bahasa Inggris, hasil dari penelitian ini semoga memberikan informasi yang jelas tentang strategi bicarannya pedebat. Untuk guru bahasa Inggris, semoga dapat menginspirasi para guru untuk membuat strategi kreatif dalam belajar keterampilan berbicara. Bagi peneliti selanjutnya, mereka disarankan untuk melakukan penelitian lebih lanjut tentang pelaksanaan kegiatan lain dalam debat.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>DECLARATION OF AUTHORSHIP</b> .....	iii
<b>SUPERVISOR'S APPROVAL</b> .....	iv
<b>BOARD OF EXAMINERS' APPROVAL</b> .....	v
<b>ACKNOWLEDGMENTS</b> .....	vi
<b>ABSTRACT</b> .....	viii
<b>ABSTRAK</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 Problem of the Study.....	8
1.3 Objective of the Study .....	8
1.4 Significance of the Study .....	8
1.5 Definition of Key Terms .....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	10
2.1 Importance of Speaking Skill.....	10
2.2 Debate .....	11
2.2.1 Definition of Debate.....	11
2.2.2 Elements of Debate .....	13
2.2.2.1 Cases .....	13
2.2.2.2 Arguments.....	16
2.2.2.3 Rebuttals.....	17
2.2.2.4 Speeches.....	17
2.2.2.5 Listening.....	19
2.2.2.6 Research.....	19
2.2.2.7 Advanced Issues.....	20
2.2.2.8 Adjudication.....	21
2.2.3 Benefit of Debate .....	22
2.2.4 Debate Style .....	23
2.3 Speaking Problems in Debate .....	25
2.4 Ways to Improve Speaking in Debate.....	28
2.5 Learners' Speaking Strategies in Debate .....	30
2.6 Previous Studies .....	39



<b>CHAPTER III RESEARCH METHODS</b> .....	42
3.1 Research Design .....	42
3.2 Data Source .....	43
3.2.1 Setting of the Study .....	43
3.2.2 Subjects of the Study .....	44
3.3 Data Collection .....	44
3.3.1 Data Collection Techniques .....	45
3.3.1.1 Observation .....	45
3.3.1.2 Interview .....	46
3.3.1.3 Documentation .....	48
3.3.2 Data Collection Procedure .....	49
3.4 Data Analysis .....	51
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	53
4.1 Findings .....	53
4.2 Discussion .....	66
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	68
5.1 Conclusion .....	73
5.2 Suggestion .....	75
<b>REFERENCES</b> .....	77
<b>APPENDICES</b> .....	82

## LIST OF TABLES

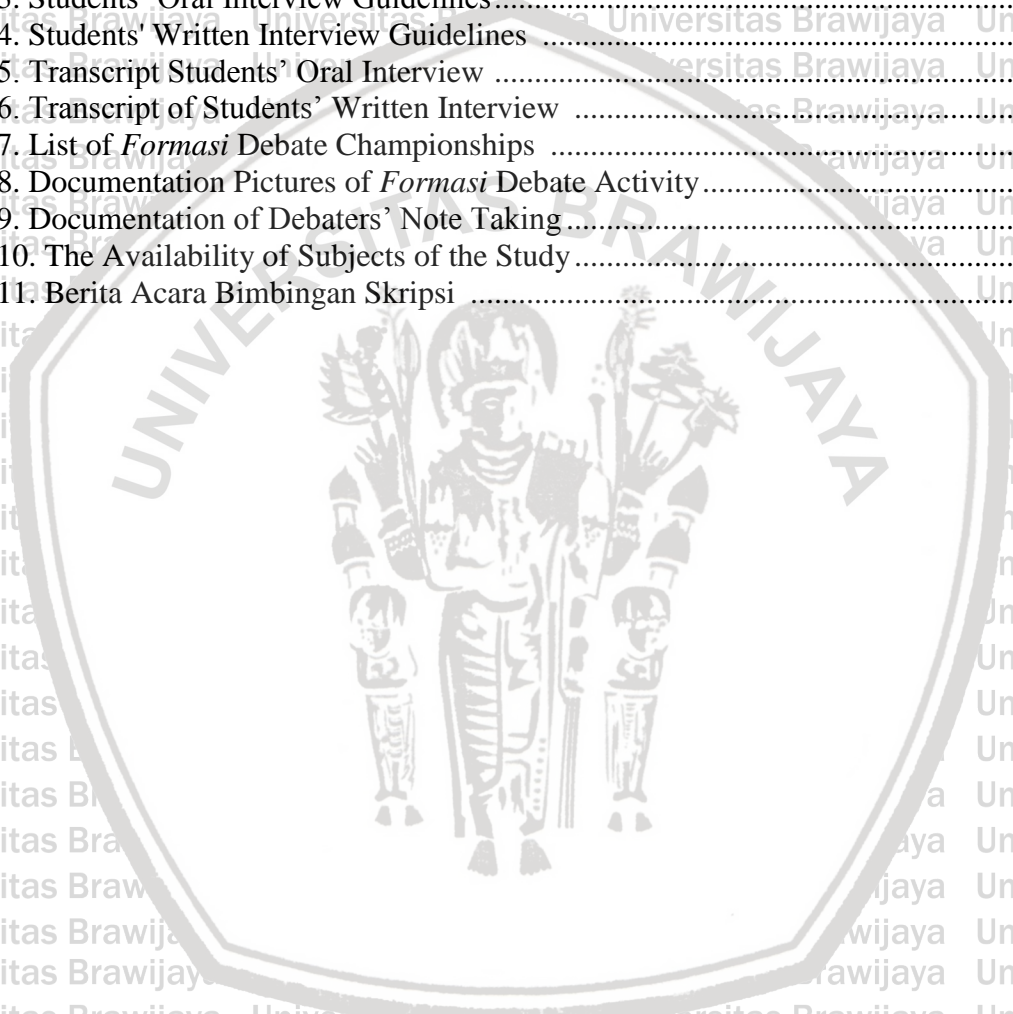
	Page
2.5.1 Debaters' Speaking Strategies.....	36
3.3.1 Debaters' Oral Interview Framework.....	47
3.4.1 Data Analysis.....	51
3.4.2 Diagram of Triangulation.....	52
4.1.1 Speaking strategies used by the debaters.....	62





## LIST OF APPENDICES

	Page
1. Observation Checklist .....	82
2. Field Note .....	88
3. Students' Oral Interview Guidelines .....	95
4. Students' Written Interview Guidelines .....	98
5. Transcript Students' Oral Interview .....	99
6. Transcript of Students' Written Interview .....	125
7. List of <i>Formasi</i> Debate Championships .....	127
8. Documentation Pictures of <i>Formasi</i> Debate Activity .....	128
9. Documentation of Debaters' Note Taking .....	130
10. The Availability of Subjects of the Study .....	131
11. Berita Acara Bimbingan Skripsi .....	133



## CHAPTER I

### INTRODUCTION

This chapter presents the introduction of the study that contains background of the study, statement of research problem, objectives of the study, significance of the study, and definition of key terms.

#### 1.1 Background of the Study

Speaking is one of the skills which has to be mastered by most people because it is one of the most important aspects in learning a second language or foreign language. Nunan (1991) claims that “To most people, mastering art of speaking is a single most important aspect of learning a second or foreign language” (p.39).

Similarly, according to Qureshi (2010), “The importance of speaking skills, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script ” (p.2). It is considered as the most important aspect because speaking is a tool for communication with others in all over the world, which causes English learners learn it in order to develop their proficiency of speaking skill (Richards & Renandya, 2002).

One of the speaking activities which can develop students’ proficiency of speaking skill is debate. Debate is almost similar to a discussion but it tends to have more rules. Debate refers to a formal argument, in which two opposing teams propose or attack a given proposition or motion in a series of speeches, is governed by a set of rules which permits interruptions by the opposition, and can be judged by a panel of



judges or by an audience (Kidd, 2002). According to Ve & Purwaningtyas (2011), debate is principally an ordered discussion. To explain, it is a regulation based on discussion of topics. Debaters expand the arguments and declare the argumentative speeches in order to make their cases. Debate consists of two groups in which one group is as the pro-side and the other is as the contra-side. Then the two groups will be given a topic or motion and they have to make a strong argument about it by adding evidence.

Meanwhile, according to Ray (2003), debate is not about rules, it is about influence. People are influenced by a variety of ways, logical and illogical, reasonable and unreasonable. Debate can build a unique set of skills, help students analyze problems, think critically, synthesize arguments, and present those ideas in a cogent and convincing manner (World School Debating Championship, 2011). Kidd (2002) adds that debate can explore students' critical thinking, enhance learners' presentation skills, and increase teamwork. Furthermore, through debate, students may gain several benefits. Amrullah (2010) argues that debate is considered a good activity to improve speaking ability since each student is given a chance to speak, chance to take the leading roles in the discussion since both sides of the argument are exposed, and it increases teamwork. Snider and Lawrence (2011) agree that debate gives free or strong potential thinking and discussion. Somjai & Jansem (2015) say that debate teaches students to cooperate with one another. It educates students with responsibility, encourages creativity, deepens friendships, gives the ability to speak

freely improves students' critical thinking, and develops students' speaking ability in communication.

Debate activities involve a number of important processes. Snider and Lawrence (2011) say that debating inherently involves a number of essential processes which add extra dimensions to the learning situation, some of which are declaring an issue, giving arguments to the opposition, maintaining the arguments from the critique of opponents, and developing a perspective about all of the issues that enables a decision about the question at hand. All of these require highly proficient speaking skill.

One of the important skills that debaters should have is speaking. They should have highly proficient English speaking ability to organize their message in away where others can understand clearly. Somjai & Jansem (2015) state that English speaking ability is the ability to express the English language in conversation purposively, the ability to speak fluently and converse effectively, the ability to use language structure and vocabulary in the exact context, the ability to use appropriate pronunciation, and the ability to apply it in appropriate manner.

Every debater has a strategy in debate to make them win the debate such as how to convince the judges when they deliver their goal. Scarcella & Oxford (1992) argue that compensatory strategies are thinking strategies that empower the learners to have a reflective cognitive learning style. These speaking strategies are using synonyms, talking around, and the missing word to help the learners improve their speaking skill.



Next is social strategies, they are methods which relate with communication that helps learners create or enhance their relationships with others (Scarcella & Oxford, 1992). These strategies help the learners to work with others and understand the target culture as well as the language such as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

There are some other learning strategies which have been identified by Scarcella & Oxford (1992). First, cognitive strategies are the specific methods that learners use to perform academic tasks or to improve social speaking skills. It enables learners to manipulate the language material in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas.

Next, metacognitive strategies are methods used to help students understand the way they learn or identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy (Scarcella & Oxford, 1992).

Then, memory-related strategies are method used when the learners try and remember something for a very short period (Scarcella & Oxford, 1992). These learning strategies enable learners to learn and retrieve information in an orderly string such as acronyms, while other techniques create learning and retrieval via

sounds, images, a combination of sounds and images body movement, mechanical means or location.

According to Scarcella & Oxford (1992), affective strategies are learning strategies concern with managing emotions both negative and positive. It identifies one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Affective strategies are divided into three parts.

However, achieving this proficiency is a challenging task. Debaters need more chance to practice and enlarge their proficiency in speaking skill in order to maintain and extend it. Trent (2009) states that serious practice and improved attempt are needed in learning a language, because it differs from language acquisition, and confidence in terms of nervousness of making errors needs to be overcome. The debaters need to drill their proficiency in speaking to minimize the errors while speaking, such as training their breath problem, enunciation problem, pitch problem, monotone or singsong delivery, volume problem, and delivery problem.

Due to the struggles and efforts that the debaters have to gain the achievement, it is important to investigate the debaters' strategies to improve their debating skill which leads them to victory. Every learner has his own strategies in learning. Scarcella & Oxford (1992) define strategies as "actions, behaviors, steps, or techniques which are used by students to enhance their own learning" (p 63). The term strategy implies aware movement toward a goal. The goal of language learning



strategies is to enable learners to complete individual learning tasks (Richards & Lockhart, 1996).

Debaters should develop their proficiency in speaking skill by practicing their language not only in formal condition such as in English class but also in non-formal condition by joining extracurricular organization or community that shares the same goals. One of the English clubs that represents this debate community is *Formasi*.

*Formasi* is one of the extracurricular programs which is held by Universitas Brawijaya to help improve students' English speaking proficiency. To improve students' English speaking skill, English club offers varieties of programs such as speech, games, storytelling, and debate. *Formasi's* debate teams have received the best achievement nationally and internationally, some of which are Champion of East Java Varsities English in 2015 and Grand finalist for the World University Debating Championship EFL category at Thessaloniki in 2016, which underlined the reason for the researcher to choose this organization.

There have been relevant previous studies which can be the references to conduct this study. Nisa' (2015) described the implementation of debate method in teaching speaking in English Club at SMK PGRI 2 Kediri. The subject of this research was a teacher of SMK PGRI 2 Kediri as the coach of English club. This study aimed to know the implementation of debate method in teaching speaking in English Club at SMK PGRI 2 Kediri and described what style of debate that was emphasized to be implemented to ease the students practice the speaking skill by analyzing the real phenomena happening in the surrounding.

A similar study was conducted by Saidah (2015) who used descriptive qualitative research describing the debate activities at Bhawikarsu English Club of SMA 3 Malang. These results of this study revealed that the program was implemented well. The facilities, media, and materials used were very appropriate to fulfill the students' needs, and the learning procedure of the debate practice was in line with the standard of international debating championship. Moreover, the motivation of the BEC debate students was very high.

Another study was conducted by Firdaus (2012) who described the implementation of Australian Parliamentary Debate to teach speaking to students of class XII Science 2 in SMA Trimurti Surabaya. The subjects of the research were taught speaking or debate students class XII Science 2 in SMA Trimurti using Australian Parliamentary Debate. Another aim of the study is to know the effects of the implementation of Australian Parliamentary Debate in promoting high school students' critical thinking skill.

All of the studies used descriptive qualitative design. They focused on describing the debate activities at the English club as an extracurricular program and the implementation of Australian parliamentary debate to teach speaking. However, their studies did not explain about the learners' speaking strategies through debate as their main focus. Meanwhile, this research focuses more on learners' speaking strategies through debate so that they can get many achievements in speaking through debate.



The two best *Formasi* debate members were chosen to be the subjects of the research. They were chosen due to their experience and accomplishment in debate nationally and internationally, which was assumed due to their experience, strategies, and efforts in learning English speaking skill through debate. There are many skills which have to be mastered by debaters, one of which is speaking, which become the focus of this research.

**1.2 Problem of the Study**

Based on the background, the research problem that can be constructed is as follows: “What are the speaking strategies used by Indonesian EFL learners in English debate at *Formasi*?”

**1.3 Objective of the Study**

Based on the problem of the study, the study aims at describing the speaking strategies used by Indonesian EFL learners in English debate at *Formasi*.

**1.4 Significance of the Study**

The researcher expects that this study can make a significant contribution in the field of teaching and learning of speaking, to all people generally, and to students or teachers especially in teaching and learning language. For English teachers, the result of this study may inspire teachers in school and tutor to make creative strategies in learning speaking skill especially in debate which will make students comfortable with those strategies which are used.

For English learners, it can be reference for students to learn speaking skill easily. For students, the study may give clear information about speaking strategies which are used by learners in debate contest.

Furthermore, for the next researchers, this study may be able to be their reference to conduct further research on the implementation of another activity in debate as extracurricular program.

### **1.5 Definition of Key Terms**

This research uses some technical terms, and in order to avoid misunderstanding for the readers, the key terms are defined as follows:

- a) Debate is an ordered discussion in which debaters expand the arguments and declare the argumentative speeches in order to make their cases (Ve & Purwaningtyas, 2011).
- b) Speaking strategies are actions, behaviors, steps, or techniques which are used by students to enhance their speaking in debate (adapted from Scarcella & Oxford, 1992).
- c) Speaking skill is the productive oral skill and an ability to express feeling, converse taught, and express a sequence of ideas fluently (Nunan, 1991).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter describes review of related literature including the importance of speaking skill, debate, speaking problems in debate, ways to improve speaking strategies in debate, learners' speaking strategies in debate, and previous studies on debate.

#### 2.1 Importance of Speaking Skill

Speaking is one of language skills that needs to be mastered in learning English. According to Florez (1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Nunan (1991) adds that speaking is oral interaction which expresses our idea and thoughts in our mind. Similarly, Harmer (2001) states that speaking happens when two people are talking to each other and they are sure that what they are doing is a good reason. Their reason may be that they want to speak or to receive something. Nunan (1991) says that speaking is the productive skill and the ability to convey feeling, converse thought, and express a sequence of ideas fluently.

Therefore, by speaking, we can communicate with other people.

Based on the description above, speaking is one of the skills which has to be mastered by most people because it is one of the most important aspects in learning second language or foreign language. Nunan (1991) claims that "To most people, mastering art of speaking is single most important aspect of learning second or

foreign language” (p.39). Similarly, according to Richards & Renandya (2002), speaking is considered as the most important aspect because it is a tool for communication with others in all over the world, which causes English learners learn it in order to develop their proficiency of speaking skill. Richard (2008) states that mastering speaking skill in English is the main concern for many foreign language learners. Learners often evaluate their success in language learning as well as the effectiveness of their English course. It cannot be denied that mastery of one’s speaking skill can be assessed by their language achievement (Bunrkart, 1998). Considering the importance of mastery speaking skill to enhance their speaking proficiency, the learners have to be supported with activities that encourage them to use their speaking ability, one of which is debate.

**2.2 Debate**

One of the speaking activities which can develop students’ proficiency of speaking skill is debate. Further explanation about debate and its procedures will be discussed in the following.

**2.2.1 Definition of Debate**

Debate to some experts is similar to a discussion but tends to have more rules. Debate refers to a formal argument, in which two opposing teams propose or attack a given proposition or motion in a series of speeches, is governed by a set of rules which permit interruptions by the opposition, and can be judged by a panel of judges or by an audience (Kidd, 2002). Similarly, according to English Debate Club (2010),



debate is an activity of an argument between two or more participants which has clear rules to argue and decide issues and differences, either individually or in groups and the outcome of debate will be decided by the jury. Ve & Purwaningtyas (2011) state that debate is an ordered discussion in which debaters expand the arguments and declare the argumentative speeches in order to make their cases. EDS UI (1998) adds that debate is about assembling and organizing effective arguments, persuading, and entertaining audience, and using the language to convince people that the arguments outweigh the opposition's. Somjai & Jansem (2015) agree that debate is about actual issues or a speaking situation in which two groups or teams of people do not agree or opposite points of view are presented and argued.

Debate is not just about discussion which has more rules but it is also an activity which involves two sides arguing to ensure the jury by giving the persuasive argument. The process of convincing the adjudicator is made through giving persuasive arguments made by the debater. Smith (2001) argues that debate is a way of mediate between differences or a particular form of argument. It is not a way of reconciling differences. In a debate, the speakers are regularly separated on both sides of the motion. Speakers for the motion are the "Proposition" or "Government" or "Affirmative", speakers against the motion are called the "Opposition" or "Negative". Members of each team are assigned position as 1st, 2nd, and 3rd speaker (Flynn, 2007).

Based on the explanation above, debate is an activity which involves between two teams (pro-side/affirmative and contra-side/negative) to discuss and decide issues and differences. The debate is conducted by following clear rules and the outcome of the debate can be judged by a panel of judges or by an audience.

**2.2.2 Elements of Debate**

There are some elements in a debate that are required to consider as part of debating such as cases, arguments, rebuttals, speeches, listening, research, advanced issues, and adjudicators (EDS UI, 1998). Because the Australian-Asian style is the mostly used, this study will discuss each of the elements of Australian-Asian debate as follows:

**2.2.2.1 Cases**

In debating, it is not sufficient for a team to deliver speeches individually without any structure. A case is the set of arguments which include facts, examples and rational explanation based on a main idea. A case is developed to propose the motion which is given in a debate. While the preparation time, both teams will build their cases which is called as case building process. In the case building process, both teams need to explain the motion, definition, theme line, and team split. Each of them will be discussed below:

**A. Motion**

Motion is recognized as topics which are a full propositional statement that decides what a debate shall be about (EDS UI, 1998). In the debate, the affirmative



team must argue to defend the propositional statement of the motion, and the negative team must argue to oppose it. A motion should always be in the form of a statement.

These are some examples of motions that are debatable:

- That we should give President Habibie a chance
- That Indonesia should change its constitution
- That football is overvalued in today's society
- That cigarette companies should not be held responsible for the bad effects of smoking
- That long is better than short

B. Definition

Before a debate appears, the motion which should be given must first be defined by the affirmative team. A definition explains the motion. A definition also makes a clear description of limitations to the motion. This prohibits the debate from unclear and confusing show of unrelated arguments and different interpretations from both teams. A definition must be logical debatable, must have a logical relation to the motion (EDS UI, 1998).

Definitions must also be fair and debatable, reasonable, tautological, and "Truistic" or self-proving arguments are not accepted (Flynn, 2007). It means that affirmative team must be prepared to justify it. This is not to say that they may not decide an abnormal interpretation of the motion it. If a negative team has accepted the definition, they only have to say so. If the definition has been accepted, then the

definition must stand and the negative team must adjust their case to that definition.

The definition should catch the motion as a complete. The affirmative team has to define the motion. If this definition is irrelevant, then the negative speaker may challenge the definition. If the definition is relevant but does not suit the negative, they can effort to redefine with the adjudicators. If a definition is given to all the other teams entirely ignore it, then, the defining speaker is efficiently out of the debate.

C. Theme Line

The theme line is the major instrument of argumentation which is used to show a team's stand on the motion or the underlying logic of a team's case. A theme line explains a team's strategy in defending or adverse the motion. EDS UI(1998)states that the theme line of a team must support every team member's speech because it is the main idea that links together the first, second, and third speakers, ensuring among all speeches.

A theme line should be reserved short, and it perhaps gets from words or phrases, a single sentence, or an arrangement of some speeches into a rational syllogism (EDS UI, 1998). D'cruz (2003) states that there are several reasons that make a theme line is important. Firstly, each team is struggling to set up that their proposition is correct. Secondly, a cohesive approach means that the speakers are capable to link their individual arguments to their proposition. Thirdly, the audiences who do not take notes will be better to remember the major arguments by the team if themes are consistent across all speeches.



**D. Team Split**

Debate is not individual speeches but debate is a team activity. Every speaker must consider their team role and their individual role. In considering team method, adjudicators give score to the team who adopts effective structure (Ibid, 2003).

Therefore, there is a need to fix on how the arguments should be spread to all speakers and that is called as the team split. In making team splits, every speaker develops the arguments and each of individual speech has to prove the motion (EDS UI, 1998).

**2.2.2.2 Arguments**

According to EDS UI (1998), argumentation is the process of giving explanation about why a point of view should be accepted. It involves with logic and evidence which supports conclusion. The speakers mostly use relevant evidences to strengthen their arguments. The argument procedures are making a point, giving the reason for that point, and supplying evidence to back the point up.

Debating is about convincing the judges with the strong arguments. In making arguments, debaters need to follow the rules. Arguments work when they are placed in furtherance of a case or, as the rules place it, "material is supposed to be relevant, logical, consistent, and relevant because case is the standard by which adjudicators assess your arguments. Flynn (2007) adds that there were some good models for making arguments. It was ARE (Assertion-Reasoning-Evidence). First, the speaker gives the arguments. Second, they have to give the rational reason to make the

arguments trusted. Then, the speaker must put the relevant evidences to support the arguments.

### 2.2.2.3 Rebuttals

Rebuttal is persuading the audience means that debaters must give explanation both why their arguments are correct, while why their opponent's arguments are incorrect (D'cruz, 2003). EDS UI (1998) adds that rebuttal is the process of showing that the opposing team's arguments should be accorded less weight than is claimed for them.

While proving that their opponent's arguments are wrong, their arguments are correct. Rebuttal may require establishing: the opposing argument is based on an error of fact, or an invalid interpretation of fact, the opposing argument is inappropriate to the proof of the topic, the opposing argument is illogical, the opposing argument, while itself correct, involves unacceptable implications, and the opposing argument, while itself correct, should be accorded little weight (D'cruz, 2003).

### 2.2.2.4 Speeches

Flynn (2007) states that following is a rough outline of how to organize speech. Commonly just use these as guidelines and, ideally, expand a style and structure which you are comfortable with. EDS UI (1998) claims that an effectively structured speech will have the following features, such as: first it should have an attractive opening which captures the attention of the audience. Second it should have



a logically statement of the purpose and general direction of the speech, and third it should have a logical sequence of ideas which shows a clear development of the speaker's argument. The other features are the speeches must have a proportional allocation of time completely, and to each main point which enables the objective of the speech to be achieved, and have a conclusion or a summary of the main points made in the speech (EDS UI, 1998).

In order to have an effective speech, each speaker in the team should clearly know their role.

A. Role of Speakers

There are three speakers in each team in a debate. The role of each speaker will be discussed below:

First speaker is to determine the basics of their team's cases. This concerns outlining the case, i.e. giving a definition (affirmative) or receiving and opposing the definition (negative), explaining the theme line and team split. However, the first speaker also must deliver arguments which support their case. The first negative speaker must rebut to the 1st affirmative speaker. Second (Middle) speaker should deal with arguments, plus a bit of rebuttal against the previous speaker.

Third (Rebuttal) speaker is to attack the opposing team's speech. Rebuttal should be carried out on a global level (team wise) and on a more detailed level (speech wise). Team wise means a rebuttal speaker should attack and show the weakness argumentation and logic the opposing team's whole case. Meanwhile, speech wise means a rebuttal speaker should show the mistakes that are made by each

individual speech. Reply speaker is to give a conclusion of the debate and ensure biased adjudication. The reply speakers give a review of both their own team and the opposition's team arguments.

**2.2.2.5 Listening**

EDS UI (1998) says that good debaters have to have good listening. The debaters require to make sure that they listen carefully to the speech which is being delivered by the opposing team. In order the debaters can rebut the other side's case efficiently and counter to the dynamics of the debate. Miscarriage in listening well may cause a debater to repeat the other side's arguments incorrectly. This is considered as a significant point in debating because debaters are supposed to counter the other side by what they said. Debaters should not make too much noise which can disturb the speaker having the floor. Violation of this rule is called "heckling" and may cause penalty points.

**2.2.2.6 Research**

Research is essential to make a winning in speech. Regulation in debate competitions, thirty minutes before the debate begins, motion will be given. In this case, the research plays vital role to make a winning in debating. There are many sources that can help the debaters in emphasizing their argument by adding evidences such as in books, magazines, newspapers, the internet, television, radio, brainstorming, a word of caution, and discussions (Flynn, 2007).



**2.2.2.7 Advanced Issues**

The issue of adjudication makes up an entire subject on its own. EDS UI (1998) states that adjudication is the process of decision which team will win the debates. That is conducted by an adjudicator, or a panel consisting of an odd number of adjudicators. There must be a winner in a debate. It will be no “draws”. The adjudicators judge the speaker’s speech in different aspects for debating such as matter, manner, and method.

EDS UI (1998) states that matter aim at the points, arguments logic, facts, statistics, and examples brought up through the course of the debate. Meanwhile, according to Flynn (2007), matter is the category that judges the content of a speaker's speech which includes the arguments and evidences that they present to hold up his/her team's side of the topic. EDS UI (1998) states that manner is the style of public speaking; the use of voice, language, eye contact, gestures, humor, and personality as a medium for making the audience more amenable to the which is being delivered. Similarly, Flynn (2007) states that manner is the category that judges the way a speaker presents his/her material. It consists of some factors such as eye contact, gesturing and voice projection. Meanwhile, method includes the effectiveness of the structure and organization of each individual speech, the effectiveness of the structure and organization of the team case as a whole, and the extent to which the team reacts suitably to the dynamics of the debate (EDS UI, 1998). Method is category that assesses the way speakers structures their speech). It

consists of some factors such as dynamics (the way that a speaker responds to their opposition's strategy) and rebuttal (Flynn, 2007).

**2.2.2.8 Adjudication**

EDS UI (1998) states that adjudication is the process of decision which team will win the debates. That is conducted by an adjudicator, or a panel consisting of an odd number of adjudicators. In giving decision to each speaker the adjudicators take several considerations. D'cruz (2003) states that adjudicators must give their decision after careful consideration. This will consist of listening carefully to all speakers in the debate, taking notes and applying the rule of debating.

According to D'cruz (2003) the adjudicator has three functions in debate. First is making a decision which team has won the debate, in many debates, the adjudicator is necessary to award marks to speakers and teams. The adjudicator must make the decision and the marks should reflect that judgment. The marks are only as a guide to the adjudicator's progressive assessment of the debate.

Second is giving an explanation of the reasons for the decision. In giving the decision, adjudicators have to light the critical which is differences between the teams rather than replay the whole debate. A useful start is to total the marks in each of matter, manner and method for each team. Mostly adjudicators use these marks as their focus for comment. At the end of the adjudication, the debaters have to explain a clear understanding of why their team won or lost. And third is presenting constructive feedback to the debaters. The feedback given by an adjudicator is the



most significant basis for speakers' improvement because feedback can influence the confidence of individual debaters. Adjudicators must get this responsibility seriously.

**2.2.3 Benefits of Debate**

Branham & Meany (1998) state that debate can improve the intellectual and ethical development of its participants by challenging them to make defensible judgments in which they must critically investigate complex issues, question given assumptions, evaluate the reliability of data, and consider alternative perspectives.

Somjai & Jansem (2015) add that debate teaches students to cooperate with one another. It educates students with responsibility, encourages creativity, deepens friendships and the ability to speak freely, improves students' critical thinking, and develops students' speaking ability in communication. Snider and Lawrence (2001) agree that debate gives free or strong potential thinking and discussion.

Based on the explanations above, debate is incredibly helpful for the learners to speak confidently in front of public without some problems such as anxiety, lacking of ideas, and afraid of making arguments. It also improves learners' motivation since they are given an opportunity to speak up and also increases learners' fluency and accuracy in speaking. By holding debate activity, learners will get much opportunity to practice their English in the environment.

### 2.2.4 Debate Styles

Debate is an activity of an argument between two or more participants which has clear rules to argue and decide issues and differences, either individually or in groups and the outcome of debate will be decided by the jury (English Debate Club, 2010). Formally, debate is held in the legislative institutions such as parliaments, mostly parliaments is in the countries that employ the opposition system. While informally, the debate is constructed in the schools or universities. That is called as competitive debate. The formats which are used in competitive debate are similar with formal debate which is conducted in the parliament. From this case, came the term which is parliamentary debate. It is one of the most popular styles of competitive debate (D'cruz, 2003). There are some parliamentary debate styles, one of which is Australian-Asian Parliamentary (Australasian). This style is mostly used by debaters in debate contest because it has debate system which is different from other debate styles. For example, Australasian system is largely the same with other debate styles, one difference is Australian-Asian system uses POI (Point of Information) or Interrupt.

Australian-Asian Parliamentary (Australasian) style comes from Australia but its effects spread to the debate competitions which are held in Asia, and its name is the *Australasian Parliamentary format*. Australia-Asia Debate is a form of academic debate. In the past few years, this style of debating has enlarged dramatically both Australia and the Asian region, but in the case of the Philippines, the format is also employed by the British Parliamentary Format (EDSA debate contest, 2011). The



context in which the Australia-Asia style of debate is used varies, but in Australia is mostly used at the Primary and Secondary school level. Australia-Asia style debates consist of two teams who argue an issue, issue which is argued called a topic or motion. The issue, by convention, is presented in the form of an affirmative statement (D'cruz, 2003). Based on Australasian style in EDS UI (1998), a motion is given thirty minutes before the debate begins.

A debate is done between two teams of three members each. These two teams will be divided to as the Affirmative and the Negative. Members of each team are assigned positions as 1st, 2nd, and 3rd speakers. For each debate, a motion is given. After the motion is given, teams are given thirty (30) minutes to prepare for each debate. Each of the speakers will deliver a substantial speech of seven (7) minutes duration and either the 1st or the 2nd speaker on both sides will deliver the reply speeches for their teams. Reply speeches will be five (5) minutes. The affirmative team must define the motion and support motion by giving constructive arguments. The negative team must counter the motion as defined by the affirmative, and construct a counter-case against the affirmative. If the negative team thinks that the definition is illogical, they may challenge the definition and intend an alternative definition. The speaking order in a debate depends on whether it is individuals or teams, or both, and the style being used in the competition (Flynn, 2007).

Reply speech is one typical of this format. Reply speech delivered by the first or second speaker from each team, and the opposition speaker starts first, followed by

the government speech. Often, only the first or second speaker of a team is permitted to create the reply speech. Points for the reply speeches are worth only half of points scored in the substantive speeches. There are no interruptions (POI) in this format.

The adjudicator in Australasian format consists of one person or odd numbered panel.

In the panel, each adjudicator will vote without deliberations. Thus, the panel's decision can be undisputed or split decision (EDS UI, 1998).

Each speaker has a set speaking time according to the rules agreed to by both teams. The first warning usually comes at 2 minutes to the final warning (such as at 6 minutes in a 6–8 minute speech). The second warning is then given the end of allotted time signaling the debater to round off as soon as possible or risk losing points as in the case of many Australian schools. Sometimes a double bell will sound the second time to allow a distinction to be drawn between the first and second bells. Some competition rules specify that a speaker must complete his/her speech within 30 seconds either side of the final bell, some competition rules specify that a speaker must complete his or her speech within 30 seconds either side of the final bell, the warning bell acting only as a warning and not as an indicator that a speaker must stop speaking (D'cruz, 2003).



### 2.3 Speaking Problems in Debate

Context of English in Indonesia is as a foreign language. It has been questioned why most of undergraduate students cannot speak English confidently, particularly when they practice their English in the real context such as practicing their English with native speaker (Boonkit, 2010). In addition, according to Kachru (1992), Indonesia belongs to the expanding countries where English is not used as their first language, but it is generally used as their foreign language. Thus, English generally can be found only in the classroom. Speaking problem faced by students may happen because the learners in Indonesia lack exposure in their environment (Kormos, 2008).

Brown (2001) states that there are some factors affecting learners' ability to express ideas through speaking. First is affective factors. That happens when students do not desire to get the risk of speaking because they think that their speaking is incorrect. Second is the interaction effect. That happens when it requires the students to understand what they will say, how to say things, when the right time is, and other discourse rules, which may discourage students to speak up. Last, students may keep away to speak a foreign language, lack of confidence, and afraid of communicating.

Shumin (1997) adds that due to minimum exposure and active use of the target language, students of the non-English speaking countries, like Indonesia, are quite poor in spoken English. Further explanation by Richard (2008) claims that there are two typical learner problems. Those are internal factors and external factors. The internal factors which mostly make students get difficulty in speaking are lack of

vocabularies, poor grammar, and their unwillingness to find the input by themselves.

Meanwhile, there are two external factors which make students get difficulty in speaking. One is limited environment which can support them to practice English frequently and the other is time to study during school. They have limited time to get opportunity in oral activities, since they get mostly written activities rather than oral activities.

With regards to debate, there are some speaking elements in a debate that are considered by some debaters as their problems of debating. Rybold (2006) states that debaters have problem in delivering their arguments such as nervousness. They have good ideas but they have nervousness when they deliver their arguments to the audiences, so, the audiences do not fully understand their arguments. Another problem is they may have weak ideas but sell themselves to the audience with great delivery skill. Beebe & Beebe (2015) state that debaters have difficulty to concentrate and remember messages when their working memory is full, so good debaters have to have good listening and concentration. EDS UI (1998) adds that in rebuttal, the debaters are required to make sure that they listen carefully to the speech which is being delivered by the opposing team, in order that the debaters can rebut the other side's case effectively and counter to the dynamics of the debate. Rebuttal involves attacking your opponents' arguments, which is generally much more difficult to prepare rebuttal in advance than to prepare your substantive arguments (Quin, 2005).

Grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence (Brown, 2001). Grammar is one of the complicated



aspects to learn among other aspects because organization or morphemic units into meaningful combination deals with grammar. Grammar rules have to be used in speaking because it can help the learners speak the target language correctly. However, Richards & Renandya (2002) argue that learning to speak foreign language is not enough if just knowing rules of grammar or semantic rules. Learners also have to know knowledge of how native speakers use language in the context of structure interpersonal exchange.

Achieving speaking proficiency is a challenging task. Debaters need more chance to practice and enlarge their proficiency in speaking skill in order to maintain and extend it. Trent (2009) states that serious practice and improved attempt are needed in learning language, because it differs from language acquisition. The debaters need to drill their speaking skills proficiency to minimize the errors while speaking such as training their breath problem, enunciation problem, pitch problem, monotone or singsong delivery, volume problem, and deliver problem (Snider, 2008).

Considering the speaking problems which are faced by the debaters above, it is sensible to discuss ways to overcome the problems and to improve debaters' speaking ability in debate

### 2.4 Ways to Improve Speaking in Debate

In order to solve speaking problems, a number of factors are required to be considered for affecting successful learning. Rios (2013) argues that the best way to improve a speaking skill is by engaging in conversation with an English-speaking peer, colleague, or friend who is patient and willing to assist learners along.

Conversations complete with the circle of communication: they listen, speak, give back feedback, and listen again. Gestures can also assist them convey their meaning and ask for clarification. In fact, being able to stop the conversation and start again to get clarification or feedback is the reason that conversation is the most useful technique for improving speaking skill.

According to Saskatchewan Elocution and Debate Association (2007), debate activities, discussion, storytelling, and speech are some speaking activities that can give contribution to the learners' self-confidence as speakers and increase their motivation because those activities give confidence to the learners to explore their language and produce a helpful atmosphere that require them to not be afraid of making mistakes. Branham & Meany (1998) add that debate is one of speaking activities which can stimulate communication skills that allow individuals to speak for themselves. Rybold (2006) states that debate will assist the learners to overcome their fear and improve their speaking skill. It also will improve their speaking skill that will assist them to communicate effectively in English. With new debating skill, it will be able to give them more power on their own voice, so, they will become better speaker in all situations such as private and public speaker. The debate



activities give language input that is extremely crucial for learners to get higher exposure to the target language. The more language exposure the learners get, the better his language proficiency is. Language environment must be created for the learner to acquire a high quality input.

### **2.5 Learners' Speaking Strategies in Debate**

Every debater has a strategy in debate to make them win the debate such as how to convince the judges when they deliver their goal. Scarcella & Oxford (1992) argue that compensatory strategies are thinking strategies that empower the learners to have a reflective cognitive learning style. These strategies are used for learners to increase their speaking skill by guessing from the context in listening and reading. These speaking strategies are using synonyms, talking around, and the missing word to help the learners improve their speaking skill. Compensatory strategies are divided into two parts, namely guessing intelligently and overcoming limitation in speaking and writing. First, guessing is essential for listening and reading. It helps learners to release belief that they have to recognize and understand every single word before they can understand the overall meaning. Learners can actually comprehend a lot of language through systematic guessing, without necessarily comprehending all the details. Two compensation strategies relevant to listening and reading involve using linguistic clues and other clues. Second, overcoming limitation in speaking and writing are strategies for speaking and writing contribute to learning by allowing learners to stay in conversation or keep writing long enough to get sustained practice.

Next is social strategies, they are methods which relate with communication that helps learners create or enhance their relationships with others (Scarcella & Oxford, 1992). These strategies are significantly associated with learners' speaking proficiency. These strategies help the learners to work with others and understand the target culture as well as the language such as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. In listening and reading, asking questions for clarification or verification is used more often than asking for correction while in speaking and writing, asking for correction is used often

There are some other learning strategies which have been identified by Scarcella & Oxford (1992). First, cognitive strategies are the specific methods that learners use to perform academic tasks or to improve social speaking skills. It enables learners to manipulate the language material in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas. Cognitive strategies are divided into four parts. Those are Practicing, receiving and sending information, analyzing and reasoning, and creating structure for input and output. First, practicing contains five strategies: repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Next, receiving and sending information contains two strategies: getting the idea quickly is used for listening and reading, using resource receiving and sending message is used



to find out the meaning of what is heard and read in the new language or produce message into new language. Then, analyzing and reasoning deductively, analyzing expression, analyzing contrastively, translating, transferring, these five strategies help the learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. These strategies are valuable, but they can cause problems if it is over used. Last is creating structure for input and output. These strategies aid all four skills. The three strategies in this group are taking notes, summarizing, and highlighting. These can help learners sort and organize the target language information that comes their way highlighting. In addition, these strategies let students to demonstrate their understanding tangibly and prepare for using the language for speaking and writing.

Next, metacognitive strategies are methods used to help students understand the way they learn or identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy (Scarcella & Oxford, 1992). Metacognitive strategies consists of centering your learning, arranging and planning your learning, and evaluating your learning. First is centering your learning is finding a focus or center for learning is important no matter what the language skill. Without appropriate strategies for centering, language learners face merely confusion and noise. Next is arranging and planning your learning. This strategy for arranging and planning are helpful in developing all language skills. This strategy concerns with

discovering the nature of language learning, organizing to learn, establishing aims, considering task purposes, planning for tasks, and looking for chances to practice.

Evaluating your learning is divided into two parts. Those are self-monitoring and self-evaluating. The two strategies in this set relate to monitoring one's own errors and evaluating one's overall progress. Both are useful in all the skill areas.

Then, memory-related strategies are method used when the learners try and remember something for a very short period (Scarcella & Oxford, 1992). These learning strategies can help the learners link one second language item or concept with another but do not necessarily involve deep understanding. Learners can use these memory strategies to retrieve target language information quickly, so that this information can be employed for communication involving any of the four language skills. The same mechanism that was initially used for getting the information into memory for instance a mental association can be used later on for recalling the information. Just thinking of the learner's original image, sound-and-image combination, action, sensation, association, or grouping can quickly retrieve the needed information. Various memory-related strategies enable learners to learn and retrieve information in an orderly string such as acronyms, while other techniques create learning and retrieval via sounds, images, a combination of sounds and images body movement, mechanical means or location.



According to Scarcella & Oxford (1992), affective strategies are learning strategies concern with managing emotions both negative and positive. It identifies one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Affective strategies are divided into three parts. Those are lowering your anxiety, encouraging yourself, and taking your emotional temperature. First, lowering your anxiety helps learners to lower their anxiety, no matter which skill or combination of skills is involved. Then, encouraging yourself helps the learners to find ways to keep their spirits up and persevere as they try to understand or produce the new language. Next, taking your emotional temperature involves with feeling, attitudes, and motivations through a variety of means and also helps learners to notice their emotion, avert negative ones, and make the most of positive ones.

While according to O'Malley et al. (1985), language learning is divided strategies into three main categories: cognitive Strategies, metacognitive Strategies, and socio affective strategies. Firstly, cognitive strategies, cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (e.g., using prior knowledge to comprehend new language material, applying grammar rules to a new context, or classifying vocabulary according to topic). Then, metacognitive strategies deal with pre-planning and self-assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities (e.g., previewing the language materials for the day's lesson, organizing one's thoughts before speaking, or reflecting on one's

performance). The last is social strategies. Social strategies include the actions that learners choose for interacting with other learners, a teacher, or with native speakers (e.g., asking questions for clarification, helping a fellow student complete a task, or cooperating with others).

Another strategy which is used by them in debate is didactic strategies.

Simonneaux (2002) used didactic strategies in teaching debate which follows a consistent scientific approach or educational style to engage the student's mind.

Didactic strategies have been put forward to develop students' speaking debate skills in giving arguments in the area of biotechnology. Biotechnology input was supplied to the students in five situations to help increasing students' speaking skill in giving arguments which helps them to contribute in the debates. It can be assumed that the type of information which is given to students would influence the quality of their arguments.

Snieder (2008) states that in the aspects of debate speech assessment, speakers or debaters have to have good impression because the judges will form an overall impression from the way they speak. The way speakers speak should be with energy, enthusiasm, commitment, and variety. The speaker sound should not be loud or forceful but has to be soft and sympathetic. Yuan et al. (2015) argue that debating strategic heuristics can be applied to increase students' speaking strategies in debating and reasoning skills and knowledge. In the context of an educational human-computer debate, the computer is eventually proposed to be not only a debate competitor but also an intelligent tutor. The computer is required to have the ability to



argue either as a proponent or as an opponent of the topic under discussion, and this implies that the computer's knowledge base can support both the opponent view and proponent view. Shaw (2015) adds that the strategy of evasion which is the strategy of a weak case has a very different object and very different means for reaching its object. This common type of strategy looks for always to avoid the issues, sometimes by intentional and far from discussion of unrelated matters, and quite frequently by delaying necessary proof under the issues until there can be no opportunity for reply.

**Table 2.5.1 Debaters' speaking strategies (Scarcella & Oxford (1992), Snieder (2008), Shaw (2015), and O'Malley et al. (1985))**

No	Theory from the experts	Speaking strategies	Sub Strategies
1	Scarcella & Oxford (1992)	Compensatory Strategies	Synonyms
			Talking around
			The missing word
		Social Strategies	Asking questions to get verification
			Asking for clarification of a confusing point
			Asking for help in doing a language task
			Talking with a native-speaking conversation partner
			Exploring cultural and social norms.
		Cognitive Strategies	Analysis
			Note-taking
			Summarizing
			Synthesizing
			Outlining
		Metacognitive	Planning for an L2 task

	Strategies	Arranging a study space and a schedule
		Gathering and organizing materials
		Monitoring mistakes
		Evaluating task success
		Evaluating the success of any type of learning strategy
	Memory-Related Strategies	Acronyms
		Retrieval via sounds
		The meaning of the word
		A combination of sounds
		Images body movement
		Mechanical means or location
	Affective strategies	Mood and anxiety level
		Talking about feelings
		Rewarding oneself for good performance
Using deep breathing or positive self-talk		
2 Snieder (2008)	Strategy of impression	Energy
		Enthusiasm
		Commitment
		Variety
3 Shaw (2015)	Strategy of evasion	Avoiding the issues
		Delaying necessary proof under the issues
4 O'Malley et al. (1985)	Cognitive strategies	Retention
		Storage
		Retrieval of words



		Phrases
Metacognitive strategies		Pre-planning
		Self-assessment
		On-line planning
		Monitoring
		Evaluation
Social strategies		Asking questions for clarification
		Helping a fellow student complete a task
		Cooperating with others

These strategies above are strategies used by debaters in improving their speaking skill in their debate competition or in practicing their speaking skill but most common strategies used were from Scarcella & Oxford (1992). The researcher used these speaking strategies because it is based on theory from (Oxford & Leaver, 1996) that the most beneficial strategy instruction to be woven into regular, everyday second language teaching, although other ways of doing strategy instruction are possible. Six major strategies of L2 learning strategies are compensatory strategies, Social strategies cognitive strategies, metacognitive strategies, memory-related strategies, and affective strategies.

### 2.6 Previous Studies on Debate

Several studies have been conducted to describe the implementation of English club as an extracurricular program. Nisa' (2015) described the implementation of debate method in teaching speaking in English Club at SMK PGRI

2 Kediri. The subject of this research was a teacher of SMK PGRI 2 Kediri as the coach of English club. This study aimed to know the implementation of debate method in teaching speaking in English Club at SMK PGRI 2 Kediri and described what the style of debate that was emphasized to be implemented to ease the students practice the speaking skill by analyzing the real phenomena happened in the surrounding. The data of this study was analyzed through triangulation method. The finding of this study indicated that debate method was a good way to train the speaking ability using suitable vocabularies correlated to the real fact which was ease to memorize them step by step and gave opportunity to students to explore their speaking skill in some of communicative skills and scholarship for their achievements.

A similar study was conducted by Saidah (2015) who described debate as an English Extracurricular Program at Bhawikarsu English Club of SMAN 3 Malang.

The students of SMA 3 Malang at Bhawikarsu English club were as her subjects of the study. The finding of this study revealed that the debate program was implemented well. The facilities, media, and materials used were very appropriate to fulfill the students' need, and the learning procedure of the debate practice was in line with the standard of international debating championship. Moreover, the motivation

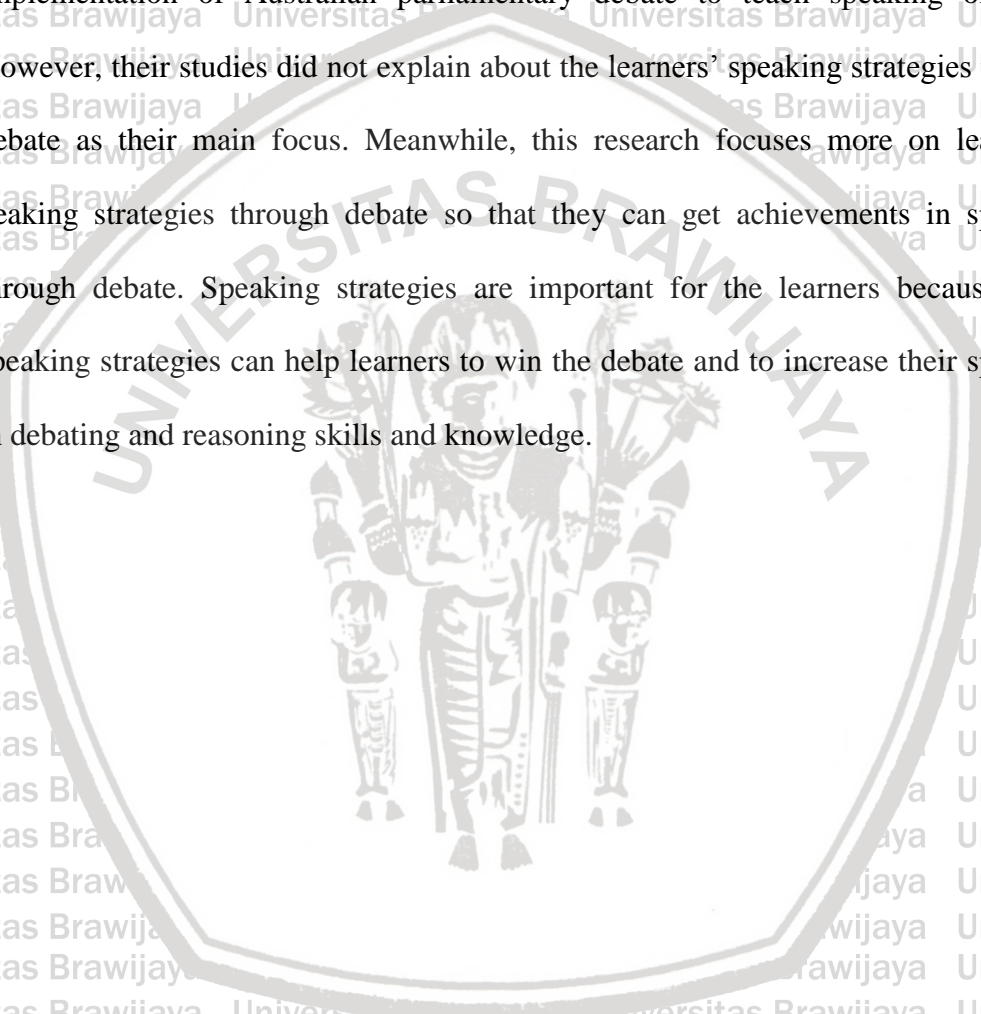


of the BEC debate students was very high. The data in this study was analyzed through triangulation method. The finding of this study indicated that debate activities can develop student' proficiency in speaking skill at Bhawikarsu English club of SMAN 3 Malang.

The other study was conducted by Firdaus (2012) described the implementation of Australian parliamentary debate to teach speaking of class XII Science 2 in SMA Trimurti Surabaya. The subjects of the research were the teaching and learning of speaking of class XII Science 2 in SMA Trimurti using Australian Parliamentary Debate. The aim of this research was to get clear description of the implementation of Australian Parliamentary Debate in the teaching of speaking, and to know the effects of the implementation of Australian Parliamentary Debate in promoting high school students' critical thinking skill. The method which was applied in this research was naturalistic study. The finding showed the following results: (a) the implementation of APD in SMA Trimurti Surabaya encourages students to speak communicatively, (b) the implementation of APD can promote critical thinking ability of students in SMA Trimurti Surabaya.

All of the studies used descriptive qualitative design, Nisa' (2015) and Saidah (2015) focused on describing the debate activities at the English club as an extracurricular program while Firdaus (2012) focused on describing the implementation of Australian parliamentary debate to teach speaking of class.

However, their studies did not explain about the learners' speaking strategies through debate as their main focus. Meanwhile, this research focuses more on learners's speaking strategies through debate so that they can get achievements in speaking through debate. Speaking strategies are important for the learners because these speaking strategies can help learners to win the debate and to increase their speaking in debating and reasoning skills and knowledge.





## CHAPTER III

### RESEARCH METHOD

This chapter consists of four sub-chapters, they are research design, data source, data collection, and data analysis.

#### 3.1 Research Design

In this study, researchers used a research method using a qualitative approach with the methods of case study research. Hancock et al (2007) state that qualitative research is a study of behavior in natural setting or uses people's account as data and usually there is no manipulation of variables. Then, according to Bodgan and Biklen (1998), there are some characteristics in qualitative research. First, this study uses natural setting. Next, researcher is the key instrument. Then, the results were analyzed inductively and descriptively. The last, this research focuses on process rather than on product.

The type of this research was case study research because it focused on individuals which were two best *Formasi* members. Stake (1995) states that a case study concerns on individual, group, or an activity program in a certain time. Yin (2002) adds that case study is an empirical inquiry that investigated the phenomenon in the context of real life, where the boundaries between phenomenon and context are not clearly evident.

According to Hancock et al (2007), a qualitative research focuses on investigating the way people look at certain phenomenon in different perception.

Descriptive qualitative method was used by the researcher because it is suitable to study the phenomenon related to the implementation of debate as a method in speaking. It will be conducted in a natural setting, without intentionally manipulating the environment. Qualitative research has a variety of tools to collect the data such as observations, field note, interview, and recordings. They were used by the researcher to collect the data.

### 3.2 Data Source

The research was conducted at *Formasi* in Universitas Brawijaya. The subjects of this study were the two best *Formasi* members, they were AA and HA.

Data in this research focused on debaters' speaking strategies in debate, gained from two best *Formasi* members. The data from them provided information about their speaking strategies in debate.

#### 3.2.1 Setting of the Study

The research was conducted at *Formasi* in Universitas Brawijaya. *Formasi* stands for *Forum Mahasiswa Studi Bahasa Inggris (English Student Forum)* in Universitas Brawijaya. *Formasi* is one of the English clubs that represents this debate community. It is one of the extracurricular programs which is founded by Universitas Brawijaya to help improve students' English speaking proficiency. *Formasi* is categorized as one of the best English extracurricular programs in



Universitas Brawijaya. It is proven by many debate competitions that they have won by their students.

### 3.2.1 Subjects of the Study

The main subjects of the research were two best *Formasi* debate members, they were AA and HA. They were chosen because they were assumed to have good speaking skills in debate nationally and internationally due to their accomplishment.

Some of their group speaking achievements in debate were Quarterfinalist of Debate in Asia English Olympic, Binus University in 2014, Champion of East Java Varsities English in 2015, and Grand finalist for the World University Debating Championship EFL category at Thessaloniki in 2016 meanwhile, some of their individual speaking achievements in debate were the best speaker of Smanisda Debate Open, Sidoarjo in 2014, the best speaker in NUDC Kopertis University VII, Surabaya in 2015, and The best speaker of English Students Competition, Malang in 2014, which underlined the reason for the researcher to choose these two best *Formasi* members as subjects of the study.

### 3.3 Data Collection

The data were collected by using four instruments, those were observation sheets, field notes, documentation, and interview guide. Those four instruments were used by the researcher to help the researcher access the subjects and record the data in the form of writing. As a qualitative research, the main instrument in this study was human instrument (Bogdan & Biklen, 1998).

### **3.3.1 Data Collection Technique**

In the process of collecting data, three techniques were used: observation, interviews, and documentation. The explanation of each is as follows:

#### **3.3.1.1 Observation**

According to Ary, et al (2006), qualitative observations rely on describing the setting, behaviors, and the interactions. It means that the observation used to collect the data is a systematic way to understand and interpret actions, interaction or the meaning of event. In this study, observation was conducted to look for information about speaking strategies used by learners in debate activities and the students' speaking problems in debate. Observation is one of the important instruments because it could observe whether the actions that were being done are good or not. Non-participant observation was used by the researcher, meaning that the researcher was only as an observer.

The observations were conducted twice by the researcher. When conducting observation, the researcher used recorder to help the researcher record the speakers' speech during debate activity. The observation data were collected in the form of a checklist and field note. Observation checklist was used by the researcher (see appendix 1), to help the researcher observe the activity during the debate activities and speaking practices. Observation checklist which was used by the researcher was adapted from (Scarcella & Oxford, 1992). The researcher observed the activity directly to describe the real situation during debate activities and note all the



phenomena that happened in the process of debate activity on a field note (see appendix 2). Field note was chosen by the researcher to get the data in the form of writing.

### 3.3.1.2 Interview

Interview is one of the most widely used methods for obtaining qualitative data (Ary, et al, 2006). Bogdan & Bilden (1998) state that interview is a purposeful conversation, it is usually between two people or more, that is directed by one to get information from the other". Meanwhile, Ary, et al (2006) state that interview is a way to gather data on subjects' opinion, beliefs, and feeling about the situation in their own words. In this research, the researcher interviewed two best *Formasi* members. The two best *Formasi* members were asked by the researcher about their speaking strategies in debate.

The interviews were conducted to get more information as well as clarification from the members of *Formasi*. When the researcher conducted the interview, an interview guideline was used by the researcher to help the researcher focus on the questions related to debater's speaking strategies. And the influence of debate activity towards their speaking ability was also asked. The format of the university students' interview guide can be seen in appendix 3. When the interviews were conducted, the researcher used notes and recorded the interview process in order to keep the information authentic.

Written interview was also used by the researcher to get more information about speaking strategies that the debaters used in debate which may not be covered in oral interview (see appendix 4). The written interview questions consisted of five questions while the interview questions were made by the researcher. The written interview was in the form of self-written report to explore each of the debaters' speaking strategies.

**Table 3.3.1 Debaters' oral interview framework adapted from Saidah (2015) and Scarcella & Oxford (1992)**

	Dimension	Sub Dimension	Questions Item/Indicators
<b>1</b>	<b>Debate</b>	Opinion about the influence of <i>Formasi</i> debate towards students' achievement in speaking	<b>1</b>
		Reasons for joining debate activities	<b>2</b>
		Debate achievements	<b>3-4</b>
		Constraints in the debate program and its solution	<b>5</b>
		Comment and suggestion	<b>6</b>
<b>2</b>	<b>Speaking in debate</b>	Importance of speaking skill in debate	<b>7</b>
		Students' problems in learning speaking skill in debate	<b>8</b>
		Fluency and accuracy in debate	<b>9-10</b>
		Vocabulary Mastery	<b>11</b>
		Topic Mastery	<b>12</b>
<b>3</b>	<b>Speaking Strategies</b>	Compensatory Strategies	<b>16</b>
		Social Strategies	<b>15, 19,20</b>
		Cognitive Strategies	<b>18</b>



	Metacognitive Strategies	13-14
	Memory-Related Strategies	17
	Affective strategies	21-23

In this research, in making debaters' oral interview guidelines, the researcher used debaters' oral interview framework first. The oral interview framework was based on three dimensions and sub dimensions, those are debate, speaking in debate, and speaking strategies. Each of the sub dimensions was used by the researcher to make the questions related to their speaking strategies in debate. The researcher used the theory based on Scarcella & Oxford (1992) about speaking strategies in making oral interview guidelines because it is based on theory from (Oxford & Leaver, 1996) that the most beneficial strategy instruction to be woven into regular, everyday second language teaching, although other ways of doing strategy instruction are possible. Six major strategies of L2 learning strategies are compensatory strategies, Social strategies cognitive strategies, metacognitive strategies, memory-related strategies, and affective strategies.

**3.3.1.3 Documentation**

Personal documents owned by the two subjects were used by the researcher. According to Arikunto (2006), documentations are the data from the transcripts, books, documents, notes, and pictures. The documents were considered important since the data gained were real written explanation about their speaking activities and any relevant documentation that support their speaking strategies employed. In

addition, the documentations about debate events conducted by *Formasi* were also needed to give more complete description about the speaking strategies which debaters used in debate such as the way the debaters trained their speaking strategies, their debate score, and books that they used in learning their speaking in debate. The researcher also took the picture of debate activity process and used the photo as additional documentation of this study.

### 3.3.1 Data Collection Procedure

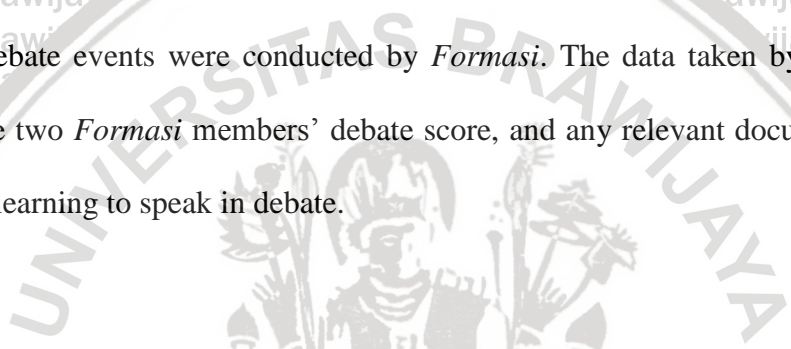
The process of data collection was done on June 2016 when the debate activities in *Formasi* were held. Observation was conducted first intensively every day in a week by the researcher in order to get the basic information about their speaking strategies in debate activities. The observation data were then noted in the form of a checklist and field note.

Once the observation was conducted, the researcher interviewed two best *Formasi* members. The interview was divided into two parts, those were written interview and oral interview. The written interview and oral interview were not held at the same time. The written interview was held first at the time then oral interview was held the on next day after conducting written interview. In the written interview, the researcher asked the two debaters to write a self-report related to their speaking strategies that they used in debate. Second, the researcher used oral interview, meaning that the researcher asked directly to two best *Formasi* members by giving some questions based on the interview guideline. The two best *Formasi* members



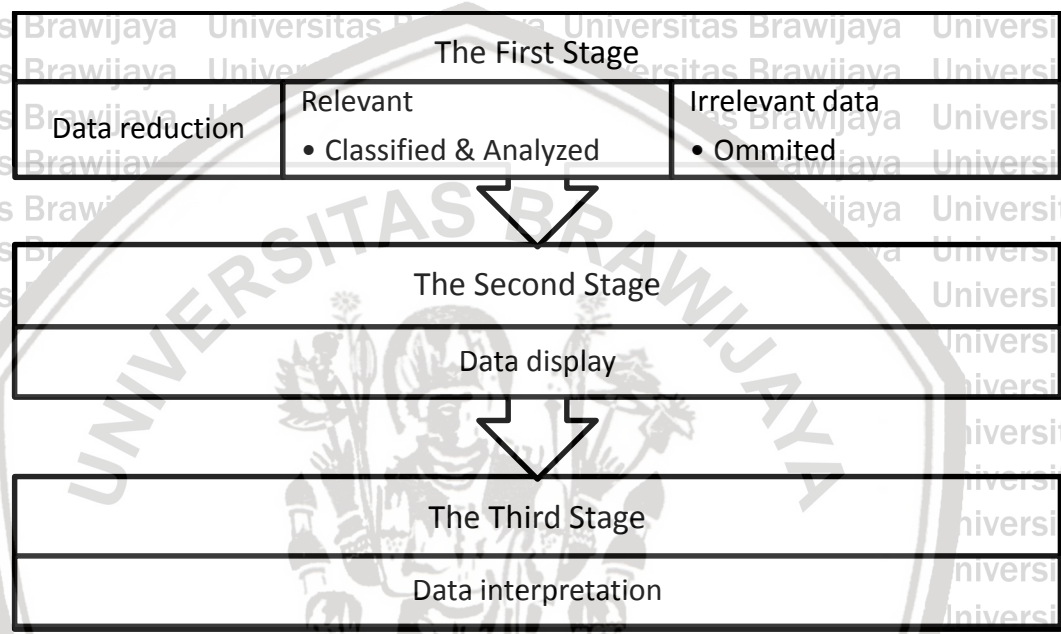
were chosen due to their experience and accomplishment in debate nationally and internationally, which was assumed due to their experience, strategies, and efforts in learning English speaking skill through debate. The purpose of the interview was to get additional data from the two best *Formasi* members, meaning that the data that researcher got from the two best *Formasi* members would be richer.

The documentations were done after having the interview and observation about debate events were conducted by *Formasi*. The data taken by the researcher were the two *Formasi* members' debate score, and any relevant documents that they used in learning to speak in debate.



### 3.4 Data Analysis

The data which were obtained were processed through three stages which are drawn in figure 3.4.1

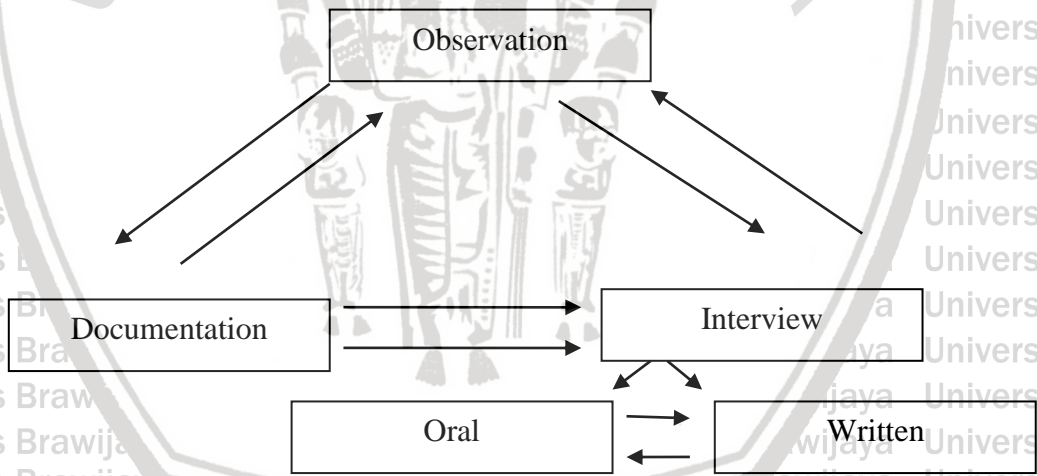


**Figure 3.4.1 Data analysis process (adapted from data analysis: interactive model by Miles & Huberman, 1987)**

The technique of analyzing the data was adapted from Miles & Huberman (2007) who stated that after the data had been collected, the next step was analyzing the data using those three process activities: data reduction, data display, and data verification. In the first stage, the data were reduced and selected whether those were relevant or irrelevant data. The irrelevant data was omitted, while relevant data was classified based on the need of answering the research's questions. Then in data display, all of the collected data was transcribed into written text. The researcher led to draw the conclusion of the research which was arranged by a set of information.



Ensuring that the findings and interpretations are accurate and credible, triangulation was conducted. Triangulation process was done by cross-checking the three steps of data (Guion, 2002). First, the data from oral and written interview were cross-checked with the result of the observations and the data from the documentations. Then, the data which was collected during the observation on the checklist and field notes were cross-checked with the result of the documentations and the result of the interviews. Next, the data from documentations were cross-checked with the data from the interview and the data from observation. And the third process of triangulation was the data from the interviews were cross-checked with the result of the observations and the data from the documentations.



**Figure 3.4.2 Diagram of Triangulation Process**

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the findings of this study and its discussion in the form of descriptive analysis. It is divided into two sub chapters which are findings and discussions. Findings include the descriptive data of the learner's speaking strategies toward debate activity, while discussion consists of the discussion of these findings.

#### 4.1 Findings

This subchapter presents the findings of the data collected by observations, documentations, and interviews. The main data were obtained by conducting the interviews, oral and written with the two best *Formasi* members in order to complete the data that could not be obtained from the observations. The interviews were oral and written interview. The written interviews with the two best *Formasi*'s members were conducted on 25<sup>th</sup> and 26<sup>th</sup> June and then the oral interview was conducted on 27<sup>th</sup> and 28<sup>th</sup> June. The supporting data were obtained from the observations of debate activity process conducted by *Formasi* which were attended by two *Formasi* members: AA and HA. Based on the *Formasi*'s recommendation, the observations were conducted in two meetings: June 23<sup>th</sup> and 24<sup>th</sup> of 2016 by referring to *Formasi*'s schedule. When the research was conducted by researcher in *Formasi*, they researcher found that the two best *Formasi* members used six speaking strategies in debate practice and debate competition, they are compensatory strategies, social strategies,



cognitive strategies, metacognitive strategies, memory-related strategies, and affective strategies.

#### 4.1.1 Speaking Strategies Used by Indonesian EFL Learners in English Debate

When the researcher conducted the research at *Formasi*, the data were collected by using observations, documentation, oral interviews, and written interviews. When the research was conducted by researcher in *Formasi*, the researcher found that the two best *Formasi* members used six strategies in debate practice and debate competition. Those were compensatory strategies, social strategies, cognitive strategies, metacognitive strategies, memory-related strategies and affective strategies.

The first speaking strategy was cognitive strategies. The researcher found in observations and oral interview that cognitive strategies were used by the two best *Formasi* members before debating such as analysis, note taking, summarizing, synthesizing, and outlining however, during the observations not all of the sub strategies were used by the two best *Formasi* members before debate practice and debate competition. They used four sub strategies, those were analysis, note taking, summarizing, and outlining.

In the observation the researcher found that the two best *Formasi* members were given preparation time for about 30 minutes by the tutor to discuss the motion outside with their group. In preparation time AA made analysis related with the motion given then he made note taking to help him in delivering their argument in

debate after that he did outlining by making some important points, and the last he made summarizing (see appendix 9, the documentation of debaters' note taking).

While in preparation time HA made an analysis about the motion, theory, and evidence. After that he prepared some important notes before debate, and the last he did summarizing to help them in delivering their argument in debate (see appendix 9, for the documentation of debaters' note taking).

In the oral interview, AA used cognitive strategies such as making note and summarizing. Before debate AA wasted his time to write as many as possible by making note in order he would not forget with the speech which he will be presented.

After making note he would do summarizing. AA mentioned that he used note taking and summarizing, as stated below:

*Yes, before delivering my speech, I write as many as I can. So I do not forget the speech which I will present. As point of the important points, important examples, I prepared it from the word to word, but sometimes it is difficult to do so I'm leaning power point method that indeed I wrote little but I developed when I perform. I did a lot of reading in order I understand a deeper so that I do not need note-taking before the debate. (retrieved from oral interview excerpt with AA on 28<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)*

While in the oral interview, HA also used cognitive strategies such as note taking and summarizing. He made two notes before debate. They were clean note and dirty note. Not only notes that he made before debate but also he summarized the whole thing needed before debate such as the theories, the evidences, and the arguments. HA mentioned that he used note taking and summarizing before debate, as stated below:



*I do everything. I usually do the practice in front of the mirror every day. I give myself topic then I spoke. The second I practice on the bike when wanted to go campus. When not busy I always read in the debate application to obtain further information updates. When I practice, I got two ways. The first was dirty note. When adjudicator or tutor's talking, immediately I noted. And second was a clean note. I noted again what they are talking about. When I am lazy to write, I will record and I'll note when I am at home.* (retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

The next is affective strategies. Affective strategies were divided into four sub strategies. Those were mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Based on oral interview the two best *Formasi* members mentioned that those four sub strategies were used. AA said that deep breathing strategy was used when they wanted to emphasize on their arguments (see appendix 9, for the documentation of debaters' note taking).

When AA wanted to control their mood before debating, they used mood and anxiety level such as the debaters ate chocolate, listened to most favorite songs and read the books. HA mentioned that he used mood and anxiety level before debate, as stated below:

*When the debate I feel sad, I will do things that do not make me sad as I am eating chocolate, listening to music, or reading a book. When in the practice I will stop for a break to control my mood to be optimal in the next practice.* (retrieved from oral interview excerpt with AA on 28<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

HA used rewarding oneself for good performance, when he wanted to reward their self to achieve their victories in debate competition such as appreciating their own self by eating his favorite food, buying mobile phone, having holiday, or having long sleep. HA mentioned that he used rewarding oneself for good performance before debate, as stated below:

*I always did it for my own self taking example, if I won the debate competition I'll eat my favorite food, buying something like a mobile phone, having holiday, or having long sleep because I was very tired-out race.(retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)*

In oral interview HA mentioned that the feeling was important because if our feeling was not good it will influence with our performance in debate. So when HA got problems with bad feeling he would use affective strategies such as talking about feelings to keep his good mood, as stated below:

*The feeling was very important. I do not want to have a team mate who is not in line with my mind because it could be a conflict with team mate and certainly I will get in a bad mood if I can notbe possessed common ground with our team mate.(retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)*

The third speaking strategies step were used by the two best *Formasi* members was compensatory strategies. Compensatory strategies were divided into three parts. Those are synonyms, talking around, and the missing words. AA only used synonyms. They used synonyms when they selecting appropriate vocabularies used in a particular context. These strategies were stated by the AA during oral interview process as seen below:



*Yes, I use this method when selecting a suitable word in a particular context.* (retrieved from oral interview excerpt with AA on 28<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

HA also used same strategies with AA in debate practice. when HA was confused in selecting the suitable word, they used the compensatory strategies. One of the compensatory strategies which they used was synonym. He mentioned that they used synonym, as stated below:

*Yes, I used to do that when debate in the first year. In the second year I was still confused and in three and four years I still use it but not as often as in the first and second year.* (retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

After that memory-related strategies were used also by the two best *Formasi* members in debate practice and debate competition. Memory-related strategies had six sub strategies but the two best *Formasi* members only used one sub strategy from memory-related strategies, which was image of body movement. In written interview, AA mentioned that images of body movement were used when he wanted to remain an idea or when he wanted to persuade the audiences and adjudicators, as stated below:

*There are two speaking strategies that I use in debate practice or debate competition. First On technical thing, I will prepare notes, using columns and arrows to guide my speeches, second, yet on technical thing, I use body movement and facial expression for being persuasive.* (retrieved from written interview excerpt with AA on 26<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 6)

HA also used images of body movement same with AA in debate practice or debate competition. While HA mentioned in written interview that images of body movement were used when he wanted to persuade the adjudicators and also to make him calm down, as stated below:

*The strategies when I deliver speeches are pretend to be confident, do not ever show that I am nervous, speak slowly to gain the adjudicator attention, understand the contents or matters, use some body movement. I often use the strategies which pretend to be confident. At least it will be more persuasive and make me calm down.*(retrieved from written interview excerpt with HA on 25<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 6)

Next speaking strategies were used by two best *Formasi*'s members were metacognitive strategies. The metacognitive strategies were divided into five sub strategies. The two best *Formasi* members did not use all of sub strategies but they only used one sub strategy, which was monitoring mistake strategy. In oral interview, AA mentioned that monitoring mistakes strategies were used, when he made mistakes in practicing their speaking skill in debate such as in selecting appropriate vocabulary, diction and structure. So, he used monitoring mistakes strategies to correct the mistakes he made, as stated below:

*Yes, I have ever made a mistake. I am usually wrong in using vocabulary. The vocabulary is not quite right so the error occurred. The error will be evaluated in practice.* (retrieved from oral interview excerpt with AA on 28<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)



HA mentioned in oral interview that monitoring mistakes strategies were used when he made mistake such as giving wrong arguments, fact, selecting appropriate word. So, they used monitoring mistakes strategies to correct their mistakes, as stated below:

*Yes, I have ever made a mistakes, the problem is the preparation time before the debate is about 15 minutes. And it is unlikely everything you write. So, you should write only important points. Sometimes also is wrong giving argument, wrong in giving the facts, wrong in selecting the appropriate word, and wrong strategies in speaking.* (retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

The last speaking strategies used by both two best *Formasi* members were social strategies. Social strategies were divided into five sub strategies but AA only used two sub strategies, some of which were as asking for clarification of a confusing point and talking with native-speaking conversation partner. The first, AA used social strategies such as asking for clarification of a confusing point when he had speaking problems in debate practice. So he asked to their team to correct their speaking problems such as inappropriate grammar, wrong delivery in speeches, and confusing point. The researcher found that AA used asking for clarification of a confusing point, as stated below:

*AA used social strategies such as asking for clarification of a confusing point to ask to their team to correct their inappropriate grammar, wrong delivery in speeches, and confusing point. While HA did not used it.* (retrieved from AA's observations members on 23<sup>th</sup> and 24<sup>th</sup> June 2016). (The transcript of field note can be seen in Appendix 2)

Secondly, AA used social strategies such as talking with native-speaking conversation partner when he got confusing points with target language. So he had to discuss it with his team mate to solve the problems. He mentioned that they used talking with native-speaking conversation partner, as stated below:

*Yes, of course. It should be discussed with team mate otherwise our understanding is not same with one another.*(retrieved from oral interview excerpt with AA on 28<sup>th</sup> June 2016). (The transcript of the interview can be seen in Appendix 5)

Then, HA also used two social strategies such as talking with native-speaking conversation partner and asking questions to get verification. The first, he used talking with native-speaking conversation partner only when he got confusing point with the target language. So he had to ask to his team mate in order to have the solution of the problems of target language. This strategy was stated by the HA during oral interview process as seen below:

*Yes, I will ask my team mate to discuss one by one in order to have the solution of the problems I had and certainly in order to have a common argument* (retrieved from oral interview excerpt with HA on 27<sup>th</sup> June 2016).(The transcript of the interview can be seen in Appendix 5)

Secondly, when HA gave the arguments to the opposition team, he got problem about accuracy such as inappropriate structure. When he had problem such as accuracy, he used social strategies such as asking questions to get verification (see appendix 9, for the documentation of debaters' note taking).



**4.1.1. Speaking strategies used by the two best *Formasi* members in English debate based on theory from Scarcella & Oxford (1992), Shaw (2015), Snieder (2008), and O'Malley et al. (1985).**

No	Theory from the experts	Speaking strategies	Sub strategies	Debaters' speaking strategies used	
				AA	HA
1	Scarcella & Oxford (1992)	Cognitive strategies	-Analysis	✓	✓
			-Note taking	✓	✓
			-Summarizing	✓	✓
			-Synthesizing		
			-Outlining	✓	
		Affective strategies	-Mood and anxiety level	✓	
			-Talking about feeling		✓
			-Rewarding oneself for good performance		✓
			-Using deep breathing or positive self-talk	✓	
		Compensatory Strategies	-Synonym	✓	✓
-Talking around					
-The missing word					

	Memory-related strategies	-Acronym		
		-Retrieval via sounds		
		-The meaning of the word		
		-A combination of sounds		
		-Images body movement	✓	✓
		-Mechanical means or location		
	Metacognitive strategies	-Planning for an L2 task		
		-Gathering and organizing materials		
		-Arranging a study space and a schedule		
		-Monitoring mistakes	✓	✓
		-Evaluating task success		
		-Evaluating the success of any type of learning strategy		
		Social strategies	-Asking question to get verification	



			-Asking for clarification of a confusing points	✓	
			-Talking with a native-speaking conversation partner	✓	
			-Exploring cultural and social norm		✓
2	Snieder (2008)	Strategy of impression	-Energy	✓	✓
			-Enthusiasm		
			-Commitment		
			-Variety		
3	Shaw (2015)	Strategy of evasion	-Avoiding the issues	✓	✓
			-Delaying necessary proof under the issues		
4	O'Malley et al. (1985)	Cognitive strategies	-Retention		
			-Storage		
			-Retrieval of words	✓	✓
			-Phrases		

		Metacognitive strategies	-Pre-planning		
			-Self-assessment		
			-On-line planning		
			-Monitoring	✓	✓
			-Evaluation		
			Social strategies	-Asking questions for clarification	✓
		-Helping a fellow student with complete a task			
		-Cooperating with others		✓	✓

Based on table above, it can be concluded that the two best *Formasi* members used all six strategies in debate practice and debate competition. It is based on theory from Scarcella & Oxford (1992). Those were compensatory strategies, social strategies, cognitive strategies, metacognitive strategies, memory-related strategies and affective strategies but not all sub strategies from each strategy was used by the two best *Formasi* members. They only used some of the sub strategies from each strategy.



In addition there were some of others speaking strategies that were used by the two best *Formasi* members, first was theory from Snieder (2008). That was strategy of impression such as the way speakers speak should be with energy. Next was theory from Shaw (2015). That was strategy of evasion such as avoiding the issue. The last was theory from O'Malley et al. (1985). There were three speaking strategies. First was cognitive strategy such as retrieval of words. Next was metacognitive strategy such as monitoring. And the last was social strategies such as asking questions for clarification, and cooperating with others. Those were some of the sub speaking strategies which were used by the two best *Formasi* members in debate practice and debate competition.

#### 4.2 Discussion

This subchapter discusses the findings of the study about the debaters' speaking problems in debate, ways to improve the two best *Formasi* members' speaking skill, and debaters' speaking strategies in debate.

The first aspect to be discussed from the discussion is about debaters' speaking problems in debate. Based on the observation, the two best *Formasi* members had speaking problems in producing the ideas into precise verbal communication with suitable words that represented their ideas and how to organize the points of materials. One of the two debaters' problems is not relax when they wanted to give their speeches to the opposition team, So to solve this problem the two best *Formasi* members used affective strategies such as talking about feeling and mood and anxiety level. Every debater has different strategies in solving this

problem. When AA was not relax, he used affective strategies such as talking about feelings to keep their good feeling. While HA used mood and anxiety level to solve this problem by eating chocolate, listening to most favorite songs and reading the favorite books before debate. It is in line with the theory from Scarcella & Oxford (1992) who state that affective strategies are learning strategies concern with managing emotions both negative and positive. It identifies one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

Further explanation by Richard (2008) claims that there are two typical learner problems. Those are internal factors and external factors. The internal factors which mostly make students get difficulty in speaking are lack of vocabularies, poor grammar, and their unwillingness to find the input by themselves. Meanwhile, there are two external factors, they were limited environment which can support them to practice English frequently and the other is time to study during school. Based on the theory above, the two best *Formasi* members AA and HA had problem in internal factors such as accuracy and selecting appropriate vocabulary. When they had problems such as selecting appropriate vocabulary or using inappropriate grammatical, they used social strategies such as asking for clarification of a confusing point. It is in line with the theory from Scarcella & Oxford (1992) who state they are methods which relate with communication that helps learners create or enhance their relationships with others. These strategies help the learners to work with others and understand the target culture as well as the language such as asking questions to get



verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. O'Malley et al. (1985) add that social strategies include the actions that learners choose for interacting with other learners, a teacher, or with native speakers (e.g., asking questions for clarification, helping a fellow student complete a task, or cooperating with others).

Considering the problems above, the researcher believed that the speaking problems faced by the two best *Formasi* members were in producing the ideas into precise verbal communication with suitable words that represent their ideas and how to organize the points of materials. The other problems were selecting appropriate vocabulary or using inappropriate structure, which was supported by the two best *Formasi* members' statements on the oral and written interviews. Those speaking problems faced by students happen because the learners in Indonesia lack exposure in their environment (Kormos, 2008).

Overall, after crosschecking the data from the observations and the oral and written interviews, it could be summarized that the two best *Formasi* members' speaking problems were mostly internal factors such as selecting appropriate vocabulary or using inappropriate structure and in producing the ideas into precise verbal communication with suitable words and how to organize the points of materials.

Another aspect that became the focus of the researcher was the strategies to improve the two best *Formasi* members' speaking skill. Some of the ways to improve their speaking skill in debate were practicing their speaking skill regularly and intensively. First is taking note into paragraphs before debating and summarizing debate video. According to Scarcella & Oxford (1992), cognitive strategies are the specific methods that learners use to manipulate the language material in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas. Then, they are listening to debate coaches or adjudicators' feedback. O'Malley et al. (1985) add that cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. The cognitive strategies such as using prior knowledge to comprehend new language material, applying grammar rules to a new context, or classifying vocabulary according to topic. It is in line with the theory from Rios (2013) who states that being able to get feedback is the most useful technique for improving speaking skill. Next is evaluating their mistakes constantly and gathering materials by reading newspaper. It is supported by theory from Scarcella & Oxford (1992) who say that metacognitive strategies are methods used to help students understand the way they learn or identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy. O'Malley et al. (1985) add that metacognitive strategies deal with pre-planning and self-



assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities. And the last is training their speeches with an English-speaking peer. It is in line with the theory from Rios (2013) who adds that the best way to improve a speaking skill is by engaging in conversation with an English-speaking peer, colleague, or friend who is patient and willing to assist learners along.

Conversations complete with the circle of communication: they listen, speak, give back feedback, and listen again:

The third aspect was some common speaking strategies used by debaters in debate competition or when they practiced their speaking skill. There were two common strategies which were often used by AA and HA, they were cognitive strategies and affective strategies. AA and HA often used both strategies because these strategies were more dominant than other strategies in winning the debate, meaning that these strategies would determine their performance in debate because these strategies related to preparation before debate. When they had good preparation before debate, they would be more confidence and not nervous in delivery their speeches. First were cognitive strategies. Before giving their speeches, the debaters prepared their speeches by taking note, arranging good structure, and summarizing the debate motion in order their speeches were powerful and attracted adjudicators' intention. These techniques belong to cognitive strategies. According to Scarcella & Oxford (1992), cognitive strategies are the specific methods that learners use to manipulate the language material in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information to

develop stronger schemas. O'Malley et al. (1985) add that cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. The cognitive strategies such as using prior knowledge to comprehend new language material, applying grammar rules to a new context, or classifying vocabulary according to topic.

The next common strategies were used by the two best *Formasi* members were affective strategies. Before starting the debate, they often ate chocolate and listened to most favorite songs before debate in order to keep their good mood. It is called mood and anxiety. And when they were not relax, they used affective strategies such as talking about feelings to keep their good feeling. It is in line with the theory from Scarcella & Oxford (1992) who state that affective strategies are learning strategies concern with managing emotions both negative and positive. It identifies one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

For the strategies which were not common used by the two best *Formasi* members were memory related strategies. They sometimes used these strategies when they wanted to remember the language items. The memory related strategies which were used were body movement and via sounds. It is line with theory from Scarcella & Oxford (1992) who stated that memory-related strategies are method used when the learners try and remember something for a very short period. These learning strategies can help the learners link one second language item or concept with another but do not necessarily involve deep understanding.



The reasons why they seldom used the memory related strategies such as body movement and via sounds because these strategies only were used when they forgot the ideas that they wanted to produce but sometimes they also did not use these strategies such as body movement and via sounds at all when the wanted to remain the idea because they were afraid of forgetting idea that they would have to say. They preferred to pause their speaking and preferred to speak slowly if they have remembered again they would speak fast again. These memory related strategies such as via sound were related to aspects of debate speech assessment, so the HA and AA have to have good impression to persuade the adjudicators because the judges will form an overall impression from the way they speak. It is line with theory from Snieder (2008) who states that in the aspects of debate speech assessment, speakers or debaters have to have good impression because the judges will form an overall impression from the way they speak. The way speakers speak should be with energy, enthusiasm, commitment, and variety. The speaker sound should not be loud or forceful but has to be soft and sympathetic.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two subchapters which are conclusion and suggestion of this study. The conclusion was obtained from the findings and the discussion, while the suggestion was based on the conclusion.

#### 5.1 Conclusion

This study focuses on investigating the implementation of speaking strategies used by Indonesian EFL learners in English debate at *Formasi* including the debaters' speaking problems in debate, debaters' speaking strategies in debate and the debate impacts to the two best *Formasi* members. Based on the data obtained and also the discussion of the findings, the researcher can retrieve some conclusions below.

Firstly, the aspect to be discussed from the findings is about debaters' speaking problems in debate. Firstly, the two best *Formasi* members have speaking problems when they produce their ideas into precise verbal communication with suitable words that represent their ideas. Seondly, they have difficulties in organizing their points of materials. Thirdly, they also have problem about internal factors such as accuracy and selecting appropriate vocabulary.



Secondly, there are some ways to improve speaking skill in debate by debaters during the research. Some of ways to improve their speaking skill in debate are practicing their speaking skill regularly and intensively everyday such summarizing, making note, reading newspaper or materials, evaluating their mistakes constantly, watching debate video, listening to their debate coaches or adjudicators inputs, and training their speeches in front of mirrors.

Then, there are some common speaking strategies of the debate activities which are used by the two best *Formasi* members during the research. Some of which are: before giving their speeches, the debaters prepare their speeches by making note taking, and summarizing. In giving their speeches, they use synonym strategies, gestures and facial expression to persuade the audiences and the adjudicators. Deep breathing strategy also used when they want to emphasize on their arguments. When they do mistakes in giving their speaking skill in debate, they use monitoring strategies to correct the mistakes they made. To achieve their victories in debate competition, they use rewarding their self-strategies such as appreciating their own self by watching movie, taking rest, shopping, and going to holiday.

Last but not least, there are some impacts of the debate activities to the two best *Formasi* members. First, those are the improvement of three aspects of public speaking such as manner, matter, method. Their critical thinking is improved also because they have to counter to opposing' arguments by giving their own arguments with strong

evidence. Then they also have better knowledge about current issue in the world. The last, they have high confidences to speak in front of public.

However, the debaters' speaking problems faced by them can be solved by using some ways to improve their speaking skill and by using speaking strategies used.

So, the debaters can get the debate impact and its benefit such as more confidences to speak in front of public.

**5.2 Suggestion**

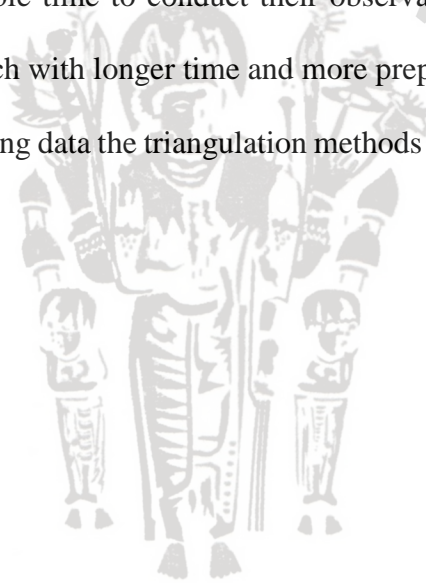
After conducting this research, the researcher wants to give some suggestions for the teacher and also for the further researcher

1. For the teachers and the tutors, it is suggested to them to maximize the methods to improve the students' speaking strategies especially in debate. For the teachers in school it is also important to enrich the speaking activities that appropriate for the students so that they will be more interested on the lesson, and get more knowledge and experiences. For the tutors in course it is so needed to make creative strategies in learning speaking skill especially in debate which will make students comfortable with those strategies which are used.
2. Furthermore, For English learners and debaters, they should improve their motivation in learning debate and be creative in finding the reading material for improving their knowledge. For English learners it is expected the result of this study may give clear information about speaking strategies which are used by debaters in debate contest so they can learn speaking skill easily. For the



debaters as the major result of the interview with the debaters, the researcher suggested that they should always be better in the membership relation in order to keep the regeneration and the program will continue to grow.

3. The last suggestion is for the further researcher. It would be better if the further researcher conducts their research on the implementation of another activity except debate in extracurricular program. In order to make their observations run well, the further researcher should arrange the meeting with the tutor to know the available time to conduct their observation. It is also suggested to conduct a research with longer time and more preparation to gain enough data. And last, in gaining data the triangulation methods are highly recommended for them.



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**Appendix 1**  
**Observation Checklist**

**Students : AA**

**Day/Date : Thursday/24 June 2016**

**Time : 15:00**

**Instruction :**

- **The observer can give the score in each item of students' action**
- **If the observer finds the important point related with debate activity process, but it is not available in the table, the observer can write in the box under the table**
- **Give a mark (v) in the answer (yes/no)**
- **Description :**

No	Answer
1	Yes
2	No

No.	Students' speaking problem in debate	Description	Yes	No
1.	Verbal	Accuracy	✓	
		Stress, Intonation, Rate-of-speech		✓
		Diction	✓	
		Sentence effectiveness		✓
2	Non Verbal	Act natural, calm, and relax		✓
		The view should be directed to the listeners		✓
		Appreciate other people' opinions		✓
		Appropriate gesture and facial expression		✓
		Voice loudness		✓
		Fluency		✓
		Logical thinking		✓
		Mastering of topic		✓
No	Students' speaking strategies	Description	Yes	No
1	Compensatory Strategies	Synonyms	✓	
		Talking around		✓
		The missing word		✓
2	Social Strategies	Asking questions to get verification		✓
		Asking for clarification of a confusing point	✓	
		Asking for help in doing a language task	✓	
		Talking with a native-speaking conversation partner	✓	
		Exploring cultural and social norms.		✓
3	Cognitive Strategies	Analysis	✓	



		Note-taking	✓	
		Summarizing	✓	
		Synthesizing		✓
		Outlining	✓	
4	<b>Metacognitive Strategies</b>	Planning for an L2 task		✓
		Gathering and organizing materials		✓
		Arranging a study space and a schedule		✓
		Monitoring mistakes	✓	
		Evaluating task success		✓
		Evaluating the success of any type of learning strategy		✓
5	<b>Memory-Related Strategies</b>	Acronyms		✓
		Retrieval via sounds		✓
		The meaning of the word		✓
		A combination of sounds		✓
		Images body movement	✓	
		Mechanical means or location		✓
		6	<b>Affective strategies</b>	Mood and anxiety level
Talking about feelings	✓			
Rewarding oneself for good performance				✓
Using deep breathing or positive self talk	✓			

**Notes related with the debate activity process in Formasi :**

**Students** : HA

**Day/Date** : Thursday/23 June 2016

**Time** : 15:00

**Instruction :**

- The observer can give the score in each item of students' action
- If the observer finds the important point related with debate activity process, but it is not available in the table, the observer can write in the box under the table
- Give a mark (v) in the answer (yes/no)
- Description :

No	Answer
1	Yes
2	No



No.	Students' speaking problem in debate	Description	Yes	No
1.	Verbal	Accuracy	✓	
		Stress, Intonation, Rate-of-speech		✓
		Diction		✓
		Sentence effectiveness		✓
2	Non Verbal	Act natural, calm, and relax		✓
		The view should be directed to the listeners		✓
		Appreciate other people' opinions		✓
		Appropriate gesture and facial expression		✓
		Voice loudness		✓
		Fluency		✓
		Logical thinking		✓
		Mastering of topic		✓
No	Students' speaking strategies	Description	Yes	No
1	Compensatory Strategies	Synonyms,	✓	
		Talking around		✓
		The missing word		✓
2	Social Strategies	Asking questions to get verification	✓	
		Asking for clarification of a confusing point	✓	
		Asking for help in doing a language task		✓
		Talking with a native-speaking conversation partner		✓
		Exploring cultural and social norms.		✓

<b>3</b>	<b>Cognitive Strategies</b>	Analysis	✓	
		Note-taking	✓	
		Summarizing	✓	
		Synthesizing		✓
		Outlining	✓	
<b>4</b>	<b>Metacognitive Strategies</b>	Planning for an L2 task		✓
		Gathering and organizing materials		✓
		Arranging a study space and a schedule		✓
		Monitoring mistakes	✓	
		Evaluating task success		✓
		Evaluating the success of any type of learning strategy		✓
<b>5</b>	<b>Memory-Related Strategies</b>	Acronyms		✓
		Retrieval via sounds		✓
		The meaning of the word		✓
		A combination of sounds		✓
		Images body movement	✓	
		Mechanical means or location		✓
		<b>6</b>	<b>Affective strategies</b>	Mood and anxiety level
Talking about feelings				✓
Rewarding oneself for good performance				✓
Using deep breathing or positive self talk	✓			

**Notes related with the debate activity process in *Formasi*:**



## Appendix 2

### Field Notes

Day/Date : Thursday/23 June 2016

Time : 15:00

Description :

✓ Debate students were gathered at 15.00 in the *Formasi*, the room was not too big, clean, and well-decorated. There were 4 desks and chairs, speaker, whiteboard, LCD, wi-fi and fan in the *Formasi* room.

✓ First activity, the tutor of *Formasi* divided the *Formasi* members into two teams. Those were the affirmative and the negative team

✓ The tutor of *Formasi* gave a role to each *Formasi* member randomly to take their position as 1st, 2nd, and 3rd speakers.

✓ Motion was given by the tutor 30 minutes before debate started.

✓ Motion: "This house would the technology to remove from human immune using genetic modification is a threat for humanity"

✓ The *Formasi* members were given preparation time for about 30 minutes in the outside to discuss the motion with their group. In preparation time AA made a note taking, analysis, outlining and summarizing to help them in delivering their argument in debate. While HA made a note taking, analysis, and summarizing.

✓ So that the students hold their own case building. Each team did the case building separately, positive team did it inside the classroom, while the negative team was

outside the classroom. In preparation time each of team member made a note taking, outlining and summarizing to help them in delivering their argument in debate. To strengthen their argument some of them also looked for the evidences and some sources related to the motion given. Both teams did the case building by group discussion. No internet or mobile phone allowed in case building process because in the real competition, the students would also not allowe to access information from the internet. In the case building process, each team divided their role (1st, 2nd, 3rd speaker) and prepared the arguments.

✓ Debate was begun at 15.30 inside the *Formasi* room. After finishing preparation time, they could start the debate activity. First each of the speakers delivered a substantial speech of seven (7) minutes duration and either the 1st or the 2nd speaker on both sides delivered the reply speeches for their teams. Reply speeches were five (5) minutes.

✓ After that the affirmative team defined the motion and supported motion by giving constructive arguments. Then the negative team countered the motion as defined by the affirmative, and constructed a counter-case against the affirmative.

✓ For the strategies that AA used in delivery their speech was synonym, deep breathing also used when they wanted to emphasize on their arguments. While images of body movements were used when they wanted remain an idea

✓ One of the judges being the time keeper. He clapped his hand in the last three minutes of each speech.



✓ POIs were allowed in the 5th&6th minute and the speaker could grant or refused the POI. But generally, each speaker has to grant one POI from the opposite team.

✓ In every speech end, the adjudicators knocked the desk with the ballpoint three times.

✓ After finishing debate activity process, the adjudicator gave a feedback to both team and each speaker.

Reflection:

✓ The motion was very new, debatable and fun to be discussed. But the students needed to find more information because they didn't know much about health stuffs.

✓ From the case building process, I knew that the debaters were very smart and up to dated. They knew the recent news in any topic such as law, human rights, health, religion etc that can be brought for their speeches.

✓ AA used social strategies such as asking for clarification of a confusing point to ask to their team to correct their inappropriate grammar, wrong delivery in speeches, and confusing point. While HA did not used it.

✓ The two best *Formasi* members were very powerful in making POI. They made it sometimes for breaking the opposite's arguments.

✓ The tutor used paper in establishing the evaluation. So, he explained the things he wrote in the paper orally to the students. The students wrote all the tutor's evaluation and addition in their folio book.

✓ For the duration for each practice was 3-4 hours in every meeting.





Day/Date : Thursday/24 June 2016

Time : 15:00

Description :

✓ Debate students were gathered at 15.00 in the *Formasi*, the room was not too big, clean, and well-decorated.

✓ The debate style which was used was Australian-Asian Parliamentary (Australasian). Australia-Asia style debates consisted of two teams of three members each who argued a topic or motion. These two teams were affirmative and the negative team.

✓ A motion was given thirty minutes before the debate begun. Before debate was begun.

✓ The tutor of *Formasi* gave a role to each *Formasi* member randomly to take their position as 1st, 2nd, and 3rd speakers.

✓ The *Formasi* members were given preparation time for about 30 minutes in the outside to discuss the motion with their group. In preparation time the two best *Formasi*'s members made a note taking, outlining and summarizing to help them in delivering their argument in debate.

✓ So that the students hold their own case building. Each team did the case building separately, positive team did it inside the classroom, while the negative team was outside the classroom. Each of speakers did outlining, summarizing the motion, wrote an analysis about the topic, and made note taking. Both teams did the case

building by group discussion. In the case building process, each team divided their role (1st, 2nd, 3rd speaker) and prepared the arguments.

✓ Debate was begun at 15.30 inside the *Formasi* room. After finishing preparation time, they could start the debate activity. After First speaker made the arguments, the first negative speaker rebutted to the 1st affirmative speaker. After that, second speaker dealt with arguments, plus a bit of rebuttal against the previous speaker.

✓ For the strategies that they used in delivery their speech was synonym, deep breathing also used when they wanted to emphasize on their arguments. While images of body movements were used when they wanted remain an idea.

✓ One of the judges being the time keeper. He clapped his hand in the last three minutes of each speech.

✓ POIs were allowed in the 5th&6th minute and the speaker could grant or refused the POI. But generally, each speaker has to grant one POI from the opposite team.

✓ In every speech end, the adjudicators knocked the desk with the ballpoint three times.

✓ Then, reply speaker was given to make conclusion of the debate and to ensure biased adjudication. The reply speakers gave a review of both their own team and the opposition's team arguments.

✓ In the end of debate activity adjudicators gave feedback, score, suggestions, and comments in different aspects for debating related to matter, manner, and method.



Reflection:

The today's motion was very debatable and fun to be discussed.

✓ For case building, both team discussed the topic that they had to bring in the speech. The discussion were very active and focus. They divided their case, arguments, and prepared some extension for the motion based on each role so that their speech would support each other.

✓ There was a sentence in every last of 1st speakers' speech. It was "For all the reason, we beg to propose/oppose"

✓ In giving arguments, HA got problem about accuracy such as inappropriate grammatical. When he had problem such as accuracy or confusing point, he used social strategies such as asking questions to get verification

✓ The students' vocabularies were very varied. They used to read international news in the internet. And the tutor triggered them to use new vocabulary every meeting.

✓ The tutor changed the time signal from clapped hands into bell sound. Both were good because it reminded the speaker about the time

✓ When giving the POI, the students needed to still be polite and stood up while raising hand.

✓ When the team refused the POI, they would say "Sorry, Madam/Sir" and when they accepted it, they would straightly answer the POI

✓ The students wrote all the tutor's evaluation and addition in their folio book. For the duration for each practice was 3-4 hours in every meeting.

### Appendix 3

#### Students' Oral Interview Guidelines

1. Apakah aktifitas debat di Formasi memberikan kontribusi/manfaat positif terhadap kemampuan berbicara anda? Bagaimana perkembangan kemampuan berbicara anda sekarang?  
1. Does debate activity give contribution/positive impact toward your speaking ability? How is your improvement of speaking ability now?
2. Berapa lama anda bergabung dengan program debat di Formasi? dan mengapa anda memilih aktifitas debat?  
2. How long have you joined debate program in Formasi? And why did you choose debate activity?
3. Apakah anda pernah mengikuti event atau perlombaan debat dengan program Formasi ini? (Sebutkan nama eventnya)  
3. Have you ever joined and even tour competition of debate with this Formasi program? (mention the name of event)
4. Apakah anda pernah menjuarai perlombaan debat Bahasa Inggris selama mengikuti Formasi ini? (Sebutkan nama event dan peringkatnya)  
4. Have you ever won English debate competition when you join Formasi? (mention the name of event and your rank)
5. Masalah apa saja yang anda hadapi dalam mengikuti kegiatan debat Formasi ini?  
5. What are the problems that you faced in joining Formasi debate activity?
6. Mohon berikan kritik, saran, mapun tanggapan terhadap pelaksanaan aktivitas debat dalam program Formasi (Fasilitas, kegiatan latihan, materi, media, instructor).  
6. Please give comment, suggestion, or opinion toward the implementation of debate activity in Formasi? (Facility, practice activity, material, media, tutor)
7. Apakah menurut anda, kemampuan speaking dalam berdebat penting?  
7. Do you think that speaking skill in debate is important?
8. Masalah apa yang anda alami dalam mempraktekkan kemampuan speaking dalam berdebat?  
8. What are the problems that you faced when practicing speaking skill in debate?
9. Apakah setelah mengikuti debate, kemampuan speaking anda (Accuracy, fluency)



meningkat?

9. After joining debate, does your speaking skill (accuracy, fluency) improve?

10. Dalam latihan berbicara regular maupun intensif dalam berdebat, aspek apakah yang dinilai oleh instructor (Content, accuracy, fluency)?

10. In regular or intensive speaking practice in debate, what aspects that are assessed by tutor (content, accuracy, fleuncy)?

11. Apakah penguasaan kosa kata mempengaruhi keahlian anda dalam berdebat?

11. Does vocabulary mastery affect your speaking skill in debate?

12. Apakah penguasaan materi berpengaruh dalam performance anda dalam berdebat?

12. Does topic mastery influence your performance in debate?

13. Apakah Anda merencanakan pidato Anda sebelum debat?

13. Do you plan your speech before debating?

14. Apakah anda pernah membuat kesalahan di dalam latihan berbicara? Dan apakah anda menggunakan monitoring setelah membuat kesalahan di dalam berbicara?

14. Do you ever make mistake in practicing your speaking skill? And do you use monitoring after making mistakes in your speaking skill?

15. Sebagai pedebat, bgaimana cara meningkatkan keahlian dalam berbicara? Apakah anda menggunakan strategi pengambilan catatan, merangkum untuk meningkatkan keahlian berbicara kamu?

15. As debaters, how to improve your speaking skills? Do you use strategies note taking and summarizing to improve your speaking skill?

16. Apakah kamu menerapkan padanan kata untuk membantu anda di dalam meningkatkan keahlian dalam berbicara kamu?

16. Do you apply synonyms to help you improve your speaking skill?

17. Apakah kamu menggunakan via suara atau perpindahan tubuh ketika mencoba dan mengingat bahasa?

17. Do you use body movement or via sounds when trying and remembering language items?

18. In your opinion, does note taking have important roles in speaking skill? Why?

18. Apakah pendapat Anda, apakah pengambilan catatan mempunyai peran yang penting di dalam keahlian dalam berbicara? Mengapa?

19. Apa masalah yang anda hadapi ketika berkerja sama dengan tim debate anda?

19. What are the problems that you faced when working with your debate team?

20. Ketika anda mendapatkan poin yang membingungkan dengan target bahasa, apakah anda melakukan strategi ini seperti berbicara dengan partner dan penjelajahan budaya?

20. When do you get confusing point with target language, do you talk with a native-speaking conversation partner?

21. Apakah pemberian reward diri sendiri membuat anda memiliki kinerja yang baik dalam berbicara?

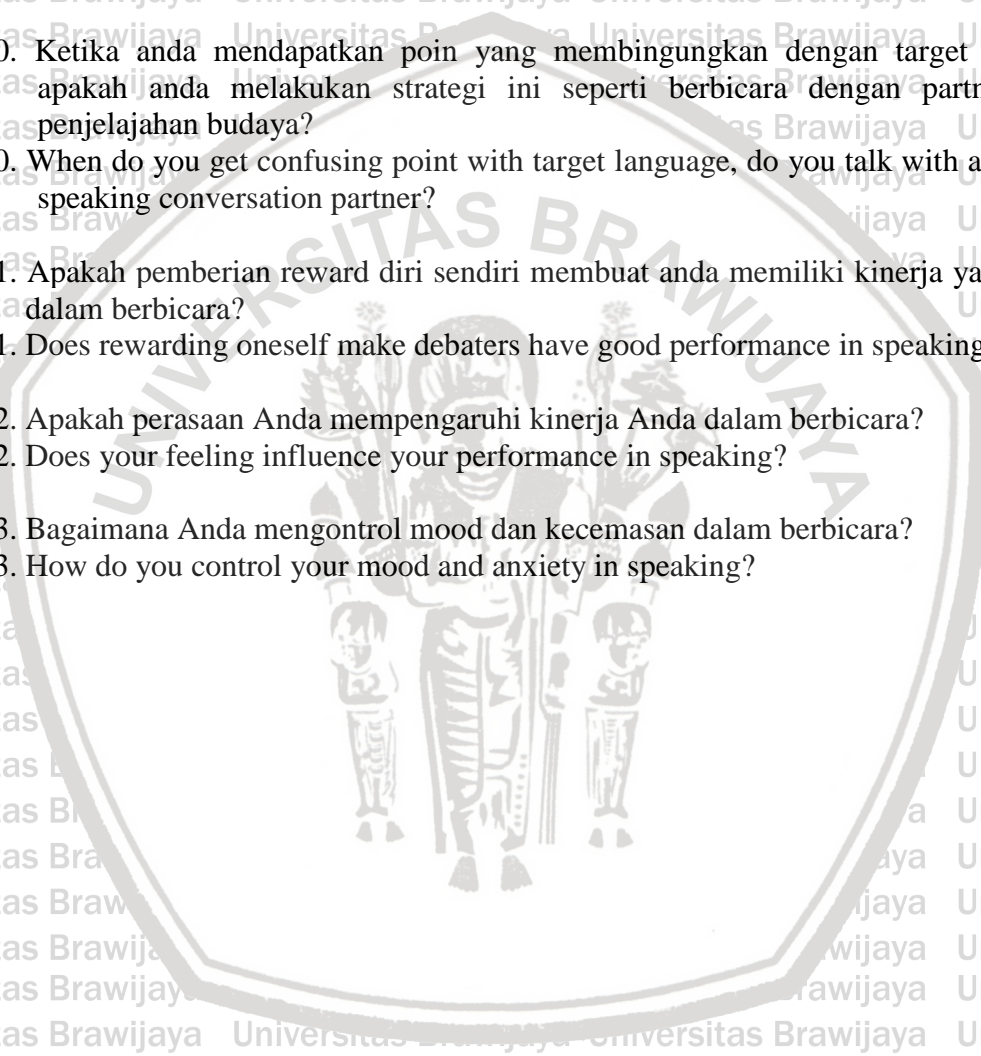
21. Does rewarding oneself make debaters have good performance in speaking?

22. Apakah perasaan Anda mempengaruhi kinerja Anda dalam berbicara?

22. Does your feeling influence your performance in speaking?

23. Bagaimana Anda mengontrol mood dan kecemasan dalam berbicara?

23. How do you control your mood and anxiety in speaking?







## Appendix 4

### Students' written Interview guidelines

1. Do you use some strategies in speaking? Mention them
2. What strategies that you often use in speaking? explain
3. After joining debate, did your speaking skill improve?
4. What are the problems that you faced when practicing speaking skill?
5. How do you improve your speaking skills?





## Appendix 5

### Transcript Students' oral Interview

Students university: AA

Day/Date: Wednesday/ 28 June 2016

Time: 08:00 am

1) Iya, itu sangat berkontribusi. Saya sudah mengikuti program *Formasi* selama 3 tahun. Saya percaya bahwa dengan mengikuti kegiatan ini akan memberikan saya pengalaman, penegetahuan, dan strategi yg lebih lagi. Saya dapat banyak perkembangan dalam strategy dan manner ways. Manner ways seperti spirit teknik berbicara, penambahan kosa kata. Latian juga memberikan perkembangan secara substantial. Jadi saya rasa public speaking tidak hanya manner tetapi juga matternya, tidak hanya berbicara tetapi juga isinya, tapi akan lebih persuasive lagi jika publik speaking tersebut ada substannya yang penuh dgn pengthaun dan logika. Saya sangat terbantu dengan latian *Formasi* karena dia bisa mengembangkan publik speaking saya dari dua aspect tersebut.

2) Saya sudah mengikuti debate di *Formasi* selama 3 tahun. Saya tidak berhenti mengikuti latihan debat secara regular atau intensive dan juga saya ikut lomba. Saya gabung debat karena memang dari Sekolah Menengah Atas (SMA) saya sudah mengenal kegiatan ini. Saya masuk Universitas Brawijaya karena saya tahu ada debate community yang sangat aktif dan berpartisipasi yang terkenal di

national atau regional. Jadi saya masuk di *Formasi*. Itu motivasi pertama saya.

Kedua saya di berikan motivasi sama senior *Formasi* untuk mengikuti kegiatan

ini karena sangat banyak manfaat dan pengetahuan dari public speaking itu sendiri.

3) Saya pernah ikut lomba debat beberapa di antaranya Juara Jawa Timur Varsityes

English pada tahun 2015 dan Grand finalis untuk kategori World University

Debating Championship EFL di Thessaloniki pada tahun 2016.

4) Saya sudah banyak mengikuti banyak event selama bergabung dengan debat

*Formasi*. Ada beberapa yang paling berkesan diantaranya adalah lomba debate

pertama saya yaitu East Java Claristies Debate. Saya juara satu pada saat itu.

Kompetisi debate ini yang paling tua di jawa timur. *Formasi* sudah di kenal di

kompetisi tersebut karena setiap tahun *Formasi* mendapatkan banyak prestasi di

kompetisi tersebut. Yang ke dua yaitu Alsa UI Indonesia yaitu lomba tertua di

Indonesia. Saya pernah ikut lomba tersebut ketika di sekolah menengah atas dan

juga sebagai anggotanya formasi. Saya berhenti di perempat final, walau berhenti

di perempat final pengalaman yang saya dapatkan benar benar sangat berharga.

Yang ke tiga yaitu maritime debate yaitu debate championship yang di adakan

oleh TNI AL, saya menjadi juara dua saat itu. Lawannya sangat kuat soalnya di

janjikan hadiah yang sangat besar dan pendaftaran yang gratis sehingga semua

pedebat yang berpengalaman juga ikut lomba tersebut. Lomba tersebut di adakan

di atas kapal.



5) Masalah yang saya hadapi ketika awal ikut formasi yaitu tekanan dari seleksi alam karena orang yang ikut debate di formasi adalah orang yang intelektual, masalah yang ke dua adalah bagaimana untuk meningkatkan kepercayaan diri.

Yang ke tiga yaitu menjaga semangat agar tidak luntur, dan yang terakhir yaitu masalah teknis dan juga masalah dalam mengatur waktu academic dan non akademik.

6) Kritik untuk *Formasi* yaitu sebenarnya yang di alami oleh *Formasi* yaitu adalah kadang memang orangnya orangnya sangat sibuk jadi memang tidak ada yang bisa di andalkan untuk mengadakan latihan. Jadi harus ada inisiatornya. Untuk saranya yaitu: setiap pedebat sudah mencapai pengalaman dan raihan yang banyak karena *Formasi*. Jadi mereka harus punya tanggung jawab untuk menjaga *Formasi* agar tetep latian dan juga agar ada regenerasi yang lebih baik untuk membuat komunitas ini selalu ada,

7) Saya rasa penting dari segi public speaking. Bedanya pengembangan public speaking di debat adalah tidak hanya kepercayaan diri saja atau bahasa Inggris yang bagus saja tetapi juga memberikan kemampuan untuk berfikir secara spontan. Public speaker yang baik harus mempunyai kemampuan tersebut agar bisa memberikan respon di saat yang tak terduga atau mendapatkan ide ketika dalam tekanan waktu.

8) Bahasa Inggris itu signifikan karena kita berbicara debat secara spesifik. Saya rasa penguasaan bahasa itu penting Karen kita sebagai EFL speakers. Yang ke dua

yaitu menguasai segala macam theory dan terminology yang khusus di dalam subjek subjek tertentu seperti di ekonomi dan politik.

9) Iya, sudah tentu meningkat. Saya masih ingat diri saya sebelum ikut *Formasi*.

Saya dulu tipe orang yang introvert dan saya tipe orang yang tidak banyak bicara

dan sekarang saya menjadi orang yang lebih percaya diri untuk berbicara di depan

orang. Cara penyampaian argument saya juga meningkat, kemampuan bahasa

inggris saya juga meningkat seperti vocabulary yang asing, logat, dan topic yg

baru.

10) Semua aspek di nilai di dalam lomba debate karena yang di nilai juri adalah

penampilan kita seperti accuracy, content and fluency. Content itu paling penting

dari pada aspek yang lainnya tetapi juga banyak teknikal yang lainnya yang di nilai

dalam debate seperti manner. Manner berhubungan dengan penyampaian

argument, intonasi suara, dan struktur penyampaian.

11) Iya, kosa kata sudah pasti mempengaruhi keahlian saya di dalam debate.

Penguasaan kosa kata berpengaruh dalam persuasiveness dalam speech kita.

Pedebat harus menguasai banyak kosa kata seperti kosa kata di dalam agama,

kedokteran, dan energy. Kita harus menggunakannya agar bisa mempengaruhi juri.

12) Iya, itu sangat berpengaruh dalam debate karna tidak mungkin kita membicarakan

isu tanpa sebuah pemahaman isu tersebut secara mendalam sehingga harus

memang ada pemahaman materi mulai dari teorinya atau mungkin dari

pemahaman contoh contoh yg relevan dalam membahas kasus tersebut.



13) Iya, menyiapkan speech itu penting, bahkan sebelum simulasi debate atau lomba materi materi yang di sampaikan oleh pelatih itu sudah di persiapan agar membuat speech kita biar menarik, jadi strukturnya harus di persiapan makanya dalam debat itu selain materi yg di siapkan juga bagaimana caranya menyusun materi materi tersebut menjadi struktur yang menarik agar membuat argument kita lebih persuasive dan untuk membuat speech yang bertenaga.

14) Iya, saya pernah membuat kesalahan. Saya biasanya salah dalam menggunakan kosa kata. Kosa katanya kurang tepat sehingga kesalahan itu terjadi. Kesalahan tersebut akan di evaluasi dalam latihan.

15) Iya, sebelum menyampaikan speech saya menulis sebanyak mungkin tulisan yang saya bisa agar saya tidak lupa speech yang akan saya sampaikan. Seperti point point yang penting, contoh contoh yang penting. Saya menyiapkan itu dari kata perkata, terkdang itu sulit saya lakukan sehingga saya condong ke metode power point yang memang saya tulis sedikit saja tapi saya kembangkan saat saya tampil. Saya melakukan banyak baca agar saya memahami pemahaman yang lebih dalam sehingga saya tidak perlu note taking sebelum debate.

16) iya, saya menggunakan metode ini ketika memilih suatu kata yang cocok dalam sebuah konteks tertentu,

17) Iya, body language secara insting saya menggunakan itu tidak dengan sengaja tetapi saya juga menggunakan beberapa gestur yang wajar untuk di lakukan saat membahas isu tertentu. Tangan saya bergerak ketika menjelaskan suatu proses, wajah main ketika ingin menggambarkan sebuah situasi yang menyedihkan.

Ketika saya lupa atau ingin mencari kata yang tepat. Saya usahakan untuk berhenti sejenak untuk berfikir mencari kata yang tepat.

18) Iya pengambilan catatan mempunyai peran yang penting, karena kita bicara dalam struktur. Struktur ini biasanya punya pola yang mudah di ingat. Pola tersebut kita gunakan dalam pembuatan note taking. Setiap pedebat punya format tersendiri dalam membuat note taking.

19) Masalah yang saya hadapi adalah menyamaratakan persepsi dengan team mate saya karena setiap debater pasti punya ego. Untuk menimalisir masalah tersebut kita harus berlatih bersama untuk mendapatkan kemestri degan cara membahas kasus degan bersama sehingga pemahamannya juga sama.

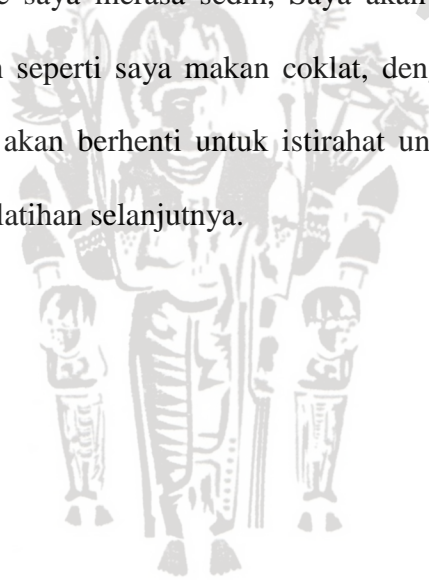
20) Iya, tentu harus di diskusikan karena jika tidak di diskusikan pemikiran kita dengan team mate kita tidak sinkron satu dengan yang lainnya.



21) Menurut saya achievement itu sudah reward itu sendiri, saya biasanya memberikan reward pada diri saya sendiri seperti rilek setelah lomba, baca buku, jalan-jalan dengan teman, setelah menang lomba saya harus mengapresiasi diri saya sendiri dengan istirahat agar siap dengan lomba selanjutnya.

22) Untung saja saya tidak terlalu terkonsume dengan badmood saya. Saya lumayan profesional dengan menyimpan perasaan. Ambisi saya untuk menang itu lebih tinggi dari pada mood yang jelek saya.

23) Ketika dalam debate saya merasa sedih, Saya akan melakukan hal yang tidak membuat saya sedih seperti saya makan coklat, dengar music, atau baca buku. Ketika latihan saya akan berhenti untuk istirahat untuk mengontrol mood saya agar bisa optimal di latihan selanjutnya.



Student university: HA

Day/Date: Tuesday/ 27 June 2016

Time: 10:00 am

1) Iya, sangat positif. Dulu yang malu malu sekarang lebih percaya diri. Di *Formasi*

ada kelas-kelasnya juga seperti kelas percakapan. jadi dengan adanya kelas- kelas itu dan ikut lomba lomba jadi banyak sekali sumber contoh- contoh speech yang bagus sehingga dengan ikut *formasi* bisa membuat speech public speaking saya lebih bagus.

2) Sebenarnya saya sudah ikut debate mulai dari Sekolah Menengah Atas tetapi saya

sudah mulai ikut *Formasi* mulai dari awal masuk kuliah sekitar bulan Oktober November di tahun 2012. Saya ikut program *Formasi* karena *Formasi* mempunyai achievement yang banyak di debat. Dan juga karena saya sangat tertarik sekali dengan debate di universitas karena debate di universitas itu berbeda sekali dengan debate di Sekolah menengah Atas. Karena debate di universtas itu lebih menantang. Banyak hal yang harus di pelajari tidak hanya public speaking saja dan juga tidak hanya persuasiveness tetapi juga bagaimana kamu bisa mengetahui international issue sekarang,

3) Ada banyak sekali event yang saya ikuti. Kalau bahkan pernah saya ingat di tahun

2014 bulan april mei juni itu ada 12 minggu. Saya mengikuti semua lomba dalam

4 minggu jadi total saya ikut 12 lomba. Jadi setiap minngu saya ikut lomba



debate. Kalau di *Formasi* ini saya sudah ikut lomba debat sekitar 50 sampai 60 lomba.

4) Iya, saya pernah menjuarai perlombaan debat bahasa inggris selama mengikuti debat. Beberapa di antaranya adalah runner up EFL category debating championship, Grand finalist open usidy. Untuk pertama kalinya Universitas Brawijaya masuk final dan itu untuk team. untuk individu saya mendapatkan speaker terbaik. Yang berikutnya lomba angkatan laut saya juara 3. Lombanya di atas kapal perang Indonesia yaitu di Banda Aceh. Itu yang saya ingat yang lainnya banyak lagi lomba yang saya raih seperti di tournament, champion and best speaker

5) Masalah yang saya hadapi ketika awal ikut formasi yaitu dari segi matter. Di debat tidak cuma public speaking tetapi juga bagaimana kita mengetahui berita yang terkini kadang kadang saya agak telat mengetahui perkembangan perkembangan issue dunia. Setelah selesai lomba saya baru tahu kalau issue ini lagi hangat hangatnya yang lagi di bicarakan, yang ke dua yaitu strategy. Strategi di luar itu sudah berkembang pesat tetapi kadang saya telat untuk mengetahuinya.

6) Maslah yang baru di tahun ini yaitu karena sekarang kebijakan di kampus tutup pada jam 9 malam. Itu sangat bermasalah untuk komunitas debat karena biasanya kita itu latihan jam 6 malam sampai jam 12 malam. Kenapa latihan jam segitu karena kita biasanya tidak ada jam kuliah rata rata jam 6-12 malam. Sekarang di tutup jam 9 malam jadi kita tidak bisa banyak latihan. Kita terkendala dengan adanya kebijakan ini. Masalah yang ke berikutnya adalah fasilitas. Fasilitas

ruangan kurang memadai. Kita cuma ada satu ruangan jadinya kita harus berbagi dengan klub yg lainnya. Kadang kita latihan di dalam ruangan dan juga di luar ruangan. Karena tidak hanya ada satu komunitas klub di universitas Brawijaya tetapi juga ada komunitas speech story telling, and broadcasting. Untuk masalah yang ke tiga yaitu adalah system dari pelatihnya sendiri. Untuk yang terakhir yaitu masalah dana. Formasi kekurangan dan dengan adanya kebijakan baru dari kampus. Jadi kita susah untuk mengundang pelatih yang dari luar.

7) Iya, sangat penting. Tetapi bagi pemula lancar tidak lancar jangan di pikirkan terlebih dahulu. Itu bisa di pelajari waktu demi waktu. Tidak mungkin kita ikut komunitas debate, kita langsung mempunyai skill berbicara bahasa inggris yang bagus pasti itu masih butuh proses. Dengan ikut banyak lomba dan banyak latihan keahlian bahasa inggris kita pasti akan meningkat dengan cepat.

8) Menurut saya kosa kata yang spesifik itu jadi kendala tersendiri. Karena jika kita bandingkan dengan pedebat yang dari luar. Kita butuh satu menit untuk menggambarkan sesuatu kalau mereka hanya butuh satu kata untuk menggambarkan sesuatu.

9) Iya, sangat meningkat. Peningkatannya sangat jauh sekali di bandingkan 4 tahun yang lalu. Pada waktu itu saya masih terbata-bata di dalam berbicara bahasa inggris. Sekarang saya sudah bener bener lancar di dalam berbicara bahasa Inggris. Kalau dulu saya berfikir argumennya dan bahasa inggrisnya apa. Tetapi sekarang hanya berfikir matternya saja. jadinya meningkatnya banyak sekali karena saya banyak ikut tournament dan latihan.



10) Semua itu di nilai oleh juri seperti accuracy, Fluency, content, dan manner.

Manner itu bagaimana kita bisa menyampaikan materi dengan bagus percuma kalau kita punya metode bagus tapi mannernya tidak bagus, setelah itu strategies, jadi kita tidak langsung menyampaikan isinya speech kita tetapi kita harus punya strategi yang spesifik dalam penyampain speech kita.

11) Iya, sangat berpengaruh apalagi di kompetisi terakhir saya di inggris dan pesertanya itu dari beberapa dunia, jadinya kosa kata yang mereka gunakan itu sangat bagus sekali. Mereka itu tidak memikirkan ketika berbicara. Jadi itu sangat penting sekali. Saat kita debate apalagi sudah di level international semua itu akan di nilai.

12) Iya, sangat berpengaruh, matter, manner, method. Tiga aspek yang tidak bisa di pisahkan, kalau materi adalah hal yang paling di prioritaskan pertama kali jadi yang paling di liat juri atau debaters adalah materinya dulu. Jadi jika kita tidak tahu materinya itu tak berguna jika kita punya bahasa inggris yang bagus, vocabulary yang bagus tapi tidak bisa menang di debate itu karena tidak menguasai materinya.

13) iya, sebelum debate kita di kasih waktu untuk menyiapkan speech kita 15 menit, menurut saya itu sangat pendek apalagi di suhu yang sangat dingin dan topiknya itu susah sekali.

14) Iya, saya pernah membuat kesalahan, masalahnya adalah waktu persiapan sebelum debat adalah sekitar 15 menit. Dan tidak mungkin semuanya kamu tulis jadi harus menulis point point yang penting saja. Kadang juga juga salah dalam

penyampain, salah di dalam pemberian fakta, pilih kata, dan strategies di speaking.

15) Saya melakukan semuanya. Saya biasanya melakukan latihan di depan kaca setiap harinya. Saya memberikan topik pada diri sendiri kemudian saya berbicara. Yang ke dua saya latihan di atas motor ketiak berangkat ke kampus. Ketika tidak sibuk saya selalu baca di aplikasi debate untuk mendapatkan informasi yang terbaru selanjutnya. Ketika latihan saya punya dua catatan. Yang pertama catatan kotor.

Ketika adjudicator/tutor berbicara kemudian langsung saya catat. Dan juga catatan bersih. Saya mencatat lagi apa yang mereka bicarakan dan ketika aku malas mencatat, saya merekam dan akan saya catat ketika sudah di rumah.

16) Iya, dulu saya sering melakukan itu ketika debate di tahun pertama. Di tahun kedua saya masih bingung dan di tahun ke tiga dan ke empat saya masih tetap menggunakan. Tetapi tidak sesering di tahun pertama dan ke dua.

17) Kalau saya tidak menggunakan strategies itu untuk mengingat sesuatu. Karena beberapa kali saya sudah melihat video saya. ketika saya tidak tahu, saya selalu berfikir apa yang akan saya katakan 30 detik setelahnya, jika saya tidak tahu, saya akan pelan pelan kalau sudah ingat lagi saya akan mempercepat lagi, saya tidak menggunakan body movement karena saya takut bakal lupa idea yang saya akan sampaikan.

18) Hal itu sangat membantu karena ketika kita mencatat note taking sebelum debate, note taking itu akan sangat melekat di pikiran saya. Jadi ketika menyampaikan



speech saya akan selalu ingat apa yang saya cacat tadi. Note taking juga membantu dalam penyampaian speech atau susunan speech saya.

19) Kadang mereka tidak seperti yang kita harapkan. Sebagai contohnya mereka melakukan kinerja yang kurang baik, argumentnya tidak sesuai yang saya harapkan. Kemudian ada juga speaker yang malas sekali untuk mencatat. Jadi saya sendiri yang harus menulis.

20) Iya, saya akan menanyakan kepada team mate saya untuk mendiskusikan satu per satu agar mempunyai solusi dari masalah yang saya hadapi dan pastinya agar mempunyai kesamaan argument.

21) Saya selalu melakukan itu untuk diri saya sendiri contohnya jika saya memenangkan dalam kompetisi debate saya akan makan sesukai saya, membeli sesuatu kayak mobile phone, liburan, atau tidur lama soalnya habis lomba saya sangat capek.

22) Mood itu sangat penting jangan sampai saya mempunya team mate yang tidak sejalan dengan pemikiran saya karena bisa jadi konflik dengan team mate, dan pastinya kita akan mendapatkan mood jelek jika kita tidak bisa mempunya kesamaan pendapat dengan team mate kita.

23) Untuk mengontrol mood saya saya akan membawa colklat, saya harus mendengarkan lagu yang berbeda setiap debate, menjaga kesehatan sebelum debate karena jika kita tidak dalam kondisi yang baik mood kita akan jelek dan itu akan berakibat jelek pada speech kita

Transcript Students' oral Interview

Students university: AA

Day/ Date: Wednesday/ 28 June 2016

Time: 08:00 am

1) Yes, it has greatly contributed. I have joined *Formasi* program for 3 years. I believe that by participating in this activity will give me experience, knowledge, and strategies. I get a lot of progress in the strategy and ways manner. Manner ways such as engineering spirit speaking, vocabulary. Exercise also provides development substantially. So, I think public speaking is not only the manner but also matter, not only to speak but also its contents, but it would be more persuasive if the public speaking there is substance that filled with knowledge and logic, I was greatly helped by the *Formasi's* training because It could develop my public speaking from two aspects.

2) I have already joined *Formasi* debate for 3 years. I do not stop having exercise regularly or intensive and also I get debate competition. I join the debate because from senior high school I have ever joined with this activity. I entered the Universitas Brawijaya because I know there is debate community is very active and participate which is so famous in national or regional level. So I got in *Formasi*. That is my first motivation. My second motivation is because



I am given motivation by my senior at *Formasi* to participate in the event because it has many benefits and knowledge from public speaking itself

3) Yes, I ever joined debate competition some of which are Champion of East Java Varsities English in 2015 and Grand finalist for the World University Debating Championship EFL category at Thessaloniki in 2016.

4) I have attended in many events since joining debate at *Formasi*. There are some of the most memorable of which was my first race debate that is east Java Varsities debate. I was the champion at that time. That competition is the oldest one in East Java. Formation is already known in that competition because every year *Formasi* gets a lot of achievements in that competition. Secondly is *Alsa UI Indonesia* which is the oldest competition in debate at Indonesia. I ever participated in the race when I was in senior high school and also as members of the formation. I stopped in the quarter-finals, though stopped in the quarterfinals experience I get really very valuable. The third is maritime debate that debate championship which was held by the Navy, I became runner up at the time. The opposition was very strong because they were promised with big prize and the registration was free. So all debater which has experience also joined the race. The competition was held on the ship.

5) The problems that I faced when joining a formation at first time that was the pressure of natural selection because people who participated in the debate at *Formasi* was the intellectual people. The second problem was how to increase self-confidence. The third was to maintain a spirit that does not fade, and the last was a technical problem and also a problem in arranging a time academic and non-academic.

6) A critic for *Formasi* is the *Formasi's* members are very busy. So indeed no one can be counted on to conduct the training. So there must be initiator. For the suggestion is each debater has reached experience and achievement because of the formation. So they should have a responsibility to maintain *Formasi* in order to stay training regularly and so that *Formasi* has better regeneration to make this community always exist,

7) I think it is important in terms of public speaking. The difference is the development of public speaking in the debate is not only the confidence only or English is good, but also provides the ability to think spontaneously. Good public speaker must have that ability in order to give respond to an unexpected moment or get ideas when the pressure of time.

8) English is significant because we are talking debate specifically. I think mastery of language is important because we are as EFL speakers. The second is to master all kinds of theory and terminology that specialized in a certain subjects such as in the economic and political exclusion.



9) Yes, of course increased. I still remember myself before participating in *Formasi*. I used to be the kind of person who was introvert and I was the type of person who did not talk much and now I become a more confident person to speak in front of people. The way to deliver my speech also improved, my English language skills also increased such as a foreign vocabulary, accent, and new topic.

10) All aspects are valued in the debate competition because in the debate which is valued by jury is our appearance such as Accuracy, content and accuracy. Content was most important than other aspects but also many other technical in the value in the debate such as manner. Manner relates to giving argument, intonation of sound and giving structure.

11) Yes, the vocabulary is definitely affecting my expertise in the debate. Mastery of vocabulary influential in persuasiveness in our speech. The debaters must master a lot of vocabulary as a vocabulary in religion, medicine, and energy. We must use it in order to influence the jury.

12) Yes, it was very influential in the debate because it is impossible to discuss issue without an understanding of these issues in depth so it must be indeed an understanding of material ranging from theory or perhaps of understanding examples that are relevant in discussing the case.

13) Yes, preparing the speech was important. Even before simulation debate or contest material conveyed by the coach had been prepared in order to make

our speech is interesting. So the structure must be prepared. In the debate not only matter prepared but also how organizing material into interesting structure in order to make more persuasive and to make powerful speech.

14) Yes, I have ever made a mistake. I am usually wrong in using vocabulary. The vocabulary is not quite right so the error occurred. The error will be evaluated in practice.

15) Yes, before delivering my speech, I write as many as I can. So I do not forget the speech which I will present. As point of the important points, important examples. I prepared it from the word to word, but sometimes it is difficult to do so. I'm leaning power point method that indeed I wrote little but I developed when I perform. I did a lot of reading in order I understand a deeper so that I do not need note-taking before the debate.

16) Yes, I use this method when selecting a suitable word in a particular context.

17) Yes, I use body language consciously, but I also use some reasonable gesture to be done when discussing certain issues. My hand moves when explaining a poses, facial plays when want to describe a sad situation. When I forget or want to find the right words. I try to pause to think for the right words.

18) Yes, making notes have an important role, because we talk in the structure. This structure usually has a pattern that is easy to remember. The pattern we use in the manufacture of note taking. Each debater has its own format to make note taking.



19) The problem I faced is a leveler perception with my team mate for each debater must have some ego. To minimize these problems we have to practice together to get chemistry by discussing the case together so our understanding is same.

20) Yes, of course. It should be discussed with team mate otherwise our understanding is not same with one another.

21) I think that achievement is that's reward itself, I usually give a reward to myself such as relaxed after the race, read books, go with a friend, after winning the race I had to appreciate myself by taking rest in order I will be ready with the next race.

22) Luckily, I do not too consume with bad mood. I'm pretty professional to keep my feeling. Because my ambition to win is higher than my bad mood.

23) When the debate I feel sad, I will do things that do not make me sad as I am eating chocolate, listening to music, or reading a book. When in the practice I will stop for a break to control my mood to be optimal in the next practice.

Student university: HA

Day/ Date: Tuesday/ 27 June 2016

Time: 10:00 am

1) Yes, it is very positive. I used to be embarrassed now more confident. In the *Formasi*, there are classes there as well as conversation classes. So with their classes and joining the debate competition. So many sources of good examples of speech. So that by joining to the *Formasi* can make my speech public speaking is better.

2) Actually I have participated in debates ranging from high school but I have started taking *Formasi* start from first enter in the college around October-November in 2012. I joined the *Formasi* program because the *Formasi* has many achievements in the debate. And also because I am very interested in debate at the university because the university's debate really different with debate in the Senior High School. Because the debate in Universitas is challenging. Many things must be learned not only public speaking and persuasiveness but also how you can know an international issue right now,

3) There are so many events that I follow. If even I ever remember in 2014 April, May and June there are 12 weeks. I join all races in four weeks so I take a total of 12 races. So every week I join the race debate. if in this *Formasi* I have participated in a debate about 50-60 races.



4) Yes, I have won the English debate competitions during the debate. Some of them were runners up EFL category debating championship, Grand Finalists open Usidy.

For the first time the UB in the final and it was for the team. As personal I get the best speaker. In the next is navy races I was the third winner. The race was on a Indonesian warship, in Banda Aceh. That's what I remember the other in many more races like that I achieved in the tournament, champion and best speaker.

5) The problem that I faced when at first time at *formasi* was in terms of matter. In the debate is not just public speaking but also how we know the latest news but sometimes I know it a bit late the development of world issue. After finished the race I just found out that this issue was warm to talk, the second is strategy. Strategies outside has been growing rapidly, but sometimes I am late to know.

6) The new issues this year is due to present a policy on Campus closes at 9 pm. it is very problematic for the community's debate because we usually practice at 6 pm until 12 o'clock at night. We at 6 pm until 12 o'clock at night because we are usually free lecture average of 6-12 hours at night. now is closed at 9 pm where would we not be a lot of exercise. We are constrained by the existence of this policy. Problem which is next is the facility. Room facilities are inadequate. There is only one room we would we have to share with other club. Sometimes we practice indoors and outdoors. The problem is not only one club community in the university but also there are Brawijaya communities such as speech story-telling, and broadcasting. For the third issue is the system of the coach. For the last, namely the problem of funds.

*Formasi* is less of funds with the new policy on campus. So we are hard to invite a coach from outside

7) Yes, it is very important. But for beginners do not think fluency first. It can be learned time by time. It is inconceivable to join the community debate. We immediately have the skill to speak good in English. It still needs a process. By participating in many competitions and a lot of training our English skills will certainly increase rapidly.

8) I think specific vocabularies become obstacles. Because if we compare it with western debaters. We need a minute to describe something but they only need one word to describe something.

9) Yes, greatly increased. My improvement is a lot compared to four years ago. At that time I was still stumbling brick in speaking English. Now I have been very fluent in speaking English. At that time I used to think about what were the argument and the English language. But now just think of matter. So, the improvement was lot because I took a lot of tournaments and practice.

10) All were judged by juries such as Accuracy, Fluency, content, and manner. Manner was how we could deliver material with good manner. It is useless if we have a good method but manner is not good, after that are strategies, so we do not immediately convey the contents of our speech but we have to have a specific strategy in giving our speech.



11) Yes, it is very influential especially in my last competition in English and the participants come from some of the world. The vocabularies they use are very appropriate. They do not think of vocabularies when they are talking. So mastery of vocabularies are very important. When we debate at international level it will be judged.

12) Yes, it is very influential, matter, Manner, method three aspects can not be separated, if the material is the most prioritized first. So most thing to be seen by jury or debaters is the first material. So if we do not know the material is worthless if we had a good English, good vocabulary but can not win that debate because they do not master the material.

13) Yes, before we debate are given preparation time to prepare our speech in 15 minute, I think it's very short especially in extremely cold temperatures and matter was hard.

14) Yes, I have ever made a mistake, the problem is the preparation time before the debate is about 15 minutes. And it is unlikely everything you write. So, you should write only important points. Sometimes also is wrong giving argument, wrong in giving the facts, wrong in selecting the appropriate word, and wrong strategies in speaking.

15) I do everything. I usually do the practice in front of the mirror every day. I give myself topic then I spoke. The second I practice on the bike when wanted to go

campus. When not busy I always read in the debate application to obtain further information updates. When I practice I got two ways. The first was dirty note. When adjudicator or tutor talking, immediately I noted. And second was a clean note. I noted again what they are talking about. When I am lazy to write, I will record and I'll note when I am at home.

16) Yes, I used to do that when debate in the first year. In the second year I was still confused and in three and four years I still use it but not as often as in the first and second year.

17) I do not use these strategies to remember things because the few times I have seen my video. when I did not know I was always thinking about what I would say 30 seconds after that, if I did not know I would speak slowly if I have remembered again I would speak fast again, I do not use body movement because I am afraid of forgetting idea that I would have to say.

18) It was very helpful because when we noted before the debate, note taking will be very attached to my mind. So when delivering speech I will always remember what I wrote. Note-taking also assist in the delivery of speech or arrangement of my speech.

19) Sometimes they do not like what we expected. For example, they do a poor performance, his or her argument is not what I expected. Then there are also speakers that lazy to make a note. So I should make a note by self.

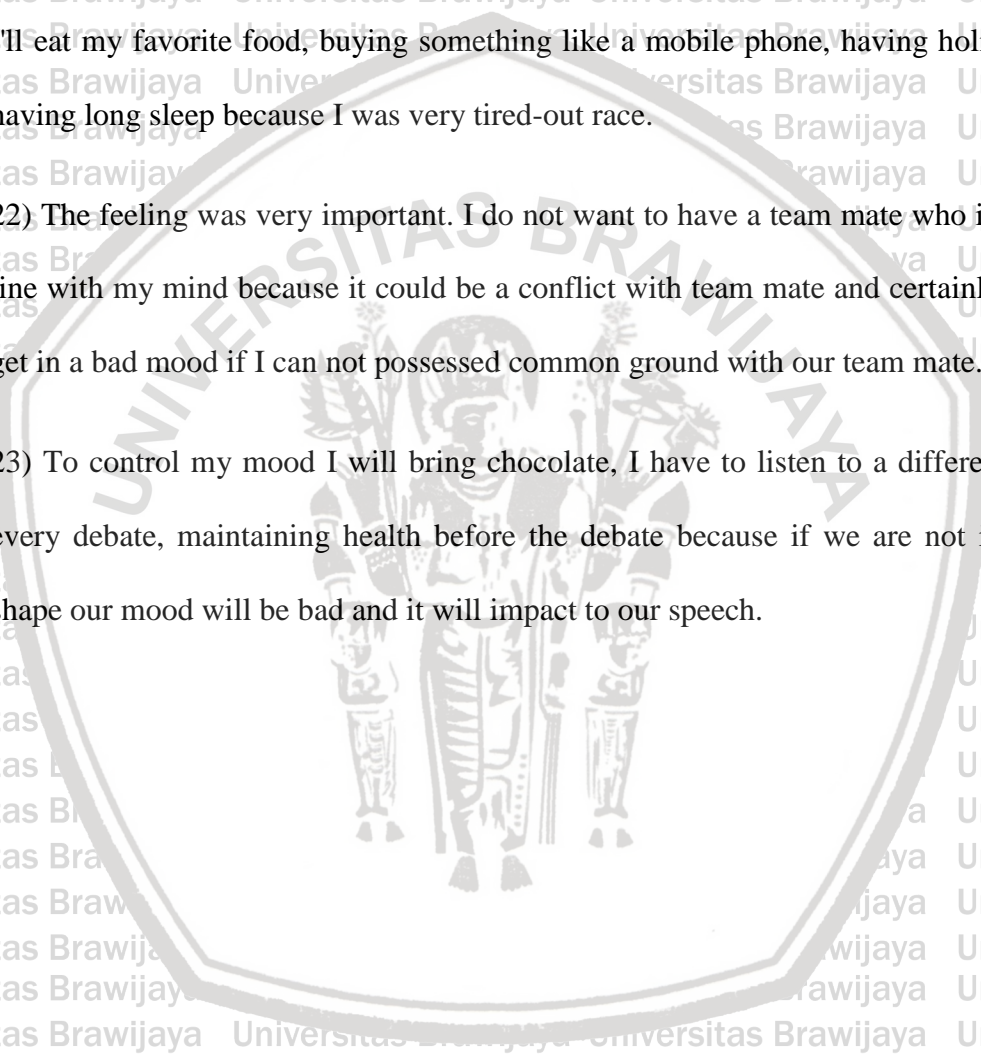


20) Yes, I will ask my team mate to discuss one by one in order to have the solution of the problems I had and certainly in order to have a common argument.

21) I always did it for my own self taking example, if I won the debate competition I'll eat my favorite food, buying something like a mobile phone, having holiday, or having long sleep because I was very tired-out race.

22) The feeling was very important. I do not want to have a team mate who is not in line with my mind because it could be a conflict with team mate and certainly I will get in a bad mood if I can not possessed common ground with our team mate.

23) To control my mood I will bring chocolate, I have to listen to a different song every debate, maintaining health before the debate because if we are not in good shape our mood will be bad and it will impact to our speech.



## Appendix 6

### Transcript of Students' Written Interview

Students university: AA

Day/ Date: Monday/ 26 June 2016

Time: 11:00 am

There are two speaking strategies that I use in debate practice or debate competition. First On technical thing, I will prepare notes, using columns and arrows to guide my speeches, second, yet on technical thing, I use body movement and facial expression for being persuasive.

For strategies that I often use in speaking are I will start with deep breath in every speech during my speech. I will mention my composure so I do not sound confused, furious, or forget my words. Before my performance, I would have regulated my mood and anxiety by getting rid of negative thoughts, I focus on brainstorming and preparing notes.

At least, there are three aspects of public speaking that my improvement fixes. Firstly, "Manner" Things such as vocabulary mastery, self-confidence, and fluency are intensively nurtured in debate practice. as the consequences, now I have wider range of word repertoire and I feel more comfortable in engaging with public attention while speaking. Secondly, "Matter" Matter is content of speech and it is important for debaters to have speeches with good substance, after joining the debate I feel much smarter and knowledgeable because "Matter" is what my coaches always force me to master. Lastly, my "method" or strategies in arranging structure of deliver also gets better.

To improve my speaking skills in debate, I practice a lot, read plenty of materials, and evaluate mistakes of my performance constantly. I listen to my debate coach inputs too.



The speaking problems that I face when practicing my speaking skill are still classics with most people's problem. Most of people's problem is how to put your thoughts into precise verbal communication with good diction people can understand.



## Transcript of Students' Written Interview

Student university: HA

Day/ Date: Saturday/ 25 June 2016

Time: 08:00 am

The strategies when I deliver speeches are pretend to be confident, do not ever show that I am nervous, speak slowly to gain the adjudicator attention, understand the contents or matters, use some body movement. I often use the strategies which pretend to be confident. At least it will be more persuasive and make me calm down.

After joining debate class practice and competition, I do realize that my speaking skill is improved. Previous time, I can not speak fluently and really hard to find words that could describe what's on my mind, but now everything seems easier not to mention more confident to speak in front of public.

My way to improve my speaking skill is by training and joining tournament. I divided my training in two sessions. First is self-practice such as speaking in front of mirrors while reading, in the bathroom, making way or resume of video debate, watching video, read news and etc. second is org/dub practice such as regular and intensive practice every day from 4 pm to 10 pm including weekend. To ensure the practices going well, almost every weekend I joined competitions if there are available competition.

My problems are hard to find a suitable word that represents the sentence of my materials and hard to prioritize the air of time on which the most important first the last is how to organized the point of materials.



**Appendix 7**  
**List of Achievement**

<b>No</b>	<b>Prestasi</b>	<b>Kejuaraan</b>	<b>Tingkat</b>	<b>Years</b>
1	Grandfinalist	World University Debating Championship EFL Category, Thessaloniki	International	2016
2	Grandfinalist	Adjudicator Indonesia Varsity English Debate, Bandung	National	2016
3	Champion	EXPRIEX International Bussiness Plan Competition, Malang	National	2015
4	Champion and best speaker	NUDC Kopertis University VII, Surabaya	National	2015
5	Grandfinalist	Founders Trophy (FT), Jakarta	National	2015
6	OctoFinalist	Indonesian Varsity English Debate (IVED), Jakarta	National	2015
7	Indonesia' Delegation	World University Debating Championship (WUDC), Thessaloniki	International	2015
8	Octofinalist	Indonesian Varsity English Debate (IVED), Salatiga	National	2014
9	1 <sup>st</sup> Runer up	UBDC, Malang	National	2014
10	Champion and best speaker	Smanisda Debate Open, Sidoarjo	National	2014
11	Octofinalist	Gajah mada Debate Tournament (GMDT), Yogyakarta	National	2014
12	Quarterfinalist	AISA UI Debate, Jakarta	National	2014
13	Champion and best speaker	English Students Competition, Malang	National	2014
14	Champion and Second Best Speaker	English Students Competition, Malang	National	2013
15	1 <sup>st</sup> Runer up	Novice Solo Open, Solo	National	2013
16	Second Runner up	AMSA Indonesia Debate Competition, Jakarta	National	2013
17	Quarterfinalist	National Newbie Debate Competition (NNDC), Yogyakarta	National	2013
18	Second Runner up	Farmers IV, Malang	National	2013

**Appendix 8**

**Documentation Pictures of *Formasi* Debate Activity**

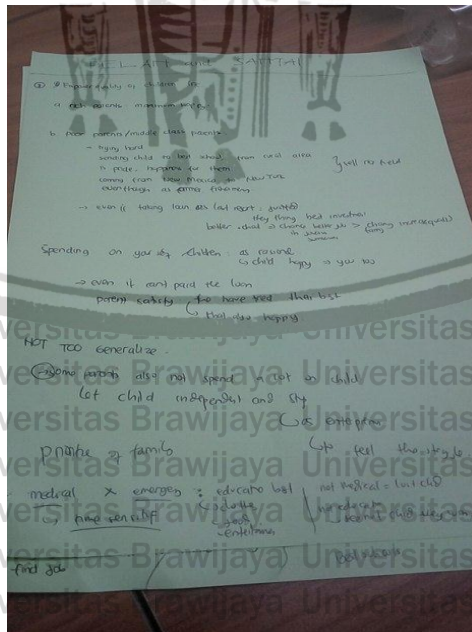
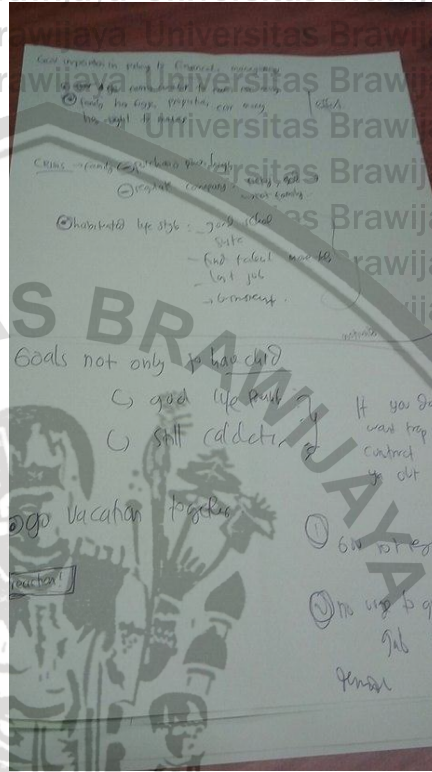
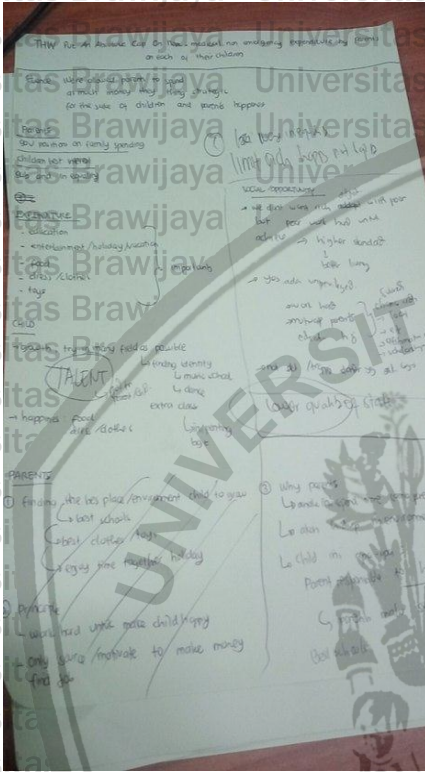






## Appendix 9

### Documentation of Debaters' Note Taking





## Appendix 10

### Availability of Subjects of the Study

Kepada Yth, Saudara: AA

Saya yang bernama Sahroni Fatkurrozin, mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya, bersama dengan ini memohon kesediaan Saudara untuk berpartisipasi sebagai subjek penelitian kami yang berjudul: Speaking strategies used by Indonesian EFL Learners in English debate at Formasi

yang bertandatangan dibawah ini:

Nama : AA

Umur : 23 tahun

Alamat : Jln Mt Haryono

Setelah membaca semua keterangan tentang risiko, keuntungan, dan hak-hak saya sebagai subjek penelitian yang berjudul Speaking strategies used by Indonesian EFL Learners in English debate at Formasi. Saya memahaminya, maka Saya dengan sadar dan tanpapaksaan bersedia berpartisipasi dalam penelitian ini untuk diteliti oleh peneliti Sahroni Fatkurrozin sebagai mahasiswa FIB brawijaya, dengan catatan apabila suatu ketika merasa dirugikan dalam bentuk apapun, berhak membatalkan persetujuan ini.

Biaya penelitian tidak dibebankan kepada saya.

Malang, 23 Juni 2016

Tanda tangan,

(AA)

Kepada Yth, Saudara: HA

Saya yang bernama Sahroni Fatkurrozin, mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya, bersama dengan ini memohon kesediaan Saudara untuk berpartisipasi sebagai subjek penelitian kami yang berjudul: Speaking strategies used by Indonesian EFL Learners in English debate at Formasi yang bertandatangan dibawah ini:

Nama : HA

Umur : 23 tahun

Alamat : Jln Mt Haryono No 1053 A Dinoyo Malang

Setelah membaca semua keterangan tentang risiko, keuntungan, dan hak-hak saya sebagai subjek penelitian yang berjudul Speaking strategies used by Indonesian EFL Learners in English debate at Formasi. Saya memahaminya, maka Saya dengan sadar dan tanpapaksaan bersedia berpartisipasi dalam penelitian ini untuk diteliti oleh peneliti Sahroni Fatkurrozin sebagai mahasiswa FIB brawijaya, dengan catatan apabila suatu ketika merasa dirugikan dalam bentuk apapun, berhak membatalkan persetujuan ini.

Biaya penelitian tidak dibebankan kepada saya.

Malang, 23 Juni 2016

Tanda tangan,

(HA)

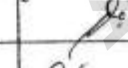


**Appendix 11**

**Berita Acara Bimbingan Skripsi**

- 1. Nama : Sahroni Fatkurrozin
- 2. NIM : 125110507111023
- 3. Program Studi : Pendidikan Bahasa Inggris
- 4. Judul Skripsi : Speaking Strategies Used by Indonesian EFL Learners in English Debate: (A Case Study of Indonesian University Student Debaters at Formasi-Universitas Brawijaya)
- 5. Tanggal Mengajukan : 15 Februari 2016
- 6. Tanggal Selesai : 28 Juli 2016
- 7. Nama Pembimbing : Dian Inayati, M.Ed.
- 8. Keterangan Konsultasi


No.	Tanggal	Materi	Dosen Pembimbing	Paraf
1.	5 Maret 2016	Konsultasi Judul	Dian Inayati, M.Ed.	
2.	9 Maret 2016	Konsultasi Judul	Dian Inayati, M.Ed.	
3.	14 Maret 2016	Konsultasi Judul	Dian Inayati, M.Ed.	
4.	21 Maret 2016	Konsultasi Bab 1	Dian Inayati, M.Ed.	
5.	28 Maret 2016	Konsultasi Bab 1	Dian Inayati, M.Ed.	
6.	04 April 2016	Konsultasi Bab 1	Dian Inayati, M.Ed.	
7.	11 April 2016	Konsultasi Bab 1	Dian Inayati, M.Ed.	
8.	18 April 2016	Konsultasi Bab 1 & 2	Dian Inayati, M.Ed.	
9.	25 April 2016	Konsultasi Bab 2	Dian Inayati, M.Ed.	
10.	02 Mei 2016	Konsultasi Bab 2	Dian Inayati, M.Ed.	
11.	09 Mei 2016	Konsultasi Bab 2	Dian Inayati, M.Ed.	
12.	16 Mei 2016	Konsultasi Bab 2 & 3	Dian Inayati, M.Ed.	
13.	23 Mei 2016	Konsultasi Bab 3	Dian Inayati, M.Ed.	
14.	30 Mei 2016	Konsultasi Bab 3	Dian Inayati, M.Ed.	
15.	06 Juni 2016	Konsultasi Bab 3	Dian Inayati, M.Ed.	

16.	12 Juni 2016	Konsultasi Bab 3	Dian Inayati, M.Ed.M. Pd	
17.	15 Juni 2016	ACC Seminar Proposal	Dian Inayati, M.Ed.	
18.	21 Juni 2016	Seminar Proposal	Dian Inayati, M.Ed.	
19.	23- 28 Juni 2016	Penelitian	Dian Inayati, M.Ed.	
20.	7 Juli 2016	Konsultasi Bab 4 & 5	Dian Inayati, M.Ed.	
21.	11 Juli 2016	Konsultasi Bab 4 & 5	Dian Inayati, M.Ed.	
22.	14 Juli 2016	Konsultasi Bab 4 & 5	Dian Inayati, M.Ed.	
23.	16 Juli 2016	ACC Seminar Hasil	Dian Inayati, M.Ed.	
24.	21 Juli 2016	Seminar Hasil	Dian Inayati, M.Ed.	
25.	25 Juli 2016	Konsultasi 4 & 5	Dian Inayati, M.Ed.	
26.	26 Juli 2016	ACC Ujian Skripsi	Dian Inayati, M.Ed.	
27.	28 Juli 2016	Ujian Skripsi	Dian Inayati, M.Ed.	

9. Telah dievaluasi dan diuji dengan nilai:

Mengetahui,  
Pembantu Dekan I  
Bidang Akademik

Pembimbing

  
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