

**STRATEGY USED BY THE ENGLISH DEBATERS AT UKM BAHASA
UNIVERSITAS MUHAMMADIYAH MAKASSAR IN DEVELOPING
THEIR SPEAKING SKILL**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2022



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Day / Date	Chapter	Note	Sign
27 Juli 22	1-V	Pembacaan Protokol Interwiew Sesuai dengan Chapter II	
16 Agu 22	Chapter II	Findig & Discussion & Feibh - Jerni	
09/8 22	Summary	Summary	

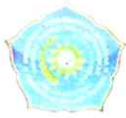
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18/8/22	III	attach all interview →	Ud
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MOTTO AND DEDICATION

MOTTO

"Happiness is very simple, we just need to be grateful for the blessings that Allah has given."



DEDICATION

I dedicate this thesis first to my mother in heaven. She taught me a lot about the meaning of life, to believe that behind hardship there is ease, and that Allah will definitely give me the best; and secondly, to my father, who also always takes care of me and teaches me to work hard. Whatever I do for my future.

You are my reason to be strong.

ABSTRACT

Andi Mutiara Sari, 2022 Strategy Used By The English Debaters at UKM BAHASA Universitas Muhammadiyah Makassar (Descriptive Qualitative Research). Under the thesis of English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervisor: Prof. Dr. Hj. Andi Tenri Ampa, M. Hum. and Wildhan Burhanuddin, S.Pd., M.Hum.

This research aimed to find out the learning strategy are used by English Debaters in Speakng Skill at UKM BAHASA Universitas Muhammadiyah Makassar and the reason why do the English debaters use those strategy. The data were collected in July 2022 from 5 debaters of UKM BAHASA Universitas Muhammadiyah Makassar. This research used a descriptive qualitative method, and the instruments used an interview.

The findings of this research show that learning strategy are used by English Debaters in Speakng Skill at UKM BAHASA Universitas Muhammadiyah Makassar are watching video on YouTube, read articles, group discussion, self-correction, and self-talk strategy. The result of the interview of this research showed that mostly the reason why do debaters used those strategies because the strategies are easy to access, easy to imitiate and they can do wherever and whenever they wants to enjoy it.

Keywords: Speaking Skills, Debaters Strategies, English Language Learning

ABSTRAK

Andi Mutiara Sari, 2022 Strategi yang Digunakan Para Pendebat Bahasa Inggris di UKM BAHASA Universitas Muhammadiyah Makassar. (Penelitian Kualitatif Deskriptif). Di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing : Prof. Dr. Hj. Andi Tenri Ampa, M.Hum. dan Wildhan Burhanuddin, S.Pd., M.Hum.

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran yang digunakan oleh Pendebat Bahasa Inggris dalam Keterampilan Berbicara di UKM BAHASA Universitas Muhammadiyah Makassar dan alasan mengapa para Pendebat Bahasa Inggris menggunakan strategi tersebut. Data dikumpulkan pada Juli 2022 dari 5 orang pendebat UKM BAHASA Universitas Muhammadiyah Makassar. Penelitian ini menggunakan metode deskriptif kualitatif, dan instrumen yang digunakan adalah wawancara.

Temuan penelitian ini menunjukkan bahwa strategi pembelajaran yang digunakan oleh Debater Bahasa Inggris dalam Keterampilan Berbicara di UKM BAHASA Universitas Muhammadiyah Makassar adalah strategi menonton video di YouTube, membaca artikel, diskusi kelompok, koreksi diri, dan strategi self-talk. Hasil wawancara penelitian ini menunjukkan bahwa sebagian besar alasan pendebat menggunakan strategi tersebut karena strategi tersebut mudah diakses, mudah ditiru dan dapat dilakukan dimanapun dan kapanpun mereka ingin menikmatinya.

Kata kunci: Keterampilan Berbicara, Strategi Pendebat, Pembelajaran Bahasa Inggris

ACKNOULEGEMENT

Alhamdulillah Robbil Alaamiin. The first, in the name of Allah, thanks to his blessing, the researcher was able to complete this thesis as one of the requirements for the S1 degree in the English Education Department of the Faculty of Education and Teacher Training at Universitas Muhammadiyah Makassar. Second, peace and greetings to the Prophet Muhammad SAW who led us from darkness to brightness.

The researcher realized that many people had helped and made helpful suggestions until this thesis was completed. The researcher gave thankfulness and appreciation to her loving parents Andi Hartati, S.Pd and Nurdin.H. Without the help of financial, motivations thesis would not exist. Therefore, the researcher would like to express their special thanks and heartfelt thanks to all of the followings:

1. Prof. Dr. H. Ambo Asse, M. Ag as the Rector of Universitas Muhammadiyah Makassar
2. Erwin Akib M.Pd., P.Hd as the Dean of FKIP, Vices of Dean, and all the staff for facilitating during the study
3. Dr. Umami Khaerati Syam, S.Pd., M.Pd as the Head of English Education Departement of FKIP, Secretary Ismail Sangkala, S.Pd., M.Pd and also academic advisor researcher for their motivation, support, signature.
4. The reseacher's supervisor are Prof. Dr. Hj. Andi Tenri Ampa, M. Hum. and Wildhan Burhanuddin, S.Pd., M.Hum. Who provided guidance, valuable advice, and corrections to during the development of this study.

5. The head of UKM BAHASA and The Debaters at UKM BAHASA Universitas Muhammadiyah Makassar
6. Beloved sister Silmi Auliyah, Alda, Endang, Ismi, Mita, and researchers big family who always given support and motivation to researcher in this study.
7. To any other people who cannot be mentioned the name who always help and motivate in this research.

The words were not enough to express appreciation for their help and contribution to finishing this Thesis. May Allah SWT always gives guidance and blessing to us. Aamiin Ya Rabbal Alamin.

Makassar, 20 Agustus 2022

Andi Mutiara Sari

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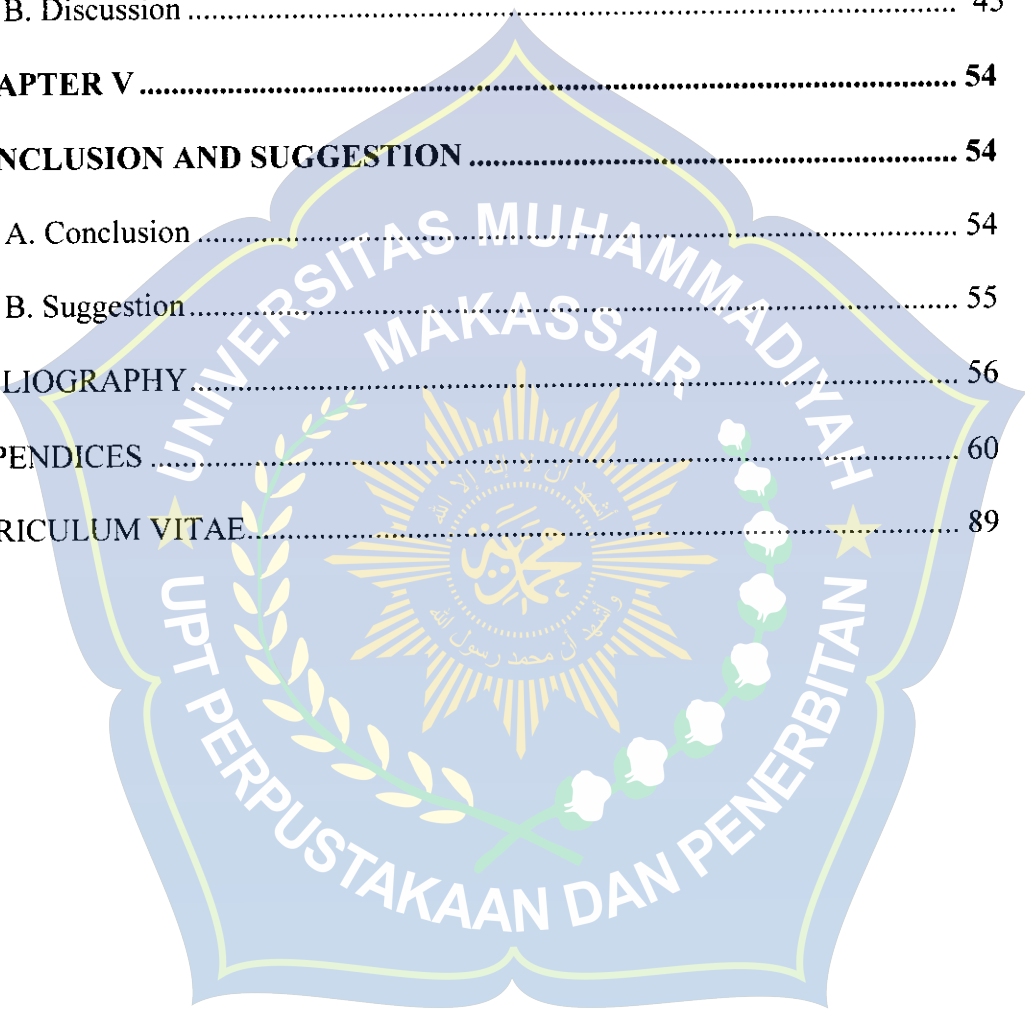
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CHAPTER I

INTRODUCTION

A. Background

English is the most commonly used language for communication in almost every country in this world, due towards its easy of learning. According to Laufer (2008: 9) English is an international or global language used in politics, science and technology, at the same time in education, information technology, international trade, and industry. We must master English if we want to master in every aspect of life. Students should master four English skills; reading, writing, speaking, and listening. Communication generally requires each skill, specially speaking. Speaking is popular because it allows to engage in conversations with others, share ideas, and convey information. Brown (2004) defines speaking as an interactive process of building meaning that includes the production, receiving, and processing of information.

Speaking is using language with a familiar voice, speaking words, knowing and using language, expressing oneself in words, making speeches. People can measure their English proficiency through the way they speak. There are various activities in learning speaking skills, such as storytelling based on pictures, speaking based on sound stimulation, interviews, discussions, speeches, and debates (Chotimah, 2017). Debate is one of the methods which can be used to enhance learners develop their public speaking abilities. Debate is a form of expression that involves two opposing teams attempting to defend their own ideas, opinions, and arguments.

Case building, motion, definition, team line, team split, and rebuttal are some of the aspects that might be included in a debate. According to Rybold, 2006 (In Muslem, 2019) debate will make students to be better speakers in their daily life. Students are actively, broadly, and deeply interested in the content of the course. Speakers in debates communicate their thoughts and perspectives, which sometimes contradict all others, because each considers his or her point of view to be the truth that must be defended. Freeley and Steinberg (2005) in Kennedy (2007) define debate as the process of considering multiple points of view and reaching a judgement, and its application ranges from an individual using debate to make a decision in their own mind to an individual or group that uses debate to convince others to agree with them.

One of the activity units at Muhammadiyah University of Makassar that can assist students in enhancing their speaking abilities is UKM BAHASA, where the activities are related to enhancing speaking skills, one of which also includes debate as a student activity. Every week, debaters in UKM BAHASA attend a training session to improve their speaking abilities and practice debate exercises. Of course, practicing and discussing a topic takes a long time so that people become accustomed to speaking out and communicating their views. As a result, debaters must develop and implement strategies to improve their speaking skills in order to successfully express information and communicate.

Based on the researcher's observations, debaters at UKM BAHASA have made many achievements in national and international debate competitions. This indicates that they are also able to speak fluently, responsible for bringing greatness

to the Universitas Muhammadiyah Makassar. It is not easy to become a debater who is able to speak well. Tuan & Mai (2015) state that not all language learners, after many years of studying English, can communicate fluently and accurately because they lack background knowledge and learning strategies. Debaters have strategies for developing their speaking skills, for example, by reading, watching videos of someone arguing and practicing to express themselves in public. In common with Rubin's statement, Griffiths (2015) also conducted a study entitled "What Have We Learned from 'Good Language Learners'?" The result revealed that it is essential to learn the strategies because successful language learners frequently use many different kinds of strategies.

In that case, the researcher is interested in discussing the strategies used by the debaters to develop their speaking skills so that they are able to express their argument well. Therefore, the researcher will do research under the title " Strategy Used By The English Debaters at UKM Bahasa Universitas Muhammadiyah Makassar In Developing Their Speaking Skill ".

B. Problem Statement

Based on the previous background, the research formulates the research questions as follows:

1. What the learning strategies are used by English debaters in speaking skill at UKM BAHASA Universitas Muhammadiyah Makassar?
2. Why do the English debaters used those strategies?

C. Objectives of The Research

Relation to the problem statement above, the objective of the research is:

1. To find out the learning strategies are used by English debaters in speaking skill at UKM BAHASA Universitas Muhammadiyah Makassar
2. To find out why do the English debaters use those strategies

D. Significance of Research

The results of this study are expected to be useful for many people, especially for debaters or other students and researchers.

The explanation is as follows:

1. For debaters/students

The results of this study can help debaters to find effective strategies for developing their speaking skills so that they become very useful references to be implemented in debate activities and speaking classes.

2. For Researchers

The outcomes of this study will be used as a guide for future researchers who want to investigate into the same issue. Students in the English education department, in particular

E. Scope of Research

The scope of this research is limited to the debaters' learning strategies in developing speaking skills as stated by Rahmawati et al. (2021), namely watching videos, reading articles, resourcing strategies, self-correction, note-taking, group discussion and self-talk strategies. In particular, this researcher also discussed the reasons why debaters used those strategies.

CHAPTER II

LITERATURE REVIEW

A. Previous of Related Study

The first study from Ena (2018), found that the participants in her research were eight college students who participated in an extracurricular debate club in a public school. The research results showed that debate activities enriched students' vocabulary, improved students' self-confidence, and helped students become better public speakers. The majority of survey respondents stated that debating activities helped them become better public speakers, expanded their vocabulary, and increased their self-confidence.

The second study from Fitri Alfia Rahmawati, J.A. (2020) argue about the debaters have many learning strategies, debaters train themselves to read a lot, watch debate videos and practice using a wide variety of language learning strategies. These strategies include seeking opportunities to practice, using resources, reviewing materials, asking for corrections, using synonyms or allusions, self-assessment, naturalistic practice, taking notes, debriefing, using progressive relaxation, deep breathing, or meditation, and collaborating with peers.

The Third research from Hasibuan (2020), found the debate method of teaching, particularly in the speaking class, has been shown to improve students' attitudes and motivation to learn English and practice speaking. Students are interested and having a good time learning English

through discussion. They were given a lot of chances to stand up, express themselves, and convey their opinions in the form of arguments and rebuttals and work in a group. Can use debate technique can use debate techniques in the classroom to help students improve their speaking skills.

Abdul, A. T. (2021), found that many strategies are offered to increase the level of courage and confidence in English debate. Sometimes, those strategies were not suitable for debaters. Because of some factors, self-talk, a strategy that many scholars use in tackling the issues in psychology, was founded as a response to the issue. The results of the analysis showed that first, the writer's experience of using self-talk strategy in English debate in semesters five, six, and seven had played an important role in overcoming his issues in both psychology and skill in English debate. Second, the self-talk strategy developed the writer's skills in speaking and increased their courage.

While the difference is, previous research mostly only discusses debate in general as a technique to improve one's speaking skills, so far no one has discussed in depth the strategies someone uses to develop their speaking skills. Meanwhile, this research will present a more in-depth and comprehensive discussion to find out the strategies of a debater in developing their speaking skills. For the purpose of this study, the researcher tried to see what learning activities the debaters did to develop their speaking skill.

B. Some Pertinent Ideas

1. The Definitions of Speaking

Speaking allows people to express themselves and enhance communication. People will be able to discuss, analyze, and provide information and suggestions to others through speaking. According to Hornby (1987), Speaking means using a language in a natural voice, uttering words, understanding and using a language, expressing oneself in words, and giving a speech. Widdowson (1978) states that speaking is a means of oral communication that gives information and involves two elements, namely the speaker who gives the message and the listener who receives the message. It means that speaking is defined as a speaker's connection with a listener.

Chaney in Kanyi (2006) adds that Speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. In addition Syatriana, E., Ardiansyah, A., & Orem, R. (2018). Speaking plays an essential role in producing a variety of languages, and it can be in the form of discussions, speeches, debates, argumentation, conversation, storytelling, and retelling.

Based on this concept, it is stated that speaking is essential to communicate thoughts, views, or ideas to others. Speakers with good speaking skills can communicate important information to their audience. Speaking abilities have been designated as one of the essential skills in English because of their importance in daily life.

To know what speaking is for, Wilson and Arnold (2000) explain several purposes of speaking as follows:

1. Wilson and Arnold (2000) state that speaking to inform: People are satisfied when they understand the information they hear. People who speak to tell something are called informative speaking. Thus, its goal is to make listeners understand the speaker's lead by creating perception and knowledge of the topic. Can categorize particular things can categorize extraordinary things into informative speaking:
 - a. Accuracy is accurate both in detail and proportion, b. completeness, it is comprehensive enough to cover the subject talked in the specific speech or any address topic, c. Utility, the content of the speech must be meaningful to share with the listeners.
2. Wilson and Arnold (2000) state that speaking to induce inquiry. A speech was delivered in a public forum outlining the problem and seeking solutions from all attendees. His subject was previously discovered through study, and his solution should be based on the opinions of speakers or listeners. This problem may require further investigation in the future.
3. Wilson and Arnold (2000) state that speaking to reinforce beliefs and feelings. The purpose of this speaking is to emphasize something to the listeners by providing sufficient evidence and explanation to follow the speakers' ideas without any doubt.

4. Wilson and Arnold (2000) state that speaking to entertain. This speaking aims to engage the listeners by bringing some humor to the speech.
5. Wilson and Arnold (2000) state that speaking to persuade. The speech delivered by the speaker is generally designed to change or reinforce the audience's beliefs or actions. This speech potentially influences people's behavior, values, beliefs, or attitudes. One of the examples of this speech is in promoting specific products to the customers in various kinds of markets.

2. Types of Speaking

Nunan (in Brown 2001) writes that generally there are two types of spoken languages, as follow:

1) Monologue

A Brown monologue is a long-winded speech in which the speaker, for example, in lectures, readings, news broadcasts, and so on, has to constantly process and communicate information. Whether the audience understands or not, what the speaker is trying to convey

2) Dialogue

It is different from monologue; Nunan says that dialogue is speaking that involves two or more speakers. When the speaker's interlocutor does not understand what the speaker is saying, an interruption actually happens. According to Harmer (2007), we can

distinguish between planned speaking (such as a lecture or wedding speech) and unplanned speaking (such as a spontaneous conversation).

3. **The Elements of Speaking** has three components, according to Vanderkevent (1990):

1) The Speakers

Vanderkevent (1990) state that the speakers is the people who create the sound are known as speakers. They can use them to express one's ideas or opinions to the listener. As a result, if no one responds, no one's viewpoint, feelings, or feelings will be expresses.

2) The audience

Vanderkevent (1990) state that the audience is people who get or accept the speaker's opinion or feeling are referred to as listeners. If there are no listeners, speakers will write down their thoughts.

3) The Utterance

Vanderkevent (1990) state that the utterances are the words or sentences that speakers use to express their opinions. Both the speakers and the listeners will utilize a sign if there is no speech.

4. **Components of Speaking**

Speaking is the most crucial skill that should be mastered. It gives you the ability to carry on the conversation. Through conversation, people can do spoken communication itself, whether it is transactional or international. Harmer (2007, p. 343) argues that speaking is a complex skill requiring the simultaneous use of a number of different abilities. They include the aspects

of speaking. There are some experts that explain the aspects of speaking.

The aspects of speaking English are as follows:

1) Comprehension

Comprehension is discussed by both, speakers and listeners. It is because comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. Even though seems to be the most important skills of all the four skills they are listening, speaking, reading and writing because people who know a language are usually referred to as speakers of that language (Ur, 1996, p.43).

The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they might be face some difficulties in speaking English as a foreign language.

2) Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence (Fromkin & Rodman, 2014, p.14) It is needed for the speakers to arrange a correct sentence in a conversation. . In addition, Badulu (2001) grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase sentence and

complete utterances as the basic of framework to fine the sentences productivity.

3) Vocabulary

One cannot correctly communicate or express their ideas in both oral and writing form without an appropriate speech. Learners who have a restricted vocabulary have another challenge to acquiring a language. Can communicate little without grammar, and nothing can be shared without the tongue. As a result of this explanation, researcher 6 concluded that English learners who do not grasp vocabulary sufficiently would not speak or write English correctly.

4) Pronunciation

Phonemes and suprasegmental characteristics are two aspects of pronunciation. The researcher deduced from the previous remark that pronunciation is the study of how words in a given language are formed clear when individuals talk. Pronunciation is essential in communication since it helps people understand what they're saying.

5) Fluency

The speaker can read, understand, and react in a language clearly and concisely while also relating meaning and context. The capacity to talk fluently and accurately is known as fluency. Many language learners strive for speaking fluency.

5. The Function of Speaking

There have been numerous attempts to classify the role of speech in human interaction. The functions of speaking are categorized into three types, according to Brown and Yule, as quoted by Richards (2008): talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in terms of form and function and requires different teaching approaches. Richards also devised three purposes of speech in human interaction, as seen below.

1) Talk as an interaction

Talk refers to what we usually mean by conversation and describes interaction that serves primarily a social function when people meet. They exchange greetings, engage in small conversations, confessions, recent experiences, and so on because they want to be friendly and create a comfortable stay, area of interaction with others.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The fourth type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that

transmits information before an audience, such as classroom presentations, public announcements, and speeches.

4) Implications for teaching

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. It is all three of the genres described in the preceding section, or will some receive greater attention than others. Informal needs analysis is the starting point here.

5) Teaching talk as interaction

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. One rule for making small talk into initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and non-threatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen Richard (2008).

C. The concept of Debate

1. Definition of Debate

Debate is an activity that encourages students to listen to other points of view and collaborate within their groups, thereby increasing student engagement and development. Roy and Macchiette (2005) argue that debate is a pedagogical tool to lead life into the process of critical thinking.

In addition, Snider & Schnurer (2006) argued that debate has drawn both students and instructors because it can improve student involvement in the educational process, encourage independent and critical thinking, and interest both students and teachers.

Debate may also expose and open someone to understanding a topic from multiple sides and thinking carefully about it, as well as improving accountability in learning, pre-class preparation, and classroom interaction (Arrue & Zarandona, 2019; Rodger & Stewart-Lord, 2020). Debate, in particular, assists students in developing critical thinking abilities by allowing them to observe arguments, perform research, gather information, conduct analysis, challenge assumptions, evaluate statements, and describe interpersonal skills. It creates an environment in which students can learn. It provides an atmosphere where students leave their passive role and actively express their feelings and opinions in the learning process on campus and in the community.

2. Kinds of debate

According to Abdul (2021), debate can be classified into two broad categories: applied and educational. Applied debate may be classified as special debate, judicial debate, parliamentary debate, or non-formal debate. Furthermore, educational debates or academic debates can be classified into national debate tournaments, cross examination debates (CEDA), Mock Trial Debates, Moot Court Debates, Forensics, and Ethical.

1) Applied Debate

Applied debate is conducted on propositions, questions, and topics in which the advocates have a special interest, and the debate is presented before a judge or an audience with the power to render a binding decision on the proposition or respond to the question or topic in a real way.

Freely & Steinberg (2009). The debate here mostly discuss any issues which happen in the real world and became discussion most of people in this world:

- a) Special debate is conducted under special rules drafted for a specific occasion, such as political campaign debates. Examples include the Lincoln-Douglas debates of 1858, the Kennedy-Nixon debates of 1960, etc.
- b) Judicial debate is conducted in the courts or before quasi-judicial bodies. Judicial debates may be observed in any court from the Supreme Court of the United States to a local court. The impeachment trial of President Clinton during the winter of 1999 is a rare example of Judicial Debate. It means that judicial debate is used in legal term.
- c) Parliamentary debate (sometimes referred to as “parli” in the United. States) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as

“government” and “opposition” from the British parliament (although the term “proposition” is sometimes used rather than “government” when debating in the United Kingdom).

- d) Non-formal debate is conducted without the formal rules found in special, judicial, parliamentary and academic debate. This is the type of debate to which newspaper and television commentators typically are referring when they speak of the “abortion,” “the immigration debate,” and other controversies that arouse public interest. Example of non-formal debate can be found in national political campaigns, in community hearings or town hall meetings about corporate policy, etc. It means that, this debate used with uformal rules of debate generally.

2) Academic Debate

According to Freely and Steinberg (2009), academic debate is conducted under the direction of an educational institution to provide educational opportunities for students. The issue here is not whether we will participate in the debate; our participation is inevitable because, sooner or later, most educated people will take part in some form of debate. Freely has mentioned the various formats of academic debate. There are:

- a) *The Cross-Examination Format* is the most popular debate format that is used by CEDA (Cross Examination Debate Association).

- b) *The Lincoln-Douglas* format requires a two-person debate and is a policy debate where two opposing candidates could meet before the voting.
- c) *Mock trial debate* is a form of academic debate that emulates trial court debate, which emphasizes debate and argumentation skills and cross-examination. It emulates the form of trial court debating but without the emphasis on rules of procedure and admissibility.
- d) *Moot court debate* is an academic form of judicial debate used by law schools to prepare students for courtroom debate.
- e) *The Town Hall* format is used at a number of annual conventions of the National Communication Association, the Southern States Communication Association, and the Florida Communication Association to debate issues of professional interest.
- f) *Academic Parliamentary Debate* is conducted under the rules of parliamentary procedure and is conducted in debate competitions. There are three debate styles that have been updated since 2002. They are the Australia-Asia Parliamentary Debate, the World Parliamentary Debate (British) and the American Parliamentary Debate. In this research, the writer will use the form of academic debate.

3. The Basic of Debating Ability

Inoun (1996:56) states that the kinds of basic of debating ability, namely:

- 1) Style

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

2) Speed

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

3) Tone

A varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

4) Volume

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

5) Clarify

The ability to concisely and clearly express complex issues is what debate is all about. The main reason people begin to sound unclear is usually because they lose the "stream of thought" that is keeping them going. It is also important to keep it simple. While long

words may make you sound clever, they may also make you incomprehensible.

6) Use of notes and eye contact

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read verbatim. Most people sketch out the main headings of their speech, with brief notes under each. When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

4. Debate Practice

Mellshaliah (2008) defines the following debate terms:

1) Motion

Every debate starts with action, which is the topic of discussion. The activity is essentially the subject of the debate; it provides a detailed propositional statement stating what the argument is/will be. A motion is usually worded as "This House.....," for example. THB.

2) Case Building

The time for debaters to prepare their debate proposition is called Case Building. Students are allowed 15 minutes to prepare their arguments once the motion is released before the debate begins in the classroom.

3) Practical Idea

An argument is a snatched concept that supports a motion.

According to Hasibuan (2018), a practical idea has the following structure:

- a) Concept, the notion is the claim that the debater is attempting to defend.
- b) Evaluation. The purpose of the analysis is to justify the concept.
- c) Evidence, such as case studies, statistics, or analogy, is utilized to substantiate the debater's analysis.
- d) Summarizing/closing is just bringing everything to a close. It is ideal to have an excellent summary.

4) (PoI) Point of Information

Point of Information (PoI) questions are directed at the person who is speaking. Between the first minute and the sixth minute of the members' speeches, may ask this PoI.

- 5) A rebuttal is a method of demonstrating that the opponent is incorrect. In debate, reply is essential since it involves criticizing the opponent's arguments.
- 6) Where practicable, the adjudication is done by a panel of at least three adjudicators. These adjudicators should consult and rate the teams before making a spoken decision once the debate is over.

D. The Concept of Learning Strategy

Most of the research on strategies and learning is related to the notion of student learning. Oxford (1990) defines learning strategies as "specific actions taken by students to make learning easier, faster, more enjoyable, more self-directed, more effective, and more successful in new situations." As a broad concept, language learning strategies are known to refer to all the strategies that foreign language learners use to learn the target language, and communication strategies are a kind of language learning strategy. From this, the language teacher must synchronize the communicative competence of the students and the language learning must be familiar with the language strategy.

Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning. English learning strategies based on Oxford's (1990) classified system which is used for language skills namely reading, speaking, writing, and listening. The strategies are divided into two main strategies, namely, direct and indirect strategies.

1. Direct Strategy

Direct strategies are language learning strategies that directly involve the target language. Memory strategies, cognitive strategies, and compensation strategies are all examples of direct strategies that require mental processing of language.

1) Memori strategy

According to Syafradin, S (2020) Memory strategies refer to strategies that are used by students to help them remember new language. This method, according to Oxford (1990), could aid learners in storing information in long-term or short-term memory and retrieving information when needed for certain learning activities. Memory strategies involve creating mental linkages, applying images and sounds, reviewing well, and employing action.

2) Cognitive strategies

Oxford (1990) Cognitive techniques are the most popular with language learners because they help them think about and understand the new language. Practice, receiving and sending messages, analyzing and reasoning, and producing for input and output are all part of this strategy.

3) Compensation strategies

Oxford (1990) Compensation strategies assist learners in either comprehension or production in order to overcome prior knowledge in the target language. The compensation strategy is beneficial in order to

compensate for an insufficient repertoire of grammar and, more specifically, vocabulary. This technique also involves two more strategies: clever guessing in listening and reading and overcoming speaking and reading limits.

2. Indirect Strategy

Indirect strategy means a language learning strategy that supports and manages language learning without (in many instances) directly involving the target language (R. Oxford, 1990). Indirect strategies are grouped into three categories: metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies are those that occur outside of, in addition to, or separate from the cognitive.

1) Metacognitive strategies

Metacognitive strategies are actions that extend beyond purely cognitive devices and enable learners to coordinate their learning. Metacognitive strategies are classified into three categories: focusing on learning, organizing and planning learning, and evaluating learning.

2) Affective strategies

According to Brown (Oxford, 1990: 140), affective strategies refer to emotions, attitudes, motivations, and values. According to Brown, the affective domain seems to have no boundaries. The learner's affective side is probably one of the most significant determinants of language learning success or failure. Affective strategies are classified

into three categories: reducing anxiety, encouraging oneself, and regulating one's emotional state.

3) Social strategies

Oxford (1990) Social strategies can be defined as activities which includes social mediating and transacting with others. Three sets of social strategies are: asking a question, cooperating with others, and empathizing with others. Given that learning strategies are viewed as a sign of students' language performance improvement, an eminent researcher, Oxford (1990), developed the Strategy Inventory for Language Learning (SILL), which can be used to assess the types of learning strategies most frequently used by students.

E. Debaters Strategy in Speaking

The meaning of strategy may be known as a plan that can be used in various fields. Still, According to the Kamus Besar Bahasa Indonesia (KBBI), a strategy is a careful plan of activities to achieve specific goals. This meaning is recognized by people today as the meaning of strategy. A strategy is an overall approach related to the implementation of ideas, planning, and execution of an activity within a certain period of time. According to Craig and Grant (1996), strategy is the setting of long-term goals and objectives (targeting and long-term goals). Recap (2004) revealed that an important strategy for success is to develop an understanding of the way that our attitudes and thoughts influence for better or worse our feelings and behavior.

Being a debater is certainly not easy. It takes days of practice to formulate their strategies for preparing their best performance to appear when speaking in front of many people or when they want to take part in a competition. According to the researchers themselves, a debater's strategy is the overall pattern of preparation to face a goal. According to Hit, Ireland, and Hoskisson (1995), "Strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage.

Debaters are the products of rigorous debate training, which includes both debate skills and language skills. By often practicing debates, a debater can become a better speaker in all situations (public and private), as it improves their speaking skills and boosts their confidence as well (Rybold, 2006; Fauzan, 2016; Malasari & Purwanti, 2018).

According to Ary et al. (2010), experience is a familiar and well-used source of knowledge in which the ability to learn from experience is a prime characteristic of intelligent behavior. Learning from a good language learner can be a fruitful source for them to be successful debaters. They can learn and employ good strategies in debate competitions.

According to Rahmawati et al. (2021) and some expert there are some strategies commonly used by English debaters those are:

- 1) Watching video

According to Ary et al. (2010), experience is such a well and widely used source of knowledge, and the capacity to learn from it is a primary characteristic of intelligent behavior. Learning from a successful language

learner can help them become successful debaters. They can gain knowledge and practice effective debate strategies during debate competitions. There are various strategies used by debaters when watching videos, such as repeating and using resources. In this case, video is one medium for debaters using a resource strategy.

Video has become one of the most widely used in the teaching and learning process (Zhang et al. 2011). Instructional and professional videos are often used in schools today as part of the technology infrastructure.

Video, as an aspect of multimedia that can be placed as a component of effective online learning, is available anytime, anywhere via a computer or handphone. He added that everyone can access the many sources of videos on YouTube, Vimeo, and e-media that are suitable for teaching and learning needs. The goal of the multimedia approach with video is to help users overcome problems in creating effective and meaningful learning interactions (Baron & Darling-Hammond, 2008) for online teaching and learning.

2) Resourcing strategy

According to Rahmawati et al. (2021), They prefer to browse the internet for information because it provides up-to-date coverage of the world's most pressing issues. However, because there is so much information available on the internet, all debaters exercise caution in selecting reputable sources. While online resources can provide valuable information for debaters' speeches, they must be certain of the source's reliability and the accuracy of the data they use, Fedrizzi & Ellis (2011).

This activity demonstrates that they employed a strategy known as resourcing. In terms of resources, this study's subjects consulted non-printed materials such as **articles and newspapers**. Dictionaries, word lists, grammar books, journals, and other written materials downloaded from the internet may be beneficial in assisting learners in producing messages in the new language (Oxford, 1990). Using resources is one of the strategies for receiving and sending messages. Resources are not only needed by the subjects in reading, but they can also make use of any spoken or oral materials for reference for learning.

3) Self-correction strategy

According to Rahmawati et al. (2021), Practice is one of the most important aspects of learning debate. With practice we can correct our mistakes, both practicing with friends and practicing individually. As one of the cognitive strategies, practicing is a natural part of the learning process, which is highly beneficial and has special value for learners. Nothing can be learned or remembered properly without practice. According to Fedrizzi and Ellis (2011), using time during practice sessions will not only help debaters with their speaking style, but it will also help them see the strengths and weaknesses of their resource materials. By finding the areas that need improvement before the tournament, they will have a much easier time while competing.

Typically, more practice is required to achieve fluency in the target language, and the more they practice, the more proficient they will become.

Oxford (1990) stated that if language learners wanted to be proficient speakers of a language, they needed to find opportunities to practice the language and build it up by looking for these opportunities because classroom activities rarely provide adequate practice.

4) Note-taking

According to Rybold (2006), debate is an applicable skill in daily activity, the time when the students go to school, they can do several practices which are included into kinds of debate training, for example read assignment before learning or practicing, take note in learning or practicing, stay organized in note taking, review the information, and ask questions. Those practices not only help students to become good debaters, but also give so many other advantages.

According to Richard Nordquist (2019) Note-taking involves certain cognitive behavior; writing notes engages your brain in specific and beneficial ways that help you grasp and retain information. In addition, Helley O'Hara, in her book, "Improving Your Study Skills: Study Smart, Study Less," agrees, stating: "Taking notes involves active listening, as well as connecting and relating information to ideas you already know. Taking notes forces you to actively engage your brain as you identify what's important in terms of what the speaker is saying and begin to organize that information into a comprehensible format to decipher later.

5) Self-Talk

Self-talk is a term first coined by Joel Chue, author of *Unlocking Your Real Potential*. According to him, at the beginning of the day, before we start our various activities, even the previous day, we need to say to ourselves that today we will think positively, act positively, say positively, and achieve positive things. According to Aini, Fais Nur (2021) Self-talk includes all the directed and random thoughts that run through one's mind, including all things that are spoken silently (silently) or loudly (voiced).

O'Malley (2002) define self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. It regulates how students feel and act, interprets what they experience, guides and controls academic achievement, and determines the quality of students' lives. Group Discussion

The simplest way for learners to talk is by conveying some ideas or opinions, then discussing them. Discussion, as treated here, is that form of speaking in which the speakers attempt, through cooperative exchange of ideas, to solve problems or move toward their solution through a better understanding of them. 2003, De Boer in Yusuf. Creating discussion groups aimed at exchanging information in order to increase knowledge. According to Hasibuan and Moedjiono (2000), group discussion model also means the process of seeing two or more individuals who interact globally and face each other about certain goals or objectives through exchanging information, defending opinions or solving problems.

F. Theoretical Framework

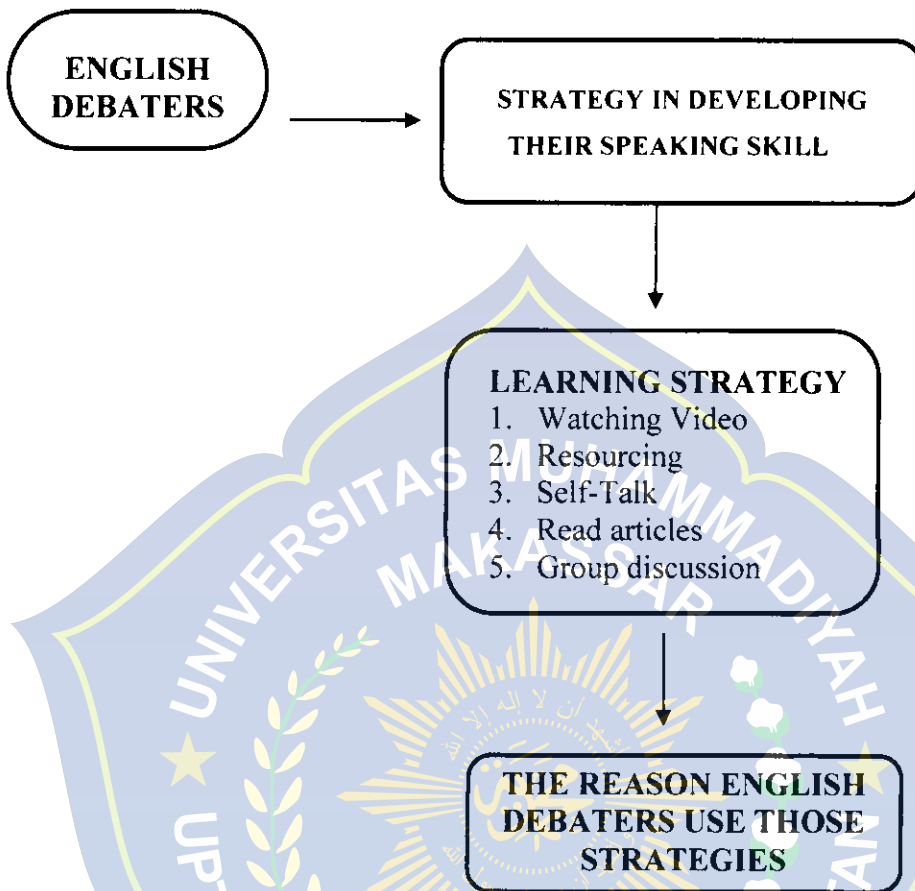


Figure 2.1 Theoretical Framework

Based on the conceptual framework, the researcher is focus to English debaters in their learning strategy to developing their speaking skill such as watching video strategy, resourcing strategy, self-talk strategy, read articles and group discussion. After that, the researcher focus to analyse the reason why the English debaters used those strategy in developing their speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used the design descriptive qualitative method. According to Sugiono (2005), the descriptive method that used to describe or analyze research results but not used to broaden their scope. It indicates that the researcher applies a set of problem-solving techniques based on real-world data. Qualitative research focuses on the study of qualitative phenomena. Phenomena involving quality or type. The researcher choose this strategy because the data used to investigate how deabters' develop their speaking skill.

B. Subject of the Research

The subjects of this research are individuals or objects or objects that used as a place to collect data for the purposes of research variables and problems (Arikunto 2011). The subjects in this study were five debaters at UKM BAHASA Universitas Muhammadiyah Makassar. The researcher has criteria that the subjects of this study were five debaters who have actively joined UKM BAHASA for more than three years and had participated in national or international debate competitions. They were great researched because a debater is of course required to have good in speaking skills to be able to take part in every competition.

C. Instrument of the Research

Based on the problems that exist in the debate activity, the researcher conducted an interview. According to Esterberg in Sugiyono (2017), an

interview was a meeting of two people who can exchange information and thoughts by asking and answering questions about a certain topic. Interview guidelines was the instrument of this research. In general, interview guidelines can be divided into three stages: interview preparation, interview process, and evaluation.

The research interview consists of ten questions about various issues related to the research case. The research instrument used a semi-structural interview, which is critical for exchanging information between the researcher and the informant. It is necessary to conduct it in order to collect the data as the results of specific observations relate to this thesis. Based on this research, the researcher needed to interview five debaters who had been actively participating in UKM BAHASA Universitas Muhammadiyah Makassar for more than three years and had participated in national or international debate competitions.

D. Procedure of Data Collection

The researcher conducted a series of online interviews in the midst of the COVID-19 pandemic. The researcher made the schedule for the respondents because there were different availability levels for conducting an online interview. The researcher used interviews to gather more accurate and reliable data. The researcher created a WhatsApp group and sent a document file containing a list of interview questions to the students through WhatsApp messages. The researcher planned an interview with the students and gave them 10 questions to answer. The researcher conducted one-on-one interviews over

the course of many days. Individual interviews were conducted on July 26th, 2022 using the WhatsApp program. After the interview, the researcher instructed the English debaters to send a list of their achievements in the field of English, especially Debate (Speaking) to the group that the researcher had previously created.

E. Data Analysis

According to Gay et al. (2012), there are three steps in analyzed interview data, namely data transcription, data reduction, data display, and data verification. Before analyzed the data, the researcher first entered the *data transcription*, it is a translation between forms of data. In the social sciences, this most commonly consists of converting audio recordings of interviews or discussions to text format. Steps in data analysis are as follows:

1) Data Reduction

The findings that were obtained were analyzed, and the researcher determined the important items. Then the researcher summarizes the research data and all the data is grouped so that a picture is obtained in accordance with the conditions in the field.

2) Data Display

After the researcher reduce the data, next step is to display the data. In this step, the researcher describes and examines the findings in a systematic form. Therefore, it is easy to analyzed. The data is to present data within the organization.

3) Data verification

The data to be obtained is the result of various previous processes. The result that previously unclear become clear, visible and produce new findings that have never existed before.

4) Conclusion Drawing

The final step includes drawing conclusions. This step presents the final findings of the study. It includes conclusion and verification. The researcher draws the data-related conclusion and interpretation.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two sections, the findings of the research and the discussion of the research findings based on the interview results.

A. Findings

These findings include data on the learning strategies used by English debaters in Speaking Skill and the reasons why the English debaters used those strategies.

1. The learning strategies used by English debaters in speaking skill

R:	What kind of exercise do you do? Do you always watch videos or read articles?
D1:	(Watch Video and Read Articles) <i>"In the debate, motion is the most important point. Being a debater, it is required not only to know one topic or one reference, but also to find a lot of information and explore references by watching videos and reading articles."</i>
D2:	(YouTube) <i>"Watching videos on YouTube can help debaters find many references from reliable debaters."</i>
D3:	(Watch Video and Read Articles) <i>"keeps watching video debates, and a debater should always keep up with the latest news by reading articles with more detailed and complete information."</i>
D4:	(Translate Video) <i>"Translating videos really helps focus and helps debaters in speaking"</i>
D5:	(Read Articles) <i>"The debater is required to not only watch videos but also to be aware of the latest issues and must always monitor articles or always monitor the news because of what is usually in the article."</i>

Based on interviews, the debaters spend hours watching videos and reading news articles and keeping up with information because issues on the internet are usually discussed as material for practice. They need to move around in order to improve their speaking skills. They can also watch videos and read articles to improve their speaking skills.

R:	Do you have other activity to improve your speaking skills?
D1:	(Social Media Platform and Application) <i>"A debater is required to use social media platforms such as Instagram, Facebook, and the Google Meet application, Zoom, which aims to teach how to find matter from a debater and then how to present an argument, in addition to practicing with organizational friends and reading articles."</i>
D2:	(Join Community) <i>"The learning environment also determines the quality of learning and motivation of a debater. One way to increase the tendency to learn English, especially to improve speaking skills, is to join a community that is engaged in English."</i>
D3:	(Hello App) <i>"Besides just practicing the debate itself, in English debate, the debaters learn to have clear and correct English, so the application called Hello is very helpful for developing speaking skills."</i>
D4:	(Speaking Class) <i>"To improve speaking skills, it can be done in the speaking class"</i>
D5:	(Forum Discussion) <i>"Participating in discussion forums or communication forums outside the lecture environment allows debaters to practice expressing ideas and learn to present arguments so that they can be more confident."</i>

Based on the interviews of the five debaters, they also have other activities that can help them develop their speaking. Besides reading articles, they use the social media platforms provided, for example, Instagram, Facebook, and so on. Besides that, having friends or an environment that can increase their interest in developing their speaking skills is also very important. Therefore, some of them follow communities or create a discussion group.

R:	Will you ask for someone's help if you find difficulties in learning English?
D1:	<i>"Yes, in learning English, of course, debaters have to help each other, and don't hesitate to ask someone or seniors and friends if there are things that debaters don't understand."</i>
D2:	<i>"Of course, it is important for debaters to communicate difficulties, for example, to someone who knows better or to people who are more experienced."</i>
D3:	<i>"No. Debaters usually have difficulty learning English. However, overcoming or solving problems on their own can be done, in the sense that a debater can try to find out on their own via Google or the internet."</i>
D4:	<i>"Yes, debaters usually have difficulty learning English. To overcome this, debaters can ask more experienced seniors."</i>
D5:	<i>"Yes, regarding difficulties in speaking English, it is important to ask someone for help, such as asking for help from friends or coaches who train debaters in speaking English well and fluently."</i>

As debaters, of course they have experienced difficulties learning English. They do not hesitate to ask for help from other people or sources that they trust, who they think can help them solve the problems, such as seniors or coaches who already have a lot of experience in the field.

R:	Many people try to have an experience in practicing a new English word they learn on the internet and take notes. What about you?
D1:	(Memorize Strategy) <i>"Repeat the latest words directly, better than taking note"</i>
D2:	(Memorize Strategy) <i>"In the debate itself, the debater must understand that new vocabulary is very easy to remember when pronounced right away. "For example, when the debaters don't know some words, the debaters can look them up, with the information being stored clearly in their memory."</i>
D3:	(Never Took Notes) <i>"By memorizing, debaters can be more familiar with each new vocabulary they find. "Even if you forget, it is still possible to know and easy to memorize the vocabulary and almost never took notes."</i>
D4:	(Took Notes) <i>"In learning new vocabulary, debaters usually listen to the person, other debater, or senior who is talking. "When there is a word that has not been heard or has just been heard, the debater will take notes on</i>

	<i>the cellphone or will record it and look for its meaning, then apply it in communication."</i>
D5:	(Memories Strategy) <i>"Debaters don't use notes when getting new words over the internet. However, debaters continue to try to remember, memorize, and understand the words found by relying on their memory abilities."</i>

One of the five debaters used the strategy of taking notes, but there were four of them who didn't like to take notes. They thought that taking notes would only make them forget quickly because they only relied on notebooks, so they preferred to memorize them directly so that every new word they encountered easily stuck in their memory. Even if they forget, at least they can recognize the vocabulary. They once knew the meaning, so he learned to remember it.

R:	Do you learn a debate issue just from the internet and online news? or do you like watch television?
D1:	(Watch TV) <i>"News is the most crucial thing in the debate because we have to be involved and know the issues that are happening right now. That's why debaters must often watch the news, both through the internet and through media platforms. To watch news on television, channels that suit the needs of debaters are TV One and Metro TV."</i>
D2:	(Online News) <i>"Watching TV requires a special time and place so that the debaters find it difficult to watch. However, watching news on the internet is easier, using only technology such as mobile phones, through social media such as YouTube, or written news from news platforms such as the BBC, detik.com, fajar, and the like."</i>
D3:	(Browsing Internet and read online News) <i>"Spends more time watching videos on the internet and is more dominant at reading news online than watching TV, which, when watching, debaters can't really focus."</i>
D4:	(Internet) <i>"For debate issues, most of them come from the internet, but mostly come from lecturers or debate mentors and platforms like the BBC, but it is more effective when delivered directly from a debate mentor or coach."</i>

D5:	(Online News) <i>Yes, to study debate issues, I only learn from the internet and online news</i>
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Reading was fundamental in debate to obtain knowledge, data, or information to support opinions. In searching for information, debater stated that he used technology such as handphone to watch YouTube or the news, and she also used platforms such as **BBC, detik.com, or Fajar** to study. They prefer reading the news on the internet than watching television. Even if they watch television, they also choose the right channel, such as watching the news through TV ONE and METRO TV channels.

R:	Many people try to have an experience in practicing to speak up in front of the mirror or in front of their friends, what about you?
D1:	(Self-talk strategy) <i>"It's good if debaters also apply this, for example by practicing in front of a mirror, discussing with friends, or even talking to yourself while driving."</i>
D2:	(Self-talk strategy) <i>"People have their own flying hours, of course. When the debaters are in a position to start speaking in public, the exercise that is done is speaking in front of a mirror, or usually when doing something, you can talk while no one is listening."</i>
D3:	(Self-talk strategy) <i>"Speak in front of a mirror to practice English debate, then more often speak alone anywhere."</i>
D4:	(Self-talk strategy) <i>"Speaking English while driving can also help in improving English speaking skills"</i>
D5:	(Self-talk strategy) <i>"Talking to yourself can be done anywhere and anytime."</i>

Based on the results of the interviews, the five debaters used self-strategy to develop their personalities. Such as speaking in front of a mirror and talked to their-self. This exercise aims to train his speaking so that they i more used to do it, as well as an exercise to re-evaluate what materials he has learned before.

2. Why do the English debaters used those strategies

D1:	The Reason
	WATCH VIDEO AND READ ARTICLE (Many references) <i>"By reading articles, we can get world news, and there is a lot to learn. Watching videos and reading articles can help debaters see the outside world and use a variety of examples and references to improve their speaking skills. Watching videos is also very fun and makes it easy to imitate a reliable debater."</i> (Easy to replicate) <i>"When debaters watch the video and look for references in the video, they will see how a good debater speaks, and there are several aspects that are easy to learn first about their manners, their intonation, and how they speak. Then it's easy to replicate. Second, the debater will get a lot of references or collect a lot of references to get involved. And reading articles can make it easier for debaters to learn, because movements usually come from trending news."</i>
	GROUP DISCUSSION (Practice together) <i>"Of course, when debaters want to learn English, it's important to help each other. For example, finding friends to talk to so we can practice together is important because if you want to learn English, asking for help is important because we can practice more practically with friends and become even better."</i>
	MEMORIZE STRATEGY (Easy to memorize) <i>"Self-study and repeating words are better than taking notes. because words that are repeated will be easier to memorize. Although taking notes is also important, memorizing is more practical"</i>
	WATCH ON THE INTERNET (More comfortable) <i>"Watching on the internet is more comfortable than watching on TV, but if the debaters want to watch TV, the channels that are suitable for debaters tend to be TV-One and Metro TV."</i>

Of all the strategies he explained, they used those strategies because he considered the most effective strategy to develop their speaking skills. He used strategies such as watching the video because he can see the debaters talking, imitating how the debaters or speakers speak their arguments, and he can also

learn from the material presented. Learning strategy like watch video and read the article, he could find out information from the news because the motion he would use came from the news that was being hotly discussed.

Based on the results, he can learn many things from videos, such as Manners, Matters, and Methods from another debaters. The depth of the arguments, the issues they explain, and the way they explain the issues are important because no one gets caught up in the debate and there is always something new to learn. In addition, based on the interview, he used strategies such as self-talk can help him to evaluate himself for the lessons that he was learned.

	The Reason
D2:	WATCH VIDEO AND READ ARTICLE (Easy to acces) <i>"This is very helpful because with this exercise, debaters can see other debate videos. And watching videos can be done anytime and anywhere. Then there are many types of videos that debaters can learn from on YouTube. Then, of course, the problems are important to have broad insight into by reading the latest news articles because usually the latest movements come from recent problems."</i> GROUP DISCUSSION (Learn from various backgrounds) <i>"Because with this activity, debaters can add the latest information and also understand from various backgrounds. With that, debaters can collect various references from various people to learn English."</i> SELF-TALK STRATEGY (Fluent in speaking english) <i>"Yes, speaking in front of a mirror or, more commonly, while doing something while talking, or learning from other people's suggestions and criticisms, is something that most debaters do in order to become fluent in speaking English itself."</i>

Based on the results of the interview with debater 2, she revealed that according to her, watching videos and reading articles made her aware of the

news that was currently being discussed. Also, participating in discussion groups could help her increase her motivation to learn English, especially speaking, because she could immediately mingle with other people. people with various experiences.

	The Reason
D3:	WATCH VIDEO AND READ ARTICLE (Easy to do and more comfortable) <i>"This strategy is easy to do, and it feels more comfortable to watch videos because, in terms of adding material, if debaters add material, debaters can get more content while watching videos of people arguing, and from that, debaters can get material from debating video."</i> HELLO APP (Practice with native speaker) <i>"So when we debate English, we learn to have correct and clear English; yes, it must be clear, so a debater must make sure that his English can be better, using the Hello App, where we usually practice speaking, and with this app, we can also talk to random people in all regions of the world, to improve my English speaking skills."</i> SELF-TALK STRATEGY <i>"Every day practice using self-talk strategy,, whether it is with the help of an application or by speaking alone or with debate exercises, because the main point is practical practice exercises and e exercises because theory is not enough because to learn a language, the most important thing is spoken speaking and so on things related to people, in the sense that it must be expelled in the sense that it must be practiced"</i>

The third debater also stated that watching videos looking for references and exercises was very effective in improving their speaking skills. According to him, theory alone is not enough because to learn a language, the most important thing is spoken, which concerns how he can easily practice it directly. And why does he also use these strategies, such as watching videos, reading articles, and studying through applications, because, according to him, the all platform are easy to access.

	The Reason
D4:	WATCH VIDEO AND READ ARTICLE (<i>easy to learn</i>) <i>"To improve speaking skills, other activities such as watching YouTube are then imitated or implemented during practice. In my opinion, this is very effective because Youtube also provides many video references, so that it is easy to learn from it"</i> NOTE (<i>can find out our own shortcomings</i>) <i>This way we can find out our own shortcomings, because when we speak, there must be some vocabulary that we don't know, so to be a benchmark, we have to take notes or write to become a benchmark for what vocabulary to use. We know, and I think it can improve our speaking skills more than if we didn't write and record it."</i> SELFTALK STRATEGY (<i>Self talk-strategy</i>) <i>"The debater think it's better in my opinion because it's more comfortable,</i>

He said that he used the strategy of watching videos because it could help his fluency and help his focus to see sources that he trusted. He explained why he used this strategy to stimulate every new vocabulary he heard from the videos he watched. He also added that he used a self-talk strategy and then recorded it so he was able to correct any vocabulary he mentioned or didn't know the meaning of.

	The Reason
D5:	WATCH VIDEO AND READ ARTICLE (<i>many references</i>) <i>There are many references on YouTube, learning videos, and competition videos that can be used as material to improve debaters' speaking skills. Of course, by reading the article, it is also easier for debaters to find out the latest news or things that actually happened because usually problems or events will later be used in arguments.</i>

NEWS ARTICLE (<i>more flexible</i>) <i>Watching news on the internet is more flexible for debaters to adjust the time to access it, such as for studying issues, than having to watch television, which takes a lot of time.</i>
SELF-TALK STRATEGY (<i>suggestions and criticism</i>) <i>A debater also needs suggestions and criticism from others; with that, the debater knows what needs to be improved so that, in the future, he can learn again.</i>

Overall, we can see that the reason they use social media such as Youtube to watch videos, read online news is easy for them to access on their cellphones, then by watching videos they can imitate reliable debaters. In addition, using group discussions, self-strategy can enable him to reveal any shortcomings he has and train him to be more confident in speaking.

B. Discussion

In this part, the research discusses finding the learning strategies used by English debaters in their speaking skills at UKM BAHASA Universitas Muhammadiyah Makassar and why do the English debaters use those strategies obtained from the interview.

1. The learning strategies used by English debaters in speaking skill

It takes time for all participants in a debate to achieve mastery. It evolves over time. They require considerable time to master every aspect of the debate, including the subject, manner, and methods. In general, the five debaters reported engaging in routine activities, such as **watching debate videos, reading online news articles**, and practicing a variety of strategies, in order to improve their skill. They were able to manage their own learning, so even though they employed a variety of strategies, these strategies proved

extremely to be the most effective for them. Several figures in the world of education define learning strategies with their respective understandings. Oxford in (Zare, 2012) states that learning strategies are special actions taken by students to make learning easier, faster, more fun, more focused, more effective, and more able to move into new situations easily. Richards and Platt, cited in Hismanoglu (2000), state that learning strategies are intentional behaviors and thoughts used by students during learning so that they can help them understand, learn, or remember new information better.

The five debaters each had special preparations to prepare themselves for the debate competition by continuously doing their routine, namely developing their speaking skills. Based on the findings, in general, they have the same habit of learning debate as **reading news articles, watching debate videos, and also practicing in front of the mirror and in front of their friends**. The strategies used by all debaters are quite homogeneous. In terms of reading, all the subjects stated that they are always updating and reading news articles on the internet to learn about issues around the world.

The fact that 3 debaters are always watching videos of other great debaters shows that they also learn from good language learners. This means that learning from experience is a source of knowledge. According to Ary et al. (2010), experience is a familiar and well-used source of knowledge in which the ability to learn from experience is a prime characteristic of intelligent behavior.

Watching debate videos from other advanced debaters is often used by debaters in debates because they can learn many things, such as pronunciation, building arguments, delivering speeches, and so on. The many tutorials and content presented on YouTube can lead students to learn how to be a good speaker. For example, by watching debate videos, students can learn how to argue well. Students also get the convenience of directly practicing tutorials on YouTube with the upload feature on YouTube (Muliyah & Aminatun, 2020; Wahyudin, 2018).

There are various strategies that debaters used when watching videos, such as looping and using resources. In this case, video is a medium for debaters to use resource strategies. Imitating native speakers is a repetition technique used in speaking that all debaters use in learning to speak. By doing this kind of activity, students can improve their pronunciation and use of structure, vocabulary, idioms, intonation, gestures, and style. (Oxford, 1990).

The debater also tries **self-strategy** to develop their speaking skills. Bernard (2005: 3) defined self-talk as an internal dialogue in which individuals interpret feelings and perceptions, regulate and change evaluations and cognitions, and give themselves instructions and reinforcement. This strategy requires students to have their own self-talk, whatever they say in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk is more common than many people realize because of the nature of the mind-body connection. Many good things result from developing a habit of positive

self-talk in language learning and English speaking skills. This strategy helps debaters to become more familiar with English pronunciations. Learning from good language learners can be a useful resource for them to become successful debaters.

Based on the research results, we can see that great English debaters always read a lot of online news articles, watch videos, and do activities that can improve their speaking. They can spend hours doing this routine. Although it sounds boring, it helps them in arguing to gain knowledge about the problem and improve their speaking skills. All debaters make it a habit to read articles from various sources to open themselves to different points of view. It is in line with Indah & Kusuma (2016) and Mbato (2019) who state that to enhance critical thinking, one should be aware of the importance of reading habits, time management, and exploring sources on the internet.

They prefer to browse information on the internet because it offers up-to-date information about the latest world issues. Some debaters are also very active in participating in discussion forums, and do not hesitate to ask people who are more experienced. They are also very enthusiastic about participating in English-based activities and also in communities that are able to develop their speaking and platforms, such as BBC, Detik. com, Fajar, and also the Hello application.

This activity shows us that they use what is called a resource strategy. Regarding resources, the subjects in this study used non-printed materials such as articles. Resources like dictionaries, wordlists, grammar books,

journals, or other written articles downloaded from the internet might be valuable to help learners produce messages in the new language (Oxford, 1990).

They believe that sharing information is very important, so they want to create a discussion forum where they can share information and learn new skills to improve their speaking abilities. Four of the five debaters also expressed a strong desire to participate in activities based on Bahasa Indonesia, whether at school or elsewhere, in order to improve their speaking abilities, such as taking a Bahasa Indonesia course, joining an English club, and attending a variety of seminars and workshops, both online and offline.

Regarding the strategies used in the practice of speaking, especially debate, researchers received various responses from the subject. 4 out of 5 subjects prefer not to record every new English vocabulary word they find. However, one of them likes to write notes on his phone and also sometimes records when he learns English. Their very strategy They will pause, take a breath, and clear their minds when they are about to deliver a speech. The habit of speaking English is also a strategy used by the subjects in this study. Usually, they do monologues or communicate in English with their debating friends. Plus, the three debaters often imitated native speakers while watching movies or YouTube videos to improve their pronunciation. One of them also tries to check his friends' understanding and asks for feedback on his pronunciation.

Previous data shows that all debaters spend hours a day preparing, and this has been done for years. They practice so that they become more proficient in their speaking skills when they debate. They prefer to do these steps themselves: do critical reading, watch video debates of reliable people, and then try to put them into practice. Among the various credible news sites they mentioned earlier, one of them uses platforms to develop their speaking skills, such as the BBC, the Helo application, because it is credible and comprehensive, while the other two are Indonesian news sites such as Fajar and Detik.com.

Another interesting was that all the great debaters are still learning from other debaters too. It can be seen from the data that the five debaters watched the debate competition videos of outstanding debaters both from Indonesia and abroad to learn and implement strategies to improve their skills. When there are difficulties in the learning process, he also does not hesitate to find out from sources they trust, such as experienced seniors or their trainers, who, of course, also have a lot of experience in the field of speaking skills, especially debate.

Last but not least, practice is one of the most important aspects of learning to debate. As a cognitive strategy, practice is a natural part of the learning process that is very useful and has special value for students. Without practice, nothing can be learned and remembered properly.

According to Fedrizzi and Ellis (2011), using time during practice sessions not only help debaters with their speaking style, but it will also help

them see the strengths and weaknesses of their resource materials. By finding the areas that need improvement before the tournament, they will have a much easier time while competing. To become proficient in the target language, more practice is typically needed, and if done correctly, the more they practice, the more proficient they will become. Oxford stated that (1990) if language learners wanted to be proficient speaker of a language, they have to find chances to practice the language and have to realize it up by searching for these occasions because classroom activities cannot usually provide adequate practice.

2. Why do the English debaters used those strategies

They also revealed several reasons why he used these learning strategies, such as they revealed that he watched the video because by watching the video he could *easily imitate* and see the techniques that the good speaker used. 4 out of 5 debaters also explained that by watching videos and reading articles, it was *easy to access so that they could access them at any time*. One of the reason, when they watch the video and look for references in the video, they can see how a reliable debater speaks. *There were several aspects that they can learn such as; manners, intonation, and how they speak, in order to imitate them*. Based on a survey conducted by Indonesia Digital Report, *We Are Social* (2020) shows that watching online videos through YouTube channels ranks first as the media most often used by Indonesian people. According to Samosir et al. (2019), YouTube

functions as a platform to find information through videos that can be viewed directly.

When they read the article, they said that was *very important and helpful, for instance, reading the most recent news because the motion used is in line with what is currently happening*. They can gather a lot of references. Speaking skills need to be studied seriously in order to get maximum results. According to Bjorklund (2005), language development is related to speech development.

Not only that, the reason why they also used discussion groups so that they can *easily learn from experienced people, and meeting these people can help them to correct their shortcomings*. This indicates that with them *studying with other people, it makes it easier for them to get new knowledge that is information and can also help them with suggestions that they can receive from others*. According to Djamarah and Zain (2010: 25), learning with others can be used when a student is easier to accept information from peers to make an improvement in learning. This understanding emphasizes that students can and are able to learn from each other and more easily understand the context of the approach in an equivalent language. According to Sani (2013: 200), is a learner-centered learning activity because members of the learning community plan and facilitate learning opportunities for themselves and others. Then self-strategy is also a strategy that they can do wherever and whenever he wants to enjoy it.

Most of them also use the memorize strategy, where they do this strategy because, according to them, when they find new vocabulary on the internet, they prefer to memorize. This is because when taking notes, the debaters think it is just a waste of time to focus on notebooks, while when they try to memorize, it will be easier to remember the vocabulary in the long term. According to Kitakagi (2013), someone who remembers English sentences has an effect on their speaking ability, which means that memorization has a role in producing spoken language. When speaking English, several criteria are needed so that it is easy for others to understand. These criteria or elements make the speaker have good speaking skills.

While the reason they use the self-talk strategy is that one of them is that they can evaluate their abilities by speaking for themselves, with that they can also find out to what extent they are able to recall the material or motions that they have studied, this strategy is also very effective in developing speaking. *Aside from not being limited by place or time, this strategy has a big effect on the debaters' confidence, which helps them get used to speaking in public.* There are two main purposes of self-talk (Barnhardt, 1997); the first is to improve self-efficacy. The second is to build their own perception or direction. Athletes and coaches (2011) believe that self-talk is an intervention that can boost productivity, motivation, and confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In terms of learning strategies, five debaters have a unique way to succeed in debate by choosing the most suitable learning strategy for themselves. There are various types of learning strategies used by the debater in this study. All debaters consistently get used to reading the latest articles, watching debate videos and practicing. To maintain their ability to debate, they use several strategies, such as talking with themselves; using resources such as smartphones to watch debate videos on the internet or YouTube; using platforms such as the BBC, the Hello application, Detik.com, and Fajar; reviewing material on the internet; attending online workshops or seminars; asking for corrections with friends, seniors, or coaches; evaluating themselves; and collaborating with peers, such as creating discussion groups or participating in English-based activities or joining in the English community.

The reason the debaters use this strategy is because, in general, the strategy is very easy to do, such as watching videos and reading online articles on their handphone anytime and anywhere they can access them easily. In addition, they also do discussion groups, join the English community, and self-correction as a place to develop their speaking skills, as well as evaluation materials so that they can find out their shortcomings in developing their speaking. It is recommended for readers to understand various aspects and apply the learning strategies used by successful debaters so that they are able to

organize their own learning. Other students can also use the strategies that debaters use to learn and improve their speaking skills.

B. Suggestion

Based on the conclusion, the researcher suggests some recommendations as follows:

1. For Students or debaters

It is hoped that this will be a reference for students or debaters to find out the learning strategies of outstanding debaters and then be able to use these strategies in developing their speaking skills.

2. For Further Researcher

This provides future researchers with a valuable resource for investigating the strategies used by debaters at UKM BAHASA Universitas Muhammadiyah Makassar in developing their speaking skills and why do the debaters use those strategies in their daily activity

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APPENDIX A

INSTRUMENT OF INTERVIEW

1. *As a debater, what do you do before appearing to speak in public?*

Sebagai seorang pendebate, apa saja yang anda lakukan sebelum tampil berbicara di depan umum?

2. *What kind of exercise do you do? Do you always watch videos or read articles?*

Latihan seperti apa yang anda lakukan? Apakah anda selalu menonton video atau membaca artikel?

3. *How much time do you need to practice?*

Berapa lama waktu yang anda butuhkan untuk berlatih?

4. *Do you have other activity to improve your speaking skill? If so, explain it in detail !*

Apakah anda memiliki kegiatan lain untuk meningkatkan kemampuan berbicara? Jika ada, jelaskan secara singkat!

5. *Do you have other informal education background that helps you to improve your speaking skill?*

Apakah anda memiliki latar belakang pendidikan informal lain yang membantu anda untuk meningkatkan kemampuan berbicara?

6. *Will you ask for someone's help if you find difficulties in learning English?*

Apakah anda meminta bantuan kepada seseorang jika anda kesulitan belajar Bahasa Inggris?

- 7. *Many people try to have an experience in practicing a new English word they learn on the internet and then take notes. What about you?***

Banyak orang mencoba untuk mencari pengalaman dengan mempraktikkan kata baru dalam bahasa Inggris yang mereka pelajari di internet, kemudian mereka membuat catatan. Bagaimana dengan anda?

- 8. *Do you learn a debate issue from the internet and online news? or do you like watch television?***

Apakah anda mempelajari isu debate hanya dari internet dan berita online saja?

Atau anda juga suka menonton televisi?

- 9. *Many people try to have an experience in practicing to speak up in front of the mirror or in front of their friends, what about you?***

Banyak orang mencoba memiliki pengalaman dalam berlatih berbicara di depan cermin atau di depan teman-temannya, bagaimana dengan anda?

- 10. *Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further***

Dari semua strategi yang anda sebutkan, manakah strategi yang paling efektif untuk mengembangkan kemampuan speaking anda?

Adopted from Hasbiah (2019) in Syamsir & Irsyam (2018)

APPENDIX B

TRANSCRIPT INTERVIEW RESULTS

R: Sebagai seorang pendebate, apa saja yang anda lakukan sebelum tampil berbicara di depan umum?

D1: *"Well, sebagai debater saya harus mempersiapkan 3 hal: 1. Manner, 2. Method, 3. Matter artinya saya harus mempersiapkan banyak referensi baik itu dari nonton youtube atau pun membaca artikel, dan saya pribadi ketika ingin berbicara depan orang banyak tentunya kadang menarik napas dalam-dalam dan mencari ketenangan, menganggap semua orang adalah semut dan yang sebagainya itu adalah salah satu hal untuk bisa tenang ketika berbicara. Karena ketika blank, apa pun yang telah kita pelajari itu akan hilang, jadi tentunya ketenangan baik itu membaca doa sebelum berbicara atau menarik nafas dalam-dalam dan yang paling penting adalah persiapan yang matang intinya harus banyak referensi yang didapat harus sering praktis sebelum kita berbicara"*

D2: *"Bismillahirrahmanirrahim jadi sebagai pendebat yang harus saya perhatikan yang pertama adalah saya mampu, untuk e berbicara secara lancar e dihadapan juri ataupun penonton maka yang harus saya lakukan adalah latihan yang dilaksanakan secara intensif yang kedua, persiapan mental yang baik, yang ketiga kesehatan yang e kesehatan yang baik juga, e ketika Saya turun lomba e maka saya harus memperhatikan ketika saya pembicara pertama maka Saya harus mengatur perdebatan dengan baik dengan definisi yang sesuai dengan apa yang diha diinginkan oleh mosi kemudian membangun argumentasi yang bisa e mendukung posisi Saya misalnya saya berada di posisi pre posisi, ketika saya berada posisi pembicara kedua ataupun posisi di pre-posisi maka saya harus memasang telinga dengan baik-baik mendengarkan apa yang di sampaikan oleh pembicara sebelum saya hingga saya mampu menyanggah apa yang apa yang dikatakannya karena dalam perdebatan menyanggah itu sangat lah penting karena itu akan menjadi point bagi pendebat itu sendiri kemudian saya akan membangun argumentasi yang bisa menjatuhkan argumentasi pembicara sebelumnya."*

D3: *"Okey terima kasih atas pertanyaannya jadi hal yang saya lakukan sebelum berbicara di depan umum em yaitu pertama saya harus memperhatikan apakah paper yang saya akan bawaan saat berdebat sudah betul urutannya karena urutan paper paling penting karena kadang saat berbicara di depan umum e untuk memperhatikan paper atau memperhatikan kertas argumen kita itu agak susah biasanya jadi e saya betul betul harus memberikan nomor penomoran pada kertasnya semisal kertas pertama kertas kedua dan kertas ketiga karena e ditakutkan ketika sudah memulai argumen ketika sudah memulai berbicara"*

di depan umum em kadang kita susah mengetahui kertas yang mana e tempatnya argumen pertama e misalnya seperti itu jadi mungkin itu yang paling sering saya lakukan pertama itu nothing my paper begitu

D4: "Baiklah sebelum saya tampil di depan umum untuk me me menyampaikan argumen saya yang pertama itu membangun argumen bersama teman satu tim saya setelah membangun argumen say berdiskusi dengan teman satu tim saya setelah itu saya menulis poin poin argumen saya yang akan saya sampaikan didepan juri atau di depan orang orang setelah itu e santai dan relax agar apa yang saya sampaikan itu tersampaikan dengan jelas dan bisa dihitung sebagai argumen"

D5: "Baik sebagai seorang pendebat ee sebelum kami e tampil di depan umum tentunya kami melakukan ee berbagai latihan dan ee diskusi diskusi e sesama teman ee pendebat itu sendiri mengenai topik ataupun hal yang sangat urgent atau pun topik topik yang ee dari berita ee butuh diskusi diskusi atau pun ee pendapat pendapat dari berbagai sudut pandang yang kami lakukan bersama teman teman pendebat itu sendiri"

R: Latihan seperti apa yang anda lakukan? Apakah anda selalu menonton video atau membaca artikel?

D1: "Okey alasan pribadi karena saya ikut debate bahasa inggris yang notabenenya saya tidak punya background bahasa inggris, dan langsung masuk dalam debate bahasa inggris otomatis saya butuh waktu bertahun-tahun mengapa karena pertama saya harus belajar bahasa inggris terlebih dahulu nah kedua; belajar bahasa inggris menurut saya agak sulit karena em tentunya kita harus belajar listening atau mendengarkan seseorang belajar speaking yang mana bukan cuma speaking yang harus kita pelajari bagaimana kemudian kita meningkatkan kepercayaan diri kita berbicara di depan banyak orang dan itu tidak mudah. Belum lagi iya dalam debate itu kita harus engage atau terlibat dengan motionnya misalnya maksudnya membahas tentang politik kita harus punya banyak referensi tentang politik jadi otomatis kita harus belajar juga tentang masalah politik yang mana itu bisa kita dapatkan diberita, artikel atau pun video-video yang membahas tentang politik itu sendiri. Dengan membaca artikel kita bisa tau berita dunia dan yang kedua bukan cuma politik yang dibahas dalam debate baik itu kita juga harus belajar ekonomi kita juga harus belajar sport dan masih banyak yang harus dipelajari bahkan kita harus belajar agama dan a misalnya isu isu riles a ri ri riles a isu isu negara lain misalnya kita harus belajar tentang apa yang terjadi di Rusia, Amerika, Ukraina dan lain sebagainya. Menurut saya menonton video dan membaca artikel itu dapat membantu saya untuk melihat dunia luar dengan itu saya dapat mengambil banyak contoh dan referensi untuk saya bisa mengembangkan speaking saya. Menonton video juga sangat seru serta membuat saya lebih enjoy untuk meniru debater handal. Tentunya ini akan memerlukan banyak waktu belum lagi hal hal

yang basic yang harus kita lakukan misalnya saja kumpul dengan keluarga yang mana kita harus menunggu ketika ingin menjadi debater yang handal kita harus memang mengesampingkan dan mengorbankan hal hal yang lain dan itu memerlukan waktu yang lama sebabnya sangat penting dan butuh bertahun tahun agar orang dapat memahami debat dengan dengan mudah e dengan lancar tetapi tergantung orang itu sendiri bagaimana mereka memasifkan belajar debate ketika memang mereka serius mereka akan bisa jadi kembali lagi tergantung orangnya masing-masing tetapi kalau saya pribadi membutuhkan waktu yang sangat lama”

D2: “Iya, hal itu sangat lah penting yang pertama kita harus ee emm lihat atau e menjadikan rujukan referensi bagaimana perdebatan yg baik aa itu tentu dari menonton video kita lihat dari video-video a pendebat-pendebat yang handal e misalnya dari YouTube atau dari platform l-platform yang ada karena dengan latihan ini yang membantu e untuk kita bisa melihat perdebatan dari lomba-lomba eee sebelumnya kita bisa melihat dan menonton video kapan pun dan dimana pun ini menurut saya sangat membantu karena menonton video seperti di YouTube itu sangat beraneka macam video yang bisa kita pelajari. Kemudian yang kedua, ya tentu kita harus memiliki wawasan yang luas tentunya dengan membaca artikel-artikel berita terbaru a dan juga tidak buta yang namanya ee berita terkini, nah itu penting karena biasanya mosi” terbaru itu berasal dari permasalahan-permasalahan yang e baru terjadi atau sedang hot-hotnya terjadi”

D3: “Okey kalau untuk latihannya sendiri mungkin kalau saya secara pribadi lebih sering menonton video, e tapi sebenarnya debater itu dituntut untuk selain menonton video juga harus e melek akan isu terkini dan harus selalu pantau artikel atau selalu pantau berita karena apa yang biasanya ada di artikel itu lebih terinci dan lebih llengkap e semisal video debat dari e youtube misalnya atau video lomba debat di event yang di upload di youtube jadi itu yang saya jadikan patokan dan saya pelajari dan saya belajar dari situ biasanya dari nonton video debate yang ada di youtube karena menurut saya juga strategi belajar dengan YouTube ini mudah untuk saya lakukan karena saya tinggal membuka handphone saya, ya saya memang seringnya nonton video saya rasa saya lebih nyaman nonton video karena in terms of tambah matter,tambah materinya lebih dapat saat nonton video orang berdebat dan dari situ bisa dapat materi, dari motion yang diperdebatkan.

D4: “Baiklah latihan yang saya lakukan sebelum berdebat adalah menuliskan catatan-catatan kecil di kertas, paling sering saya lakukan adalah berdebat sesama teman atau ee sparing dengan teman teman di UKM bahasa atau setelah itu kita menonton video, untuk video itu ditranskrip dan menontonnya kemudian ditranskrip karena ini sangat membantu dalam kelancaran kita dan focus dalam menambah pengetahuan tentang speaking”

D5: "Ketika ee berbicara terkait latihan apa yang dilakukan kalau latihan yang dilakukan seperti bagaimana ee menyampaikan e bagaimana cara menyampaikan argumentasi yang baik ee dan tentunya ee latihan juga melalui video video yang ada diyoutube karena diYoutube banyak referensi, banyak video pembelajaran serta video perlombaan yang bisa saya jadikan bahan untuk mengembangkan kemampuan speaking saya. Tentu saja juga dengan dan ee membaca artikel hal tersebut ee saya rasa sangat selalu dilakukan karena dengan ini juga bagaimana kita pada akhirnya untuk bisa mudah mengetahui berita berita terbaru atau pun hal hal yang sebenarnya terjadi karena biasanya itu yang menjadi masalah atau kasus kasus yang nantinya akan digunakan dalam ber argumentasi"

R: Berapa lama waktu yang anda butuhkan untuk berlatih?

D1: "Okey alasan pribadi karena saya ikut debate bahasa inggris yang notabene saya tidak punya background bahasa inggris, dan langsung masuk dalam debate bahasa inggris otomatis saya butuh waktu bertahun tahun mengapa karena pertama saya harus belajar bahasa inggris terlebih dahulu nah kedua: belajar bahasa inggris menurut saya agak sulit karena em tentunya kita harus belajar listening atau mendengarkan seseorang belajar speaking yang mana bukan cuma speaking yang harus kita pelajari bagaimana kemudian kita meningkatkan kepercayaan diri kita berbicara di depan banyak orang dan itu tidak mudah. Belum lagi dalam debate itu kita harus engage atau terlibat dengan motionnya misalnya maksudnya membahas tentang politik kita harus punya banyak referensi tentang politik jadi otomatis kita harus belajar juga tentang masalah politik yang mana itu bisa kita dapatkan diberita, artike atau pun video video yang membahas tentang politik itu sendiri dan yang kedua bukan cuma politik yang dibahas dalam debate baik itu kita juga harus belajar ekonomi kita juga harus belajar sport dan masih banyak yang harus dipelajari bahkan kita harus belajar agama dan a misalnya isu isu riles a ri ri ri riles a isu isu negara lain misalnya kita harus belajar tentang apa yang terjadi di Rusia, Amerika, Ukraina dan lain sebagainya tentunya ini akan memerlukan banyak waktu belum lagi hal hal yang basic yang harus kita lakukan misalnya saja kumpul dengan keluarga yang mana kita haru menunggu ketika ingin menjadi debater yang handal kita harus memang mengesampingkan dan mengorbankan hal hal yang lain dan itu memerlukan waktu yang lama sebabnya sangat penting dan butuh bertahun tahun agar orang dapat memahami debat dengan dengan mudah e dengan lancar tetapi tergantung orang itu sendiri bagaimana mereka memasifkan belajar debate ketika memang mereka serius mereka akan bisa jadi kembali lagi tergantung orangnya masing-masing tetapi kalau saya pribadi membutuhkan waktu yang sangat lama"

D2: "E klau saya pribadi emm menilik bahwasanya berdebat itu adalah bukan sesuatu yg kita lakukan secara instant tpi ee melakukan latihan secara intensif

bahkan ketika kita adalah orang yang memiliki wawasan luas namun kita tidak emm memiliki wawasan tentang pendebat itu sendiri maka perdebatan itu juga akan tidak sesuai karena ada yang namanya hal yang harus diisi sebagai sesuai posisi kita masing - masing, ada hal yang harus terpenuhi misalnya ketika kita menjadi pre-minister, ketika kita menjadi pembicara kedua maka ada hal-hal yang harus sesuai dengan ketentuannya masing-masing. Kedua meskipun kita adalah pendebat yg handal Emm memiliki e kekurangan dalam hal e kurang berlatih atau pun lama baru berlatih lagi jarang berlatih maka itu akan menurunkan e kecakapan kita ketika kita mulai berdebat kembali, kenapa karena berdebat itu adalah tentang bagaimana kita secara kuantitas atau secara berkelanjutan itu dilaksanakan secara tekun karena kadang progress itu terjadi ketika kita sering Latihan"

D3: "Kalau untuk berlatih kan biasanya e kita di ukm bahasa khususnya di divisi debate bahasa inggris e misalnya kita berlatihnya kayak berdebat langsung berdebat dan itu biasanya memakan waktu kurang lebih dua jam karena e untuk berdebat sendiri biasanya itu memakan waktu satu jam an karena kita mulai dari bangun argumennya dari lima belas menit kemudian setelah membangun argumen langsung berdebat dan setiap pembicara itu memakan waktu tujuh sekitar tujuh menit lima belas detik dan itu biasanya kalau semisal pinnya lengkap ada delapan pembicara jadi kurang lebih se jam-an untuk e berdebat itu saya biasanya e sehabis berdebat kita langsung verbal e di di verbal ini kayak kita bahas tadi perdebatannya seperti apa apakah tadi perdebatannya sudah cukup dan e di perd..."

D4: "Untuk berlatih itu waktunya tergantung, tergantung kepada orangnya apakah dia cepat menangkap ee menangkap pengetahuan atau menangkap poin poin dalam debat atau video, tapi untuk saya sendiri itu butuh satu tahun lebih latihan sampai bisa membuat argumen dan berbicara selama tujuh menit"

D5: "Ketika berbicara terkait berapa lama waktu yang saya butuhkan untuk berlatih yah untuk berlatih dalam berdebat membutuhkan waktu yang cukup lama tidak hanya dalam ee hitungan hari bahkan membutuhkan waktu berbulan bulan bahkan menghitung tahun untuk bisa berdebat atau pun menyampaikan argumentasi itu sendiri"

R: Apakah anda memiliki kegiatan lain untuk meningkatkan kemampuan berbicara? Jika ada, jelaskan secara singkat?

D1: "Baik kalau kegiatan lain itu tentunya sangat dibutuhkan karena kita punya juga keterbatasan waktu ketika berlatih dengan teman-teman di organisasi kami misalnya nah kegiatan-kegiatan lain yang saya lakukan misalnya saya pertama membaca artikel, kedua menggunakan platform yang telah disediakan misalnya YouTube, Instagram, Facebook dan lain sebagainya untuk belajar debate disana misalnya mencari referensi mencari berita yang hot sekarang, mencari matter atau materi ataupun belajar di YouTube dengan melihat

debater langsung dan kita bisa mencontoh bagaimana mereka berbicara membawa argumen, memahami motion dan sebagainya jadi kegiatan kegiatan seperti itu sangat penting dan juga kadang kita menggunakan Google Meet sesama anak-anak debate untuk diskusi tentang matter kadang juga kita mengundang kakak-kakak yang diluar aem Makassar untuk melatih kami dengan menggunakan e platform-platform yang disediakan misalnya google meet, zoom dan sebagainya"

D2: "Em baik kemampuan eeem kegiatan lain untuk meningkatkan berbicara saya selain itu adalah memiliki e teman atau pun lingkungan yang bisa menambah em kecenderungan saya terhadap bahasa inggris itu sendiri dan juga kemampuan saya dalam berdebat misalnya saya mengikuti beberapa organisasi yang juga cenderung terhadap bacaan buku ataupun membuat grup diskusi untuk e berdiskusi-berdiskusi ringan meskipun Bahasa Indonesia itu juga penting karena dengan kegiatan ini bisa menambah informasi-informasi terharu dan juga pemahaman dari background yang berbeda, dengan itu saya bisa mengumpulkan berbagai referensi dari orang yang berbeda pula, kemudian dari situ kita sama-sama belajar Bahasa inggris. Kedua adalah saya memiliki a komunitas yang a juga em berkecimpung dalam berbicara Bahasa inggris baik itu speaking, reading maupun writingnya a saya rasa itu juga penting dan mendukung saya menjadi pendebat"

D3: "Iya untuk meningkatkan kemampuan berbicara saya tentunya saya mempunyai kegiatan lain e selain dari hanya berlatih debat terus itu sendiri karena e jujur mungkin bahasa inggris saya belum terlalu bagus sedangkan di debat bahasa inggris kita dituntut untuk mempunyai bahasa inggris yang proper yang jelas dan e yah yang harus jelas begitu jadi saya harus make sure saya harus memastikan bahwa bahasa inggris saya yaitu e bisa lebih baik jadi kegiatan yang sering saya lakukan saya sering berlatih lewat aplikasi jadi ada nama aplikasi helo disitu saya biasa berlatih speaking, mengapa saya menggunakan aplikasi ini sebagai tempat belajar saya karena di aplikasi ini saya berbicara dengan orang random yang ada di seluruh wilayah di dunia, untuk meningkatkan e kemampuan berbicara bahasa inggris saya"

D4: Untuk meningkatkan kemampuan berbicara kegiatan lainnya itu seperti nonton youtube kemudian ditiru atau di implementasikan pada saat latihan, menurut saya ini sangat efektif karena Youtube juga menyajikan ee banyak referensi video agar saya mudah belajar dari situ, dan selain itu biasa juga latihan speaking di matakuliah speaking sendiri.

D5: "Ketika berbicara terkait kegiatan ee yang lain yang saya lakukan untuk meningkatkan kemampuan berbicara ada beberapa kegiatan seperti mee mee mee mengikuti forum forum diskusi, forum forum komunikasi yang ee yang ada tentunya yang ee di luar forum perkuliahan dengan ini bagaimana saya pada akhirnya saya bisa berlatih mengungkapkan apa mengungkapkan ide ide

saya mengungkapkan argumentasi saya dan pendapat saya untuk bagaimana kedepannya saya bisa percaya diri dalam ber argumentasi”

R: Apakah anda memiliki latar Pendidikan Informal lain yang membantu anda untuk meningkatkan kemampuan berbicara anda?

D1: “Baik, pendidikan informal lain yang saya geluti yaitu mengikuti beberapa komunitas Bahasa Inggris yang gratis yang ada di Makassar, nah pendidikan informal ini sangat membantu saya dalam segi peningkatan pembelajaran bahasa inggris, karena kita mempunyai daya tarik yang sama, sama sama ingin belajar. Karena saya merasa bahwa ketika kita mempunyai lingkungan yang sama disitu lingkungan kita bisa saling mendorong satu sama lain untuk lebih belajar karena lingkungan lah yang mempengaruhi sikap atau perilaku seseorang sebabnya saya ikut beberapa komunitas bahasa inggris karena di dalam komunitas itu juga ada beberapa kegiatan yang tentunya dapat menunjang tujuan saya seperti misalnya diskusi, diskusi dalam ke dalam komunitas bahasa inggris itu kita bisa bukan cuma belajar tentang berbicara dengan orang lain, kita juga juga bisa berbicara tentang matter atau materi karena e diskusi dalam e e english e em club bahasa inggris itu ada banyak sangat bermacam macam misalnya kita membahas tentang politik, ekonomi yang mana ini berhubungan dengan debate yang mana di debat itu kita juga harus mengetahui banyak hal misalnya saya politik ekonomi jadi e m banyak manfaat yang saya dapatkan bukan cuma peningkatan kepercayaan diri, tentunya dengan ini ada banyak bahan-bahan yang bisa saya dapatkan banyak mendapatkan teman lebih bisa bersosialisasi dengan gampang untuk beradaptasi dengan seseorang itu semua sangat diperlukan dalam debate karena kita berbica di depan banyak orang”

D2: “Adapun am Pendidikan informal yg Saya ikuti adalah a benteng Panyua English club itu terletak di Jalan ujung pandang Benteng rotterdam yang dilaksanakan setiap hari minggu pukul 02.00 siang itu kami melakukan e namax kegiatan ber bahasa inggris e yg Saya rasa dengan mengikuti kegiatan yang menyenangkan seperti ini bisa menambah wawasan saya dan menambah motivasi saya belajar Bahasa inggris setiap a saya ikut kegiatannya karena juga banyak teman-teman yang punya pengalaman yang herbeda-beda”

D3: “Baik mm untuk latar belakang pendidikan informal em saya rasa bisa dibbilang ada karena beberapa kali saya mengikuti e kursus dan e ia dan bisa dibbilang di kursus tersebut ee itu membantu skill bahasa inggris saya itu membantu meningkatkan skill bahasa inggris saya ee mungkin kalau saya perlu ee jelaskan kapan waktunya jadi saya sudah pernah ikut dua kali yang pertama itu ee sebenarnya ini bukan kursus yang pertama kalinya itu pas smp 2014 kayaknya lebih kayak english super camp dilaksanakan selama dua pekan dan yang kedua saya pernah ikut kursus eee setelah menjadi mahasiswa di semester kedua ee itu kursusnya berjalan sekitar dua bulan jadi mungkin itu

untuk pendidikan informal yah yang bisa dibilang membantu meningkatkan e skill bahasa inggris saya"

D4: *"Untuk latar belakang informal lainnya saya tdk memiliki, saya hanya fokus yang ada dalam kampus"*

D5: *"Terkait latar belakang informal yang membantu saya untuk meningkatkan kemampuan berbicara saya biasa lebih ee kepada bagaimana saya bisa mengikuti ee forum forum diskusi misalkan webinar atau workshop yang memungkinkan untuk membuka diskusi yang ee tentunya sangat sangat membantu saya untuk meningkatkan kemampuan berbicara saya karena bisa memberikan bisa melatih saya dalam mengungkapkan argumentasi saya dalam forum tersebut"*

R: Apakah anda meminta bantuan kepada seseorang jika anda kesulitan belajar Bahasa Inggris?

D1: *"Iya kak, terkadang ketika memang saya sudah tidak tau jawabannya terkadang saya meminta bantuan kepada senior saya yang lebih tau atau kepada teman saya tetapi selagi itu masih bisa saya pahami dengan mencarinya lewat beberapa platform misalnya google dan sebagainya saya rasa saya tidak perlu bantuan, baik itu dari teman saya pribadi, jadi dalam berbahasa inggris juga tentunya kita harus kita juga tentunya harus saling membantu misalnya saja mencari teman diskusi teman cerita untuk lebih praktis berbahasa inggris nah itu sebabnya saya juga menggunakan strategi ini, terkadang mengajak teman-teman untuk berdiskusi bersama sama-sama praktis berbahasa inggris bersama sama saya rasa ini adalah salah satu bentuk upaya saya meminta tolong untuk bisa saling bekerja sama dengan teman-teman agar bisa lebih meningkatkan skill berbahasa inggris jadi ka ketika ingin belajar berbahasa inggris, meminta bantuan itu juga adalah hal yang penting karena kita bisa lebih praktis praktek dengan teman-teman agar lebih agar bisa lebih baik lagi"*

D2: *"Pastinya, saya harus komunikasikan kesulitan Saya terhadap orang-orang Yg lebih misalnya berpengalaman Dan juga berpengetahuan yg lebih luas terkait itu misalnya saya menanyakan Kepada senior saya di komunitas bahasa inggris saya misalnya ketika saya tidak mengetahui Emm hal yg masih kurang saya Pahami ee ketika perdebatan itu sendiri saya Akan bertanya kepada emmm senior " Saya di ukm bahasa misalnya terkait e mosi ataupun argumentasi yg harus dibawakan ketika saya berdebat karena cara seperti ini dapat membantu e saya untuk belajar kepada mereka yang lebih berpengalaman, karena menurut saya seseorang yang punya banyak pengalaman sudah tentu memliki pengetahuan yang luas juga,dengan itu saya juga bisa berusaha mendapatkan ilmu dari mereka "*

D3: *"eee tidak, untuk pertanyaan ini saya rasa tidak. Ee biasanya ketika saya kesulitan dalam belajar e berbahasa inggris saya biasanya overcome atau*

menyelesaikan permasalahan itu sendiri dalam artian biasa saya googling atau semisal ketika saya temukan ada vocabulary yang saya tidak tahu maknanya dalam bahasa indonesia saya cari di google translate jadi atau saya pelajari di youtube e kalau semisal ada kata atau kalimat yang saya tidak pahami em atau pun kayak semisal teknik berbicara ataukah dalam artian grammar e structure dan sebagainya saya biasa latihan sendiri dan saya selesaikan sendiri ketika semisal saya mendapat permasalahan jadi most likely e googling google translating menonton video di youtube adalah cara saya menyelesaikan permasalahan itu, tidak per hukan tidak pernah tapi seingat saya kayaknya tidak saya tidak meminta bantuan dari orang lain ketika saya e mendapat kesulitan dalam belajar bahasa inggris"

D4: "Iya, biasanya saya memiliki kesulitan dan saya bertanya kepada senior saya yang sudah berpengalaman ketika saya tidak mengetahui tentang ee apakah itu tugas atau debat, saya akan bertanya ke senior"

D5: "Iya, terkait e kesulitan berbahasa inggris yah saya selalu meminta bantuan kepada seseorang untuk membantu saya untuk bagaimana saya bisa berbahasa inggris yang baik dan fasih tentu saja dengan seperti meminta bantuan kepada teman teman atau pun kepada coach yang melatih untuk ee dengan bertanya kepada mereka dapat e bagaimana saya juga bisa berbahasa inggris dengan baik dan ee fasih dalam ber argumentasi ee tertantang juga agar bisa seperti mereka juga"

R: Banyak orang mencoba untuk mencari pengalaman dengan mempraktekkan kata baru dalam Bahasa inggris yang mereka pelajari diinternet, kemudian mereka membuat catatan. Bagaimana dengan anda?

D1: "Okay kalau saya pribadi, membuat catatan adalah hal yang sulit saya lakukan karena pertama saya malas untuk mencatat saya lebih suka untuk praktik praktis langsung berbicara dan langsung menerapkan contoh misal saya menonton youtube dan belajar bahasa inggris misalnya, saya lebih suka belajar sendiri dan mengulang kata kata tersebut dari pada mencatat karena kenapa, saya rasa ketika mengulanginya akan lebih mudah untuk dihafal sedangkan mencatat a em mungkin itu bukan hal yang saya sukai karena ketika saya mencatat pada akhirnya saya tidak akan membuka catatan itu kembali jadi saya lebih suka untuk menghafal secara langsung dan lebih praktis dibandingkan mencatat walaupun misalnya ini adalah kebiasaan buruk karena mencatat itu juga penting tapi itu mungkin orang orang berbeda dengan saya"

D2: "Okey, e kata baru yg digunakan misalnya dalam perdebatan itu sendri kita harus pahami bahwasanya kosakata baru itu sangat-sangat em mudah ketika kita langsung mempraktekannya itu sendri ketika kita nnton misalnya ketika kita tdk tau kosakatanya kita akan mencari biasanya itu menjadi kosakata baru yg kita gunakan em berdebat itu sangat-sangat tersimpan di memori ketika kita

langsung e mengaplikasikannya baik itu ketika kita berbicara atau pun berdebat pastinya”

D3: “Kalau saya sendiri untuk mengaplikasikan kata baru atau kosa kata baru yang saya dapatkan diinternet biasanya em saya tidak buat catatan dalam bentuk catatan tapi saya coba sebisa mungkin untuk menghafal atau untuk ya untuk menghafal kosa kata baru a itu walaupun semisal saya tidak bisa menghafal tapi setidaknya saya tau kosa kata itu dan sewaktu waktu semisal saya temukan kosa kata ini dalam semisal pas menonton televisi atau saat nonton youtube atau saat orang berbicara dan menggunakan kosa kata itu biasanya saya langsung tau atau biasa saya langsung ingat begitu bilang oh saya pernah menemukan kosa kata ini atau saya pernah melihat kosa kata ini dan saya coba mengingat kembali arti dari kosa kata itu sendiri jadi saya jarang untuk membuat catatan atau e iyah membuat catatan untuk kosa kata baru yang saya dapatkan diinternet jadi most likely saya coba untuk e memorize e untuk menghafal”

D4: “Jadi untuk mempelajari kosa kata baru biasanya saya lebih mendengar ke orang-orang atau debaters atau ee senior yang berbicara ketika ada kosa kata yang tidak saya mengerti atau baru saya dengar itu akan saya tulis di note hp saya atau ee saya rekam dan mencari artinya dengan menggunakan strategi ini saya kemudian belajar untuk menge me meng mengimen mengem mengimplementasikannya dalam berkomunikasi ketika saya berdebat itu efektif karena pertama ketika kita tulis itu lebih ee bertahan lama, ketika kita lupa bisa kita ingat kembali, jadi kenapa strategi ini saya pakai ini untuk menstimulus e kosa kata baru itu berada dalam pikiran kita ketika kita mendengar dari senior atau debater”

D5: “ee terkait bahasa baru yang dipelajari melalui internet saya pun melakukan hal tersebut bahkan sering namun ee saya tidak pernah membuat catatan e dengan kata kata yang saya pelajari melalui internet karena saya pikir ee karena ketika saya tidak membuat catatan maka saya akan terus berusaha mengingat atau pun menghafal dan terus mencoba memahami kata tersebut ketimbang saya mencatat dengan alasan ketika saya mencatat pada akhirnya yah saya akan e terus berpatokan kepada catatan saya sedangkan yang saya sangat membutuhkan apa yang saya ee sedangkan saya sangat membutuhkan kata tersebut ketika ee hee latihan atau pun ber argumentasi misalnya saja tanpa melihat catatan catatan yang saya buat karena saya rasa itu sangat menyita waktu”

R: Apakah anda mempelajari isu debat hanya dari internet dan berita online saja? Atau anda juga suka menonton televisi?

D1: “Okay, jadi berita adalah hal yang paling krusial dalam debate karena kita harus terlibat dan mengetahui isu isu yang terjadi saat ini kenapa karena

terkadang motion atau topik yang akan dibahas misalnya kita membahas tentang Ukraina yang mana ketika kita membahas tentang hal tersebut tetapi kita tidak mengetahui isunya nah kita tidak dapat ikut dalam debate tersebut dan akan mendapatkan rangking terakhir itu sebabnya kita harus sering nonton berita baik itu melalui internet atau pun melalui media media platform contoh kecil misalnya kita membahas tentang kita ingin menghapus nuklir di Korea utara tetapi kita tidak tau mengenai isu dari Korea utara tersebut dan kita tidak mengetahui nuklir jadi bagaimana kemudian kita bisa ikut berdebat kalau kita tidak mengetahui isunya itu sebabnya kita harus sering nonton-nonton berita baik itu diinternet atau pun televisi. Tapi ketika berbicara tentang televisi mungkin sekarang saya agak kurang menonton berita di televisi karena e saya lebih nyaman untuk menonton diinternet atau media seperti YouTube dimana kita dapat langsung mengakses apa yang ingin kita lihat misalnya tetapi di televisi itu tergantung dari prosedur pertelevisian itu sendiri tetapi kadang juga saya ketika nonton Tv itu lebih nonton ke berita seperti akses channel TV ONE, Metro dan lain sebagainya yang berhubungan dengan berita-berita itu sendiri tapi lebih e m lebih a mengakses berita melalui sosial media sosial media misalnya seperti platform-platform seperti YouTube”

D2: “Em terkait hal itu, a jujur saya pribadi jarang menonton televisi meskipun saya juga memiliki em fasilitas namun karena kepadatan aktivitas biasa saya kurang memiliki kesempatan menonton berita namun saya pribadi sangat suka menonton berita di internet karena ketika em menampilkan sesuatu hal yg hot atau sedang hangat dibicarakan karena saya berpikir itu bisa menjadi case baru ataupun pengetahuan baru untuk saya terkait apa yg terjadi di statusku namun karena kurang nya e kesempatan utk menonton berita e saya biasanya cuma memanfaatkan teknologi seperti hp saya menonton misalnya YouTobe ataupun e e eemmm berita tertulis dari beberapa berita platform” berita seperti BBC atau detik.Com atau fajar dan semacamnya ini membantu saya dalam mengembangkan speaking saya karena mengaksesnya juga gratis”

D3: “Kalau saya secara pribadi lebih sering malahan kayaknya semua isu debate yang saya pelajari atau yang eh iya yang saya pelajari itu lewat e internet atau kayak semisal socialmedia e atau berita online dan video youtube e um semua isu debate informasi debate saya dapatkan dari sana karena jujur saya lebih suka menonton diinternet karena sudah beberapa tahun saya tidak pernah nonton tv, nonton tv palingan sekilas itu pun tidak pernah fokus betul betul fokus untuk menonton jadi saya lebih banyak dan kayaknya keseluruhan isu debate yang saya ketahui dan saya pelajari memang dari internet menurut saya juga internet menyediakan berita-berita lengkap dan update dari seluruh dunia, jadi saya senang belajar disana”

D4: Untuk isu isu debat itu sebagian besar datang dari internet tapi ee banyak juga yang datang dari pengajar atau mentor mentor debat yang melatih saya nah itu biasa isu yang dia sampaikan itu yang terjadi di status o atau current

situation sekarang dan untuk berita biasanya saya menonton di youtube atau BBC untuk ranah internet tapi yang lebih efektif yang bisa saya tangkap itu ketika disampaikan langsung dari mentor atau coach debat saya atau pelatih debat

D5: *"ya untuk mempelajari isu debat saya hanya belajar dari internet dan berita online saja karena saya rasa apa yang di ee berikan atau sajian yang ada di televisi terkait berita itu sudah mencakup dengan dari berita yang ada diinternet atau berita online yang diberikan dan juga tentu saja ee saya memilih hal tersebut karena saya pikir ketika saya menonton ee berita yang ada di televisi itu membutuhkan waktu yang ee sangat banyak ketimbang saya mempelajari isu-isu di dari internet dan berita online yang menurut saya itu memiliki waktu yang fleksibel dan tentunya akan menyesuaikan dengan waktu saya"*

R: **Banyak orang mencoba memiliki pengalaman dalam berlatih berbicara di depan cermin atau di depan teman-temannya, bagaimana dengan anda?**

D1: *"Baik kalau saya pribadi juga mengaplikasikan hal tersebut misalnya saja berlatih di depan cermin atau berdiskusi dengan teman atau pun berbicara sendiri ketika berkendara nah strategi ini menurut saya sangat efektif karena pertama ini bisa melatih kita untuk lebih terbiasa berbicara kedua ini juga bisa mengingatkan kembali apa-apa saja yang telah kita pelajari contoh misal tadi di sekret kita membahas tentang politik dan dengan menggunakan strategi ini, kita mengulang-ngulangnya ketika berkendara itu misalnya mempermudah mungkin kita mengingat hal-hal tersebut dalam berdebat ada yang namanya re-speech atau mengulang mengulang kembali apa yang telah dipidatoken ketika berdebat nah ini sangat efektif karena kita bisa lebih memahami dan menyelami lebih dalam apa-apa saja yang telah kita pelajari a sebelumnya jadi tips-tips seperti ini sangat efektif bagi saya pribadi tentunya para debater ketika mereka re-speech bisa mengulang hal-hal yang telah mereka pelajari begitu berbicara depan cermin agar lebih meningkatkan kepercayaan diri ketika berbicara karena demam panggung itu tidak dapat ditampik akan terjadi disemua orang tapi ketika kita mulai mengubah kebiasaan dan lebih terbiasa itu akan lebih mudah dengan tips-tips yang seperti berbicara dengan berbicara di depan cermin atau berbicara dengan teman-teman"*

D2: *"Okey berbicara tentang pengalaman untuk bisa lancar berbicara didepan umum em orang-orang memiliki jam terbangnya masing" tentu ketika saya berada di posisi sangat" ingin memulai untuk bisa berbicara didepan umum ya betul saya berbicara didepan cermin ataupun biasanya ketika saya sedang mengerjakan sesuatu saya sambil berlatih-latih sendiri dan juga biasanya saya berbicara di depan teman-teman saya dan karena meskipun tidak ada orang yang mendengarkan saya atau saya bisa emmm berlatih dan orang bisa menilai performance saya dengan menggunakan strategi ini teman saya memberikan*

kritikan atau masukan terhadap performance ataupun apa yang saya tampilkan, ya itu adalah sesuatu paling sering di lakukan org yg em ingin membuat mereka bisa lancar dalam berbicara bahasa inggris itu sendiri karena kritik itu juga bisa membuat kita lebih ingin belajar yang lebih lagi agar bisa menampilkan yang terbaik”

D3: “ee kurang lebih sama kayak saya juga kadang berbicara di depan cermin untuk mempraktekan bahasa inggris saya kemudian lebih sering berbicara sendiri di kosan misalnya saya kadang berbicara sendiri menggunakan bahasa inggris, tapi saya sadar lebih banyak dominan saya menggunakan bahasa inggris saya ketika berlatih debat saat menggunakan latihan seperti ini untuk mengembangkan bahasa inggris saya itu sendiri dan juga saat saya mengikuti kompetisi bahasa inggris jadi saya lebih sering menggunakan bahasa inggris disaat momen momen tersebut tapi e selain itu saya juga sudah mendownload aplikasi yang saya sudah sampaikan di ee direkaman audio sebelumnya aplikasi hello disitu juga saya sering mempraktekan Bahasa Inggris saya jadi mungkin itu untuk mempraktekan bahasa inggris yang saya sebutkan tadi kayak semisal berbicara di depan cermin kemudian berbicara sendiri atau saat praktek debat dan juga e lewat aplikasi mungkin itu sangat berpengaruh untuk saya bisa lebih meningkatkan skill speaking saya”

D4: “Kalau saya sendiri saya tidak pernah berbicara di depan cermin saya lebih berbicara sendiri ketika saya mengendarai motor, atau ketika saya sedang sendirian itu lebih baik menurut saya karena itu lebih nyaman atau biasanya saya juga merekam sendiri pembicaraan saya dihp dan kemudian mengembangkannya mendengarkan apa yang telah saya bicarakan sendiri untuk menjadi bahan evaluasi dan e apa-apa kosa kata yang saya tidak tau Bahasa inggrisnya, nah strategi ini saya gunakan kenapa karena dengan cara ini kita bisa mengetahui sisi kekurangan kita sendiri, karena ketika kita berbicara pasti ada beberapa kosa kata yang tidak kita ketahui nah untuk menjadi tolak ukurnya maka kita harus mengadakan rekaman atau menulis ee untuk menjadi tolak ukur kosa kata apa yang kita ketahui, menurut saya ini lebih dapat meningkatkan ini bisa mengimprove keterampilan speaking kita dibandingkan kita tidak merekamnya.”

D5: “Iya saya pun melakukan hal tersebut saya selalu ee berbicara di depan cermin ketika saya memiliki waktu luang dan sedang sendiri ee karena ee saya pikir ee orang- orang atau pun teman saya tidak cukup memiliki waktu untuk mendengarkan saya selalu berbicara untuk itu saya selalu berbicara di depan cermin dan tentunya pun saya juga berbicara di depan teman teman saya untuk bagaimana saya bertanya apa kah argumentasi yang dibutuhkan saya ee saya berikan atau hal hal yang saya bicarakan dalam ee argumentasi saya ee dapat dipahami oleh mereka atau pun dapat tersampaikan dengan baik ee dan tentunya dengan strategi ini saya membutuhkan pandangan mereka untuk mengkritik bagaimana ee pembawaan saya dalam berbicara atau pun ber argumentasi”

R: Dari semua strategi yang anda sebutkan, manakah strategi yang paling efektif untuk mengembangkan kemampuan speaking anda?

D1: "Okey, dari semua strategi yang saya sebutkan di atas, misalnya saya ikut club bahasa inggris atau berbicara di depan cermin nonton video baca artikel baca berita dan lain sebagainya yang menurut saya yang paling efektif dan paling berdampak dalam skill berdebat saya yaitu nonton video mengapa: karena pertama kita langsung bisa melihat bagaimana para debater handal berdebat kedua kita bisa mencuri ide-ide yang telah mereka sebutkan ketiga, kita bisa langsung mencontoh bagaimana mereka men-deliver atau menyebutkan membawa argumen argumen mereka nah ini sangat efektif karena kita bisa langsung merasakan atmosfer debat tersebut walaupun debate virtual misalnya menonton lewat YouTube, menonton debate secara online maupun offline itu sangat efektif karena yang kedua kita juga bisa mencuri atau mendapatkan materi materi yang telah mereka dapatkan jadi pengalaman kita dan men e bagaimana kita melihat motion itu akan bisa lebih mudah untuk dipahami kedepannya karena saya ak misalnya akan mendebatkan banyak masukan masukan dari cara mereka berdebat cara mereka berbicara dan lain sebagainya tetapi yang kedua juga menonton berita juga hal yang penting karena kita karena saya pribadi butuh yang namanya matter untuk bisa lebih terlibat dengan debatenya misalnya menonton berita melalui platform atau melalui televisi itu sendiri jadi dua hal ini yang paling berdampak dalam hidup saya dalam peningkatan berdebat yang mana tentunya kita tidak lupa untuk practice untuk selalu praktis berdebat dan lain sebagainya itu karna prek praktis akan membuat kita jadi lebih baik lagi itu sebabnya alasan beberapa strategi tersebut yang saya peri prioritaskan dalam peningkatan skill berdebat.

D2: "Yang paling berpengaruh atau yang sangat mendukung saya dalam kelancaran herbicara adalah memperbanyak latihan dan juga em mempraktekkan hal yg baru saya ketahui misalnya kosakata baru, atau pun em struktur dalam argumentasi yang baru itu akan membuaa membuat saya bisa improve atau meningkatkan speaking saya secara signifikan"

D3: "Untuk menurut saya diantara semua strategi yang paling efektif ya untuk membantu meningkatkan kemampuan speaking saya adalah dengan praktis dengan latihan setiap hari baik itu e dengan bantuan aplikasi atau dengan e dengan berbicara sendiri atau dengan latihan debate karena e poin utamanya adalah praktis latihan latihan dan latihan e karena teori tidak cukup karena untuk belajar bahasa yang paling penting adalah spoken herbicara dan sebagainya hal yang menyangkut orang yah dalam artian harus dikeluarkan dalam artian itu harus dipraktekkan itu untuk meningkatkan speaking interms of bagaimana bentuk latihannya itu depends untuk semua orang kalau saya juga bentuk latihannya kadang berubah ubah kayak semisal saya lebih nyaman

latihan sendiri saya lebih nyaman ketika berbicara dengan kelompok misalnya tapi e practicing is the most a thing the most effective things”

D4: *“Untuk strategi yang paling efektif adalah menonton video, menuliskan script dari video tersebut kemudian berbicara atau mengaplikasikannya dalam debat atau ketika kita membangun argumen atau e ketika kita menuangkannya dalam argumen argumen kita menurut saya sejauh itu yang saya pelajari adalah dengan menonton video kita bisa dengan mudah e meniru atau mengaplikasikan apa yang disampaikan dalam video dengan apa yang kita sampaikan itu yang paling efektif menurut saya”*

D5: *“Terkait strategi yang paling efektif untuk mengembangkan kemampuan speaking saya menurut saya yaitu berbicara atau berlatih di depan teman atau pun orang-orang yang dapat mengkritik kita secara langsung, menggunakan strategi ini karena teman-teman dapat memberikan masukan bagaimana ee mereka mendengar cara kita speaking bagaimana mereka mendengar argumentasi kita apakah argumentasi yang ingin kita sampaikan dapat tersampaikan dengan baik dan dapat dipahami dengan baik kepada ee pendengar atau pun audience untuk itu saya rasa atau pun saya pikir itu strategi yang paling efektif itu berlatih atau berbicara di depan teman”*





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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10022/EKIP/A.4-II/V/1443/2022 tanggal 2 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ANDI MUTIARA SARI**
No. Stambuk : **10535 1122217**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Strategy Used By The English Debaters Of UKM Bahasa Universitas Muhammadiyah Makassar In Develoving Their Speaking Skill"

Yang akan dilaksanakan dari tanggal 6 Juni 2022 s/d 6 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



MAJELIS DIKUTI/BANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sudirman Alauddin No. 259 Makassar
Telp. : (0411) 782117 (Pusat) / 782118
Email : info@uim-makassar.ac.id
Web : www.uim-makassar.ac.id

Nama Mahasiswa : ANDI MUTIARA SARI
NIM : 105351122217
Judul Penelitian : Strategy Used By The English Debaters of UKM BAHASA Universitas Muhammadiyah Makassar
In Developing Their Speaking Skill
Tanggal Ujian Proposal : 23 Mei 2022
Tempat/Lokasi Penelitian : UKM BAHASA Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	04 Juli 2022	Memasukkan Surat Ke-UKM BAHASA Unismuh Makassar	Madina Almunawara. B.N	
2	06 Juli 2022	Wawancara Debater 1	Fahrul Ahsan Saputra	
3	11 Juli 2022	Wawancara Debater 2	A. Nur Inayatul Aini	
4	11 Juli 2022	Wawancara Debater 3	Ahmat Supratman	
5	11 Juli 2022	Wawancara Debater 4	Muhammad Hasby Assidiq	



MAJELIS DIKTILITRANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Kampus: Jalan Tondok No. 250 Makassar
Telp : 0411-7501111
Email : prodiip@unismuh.ac.id
Web : http://unismuh.ac.id

	26 Juli 2022	Wawancara Debat 5	Mardawati	Md
6				
7				
8				
9				
10				

Makassar, 18 Agustus 2022


Dr. Ummi Khamerati Syam, S.Pd., M.Pd
NBM. 977 807

Ketua Program Studi,
FKIP Unismuh Makassar


Andi Limbah Basri
NBA: BAHASA. VI.163.2019

Ketua Umum,
UKM BAHASA Unismuh Makassar



Terakreditasi Institut
BAN-PT



SURAT KETERANGAN PENELITIAN
077/QR-4/SKP/UKM-BAHASA/UNISMUH/VIII/2022

Yang bertanda tangan di bawah ini:

Nama : Andi Umrah Basri
NBA : Bahasa.VI.163.2019
Jabatan : Ketua Umum UKM BAHASA Periode 2021-2022

Menerangkan bahwa yang tercantum di bawah ini:

Nama : Andi Mutiara Sari
NIM : 10535 1122217
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jalan Skarda N.1 No.11

Benar telah melaksanakan penelitian di UKM BAHASA Universitas Muhammadiyah Makassar pada tanggal 06 Juni s.d 06 Agustus 2022 dalam rangka Penyusunan Skripsi dengan judul *"Strategy Used By The English Debaters Of UKM Bahasa Universitas Muhammadiyah Makassar In Develoving Their Speaking Skill"*.

Demikian surat penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 18 Agustus 2022

UKM BAHASA
Ketua Umum

Andi Umrah Basri
NBA: BAHASA.VI.163.2019



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0606/BG-FKIP/LOA/B/VIII/1444/2022

Dear ANDI MUTIARA SARI
It is our pleasure to inform you that, after reviewing your paper:
**STRATEGY USED BY THE ENGLISH DEBATERS OF UKM BAHASA
UNIVERSITAS MUHAMMADIYAH MAKASSAR IN DEVELOPING THEIR
SPEAKING SKILL**
The manuscript ID: 365
Detail checklist:

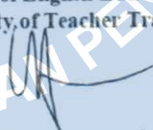
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijp@bg.unismuhmakassar.ac.id

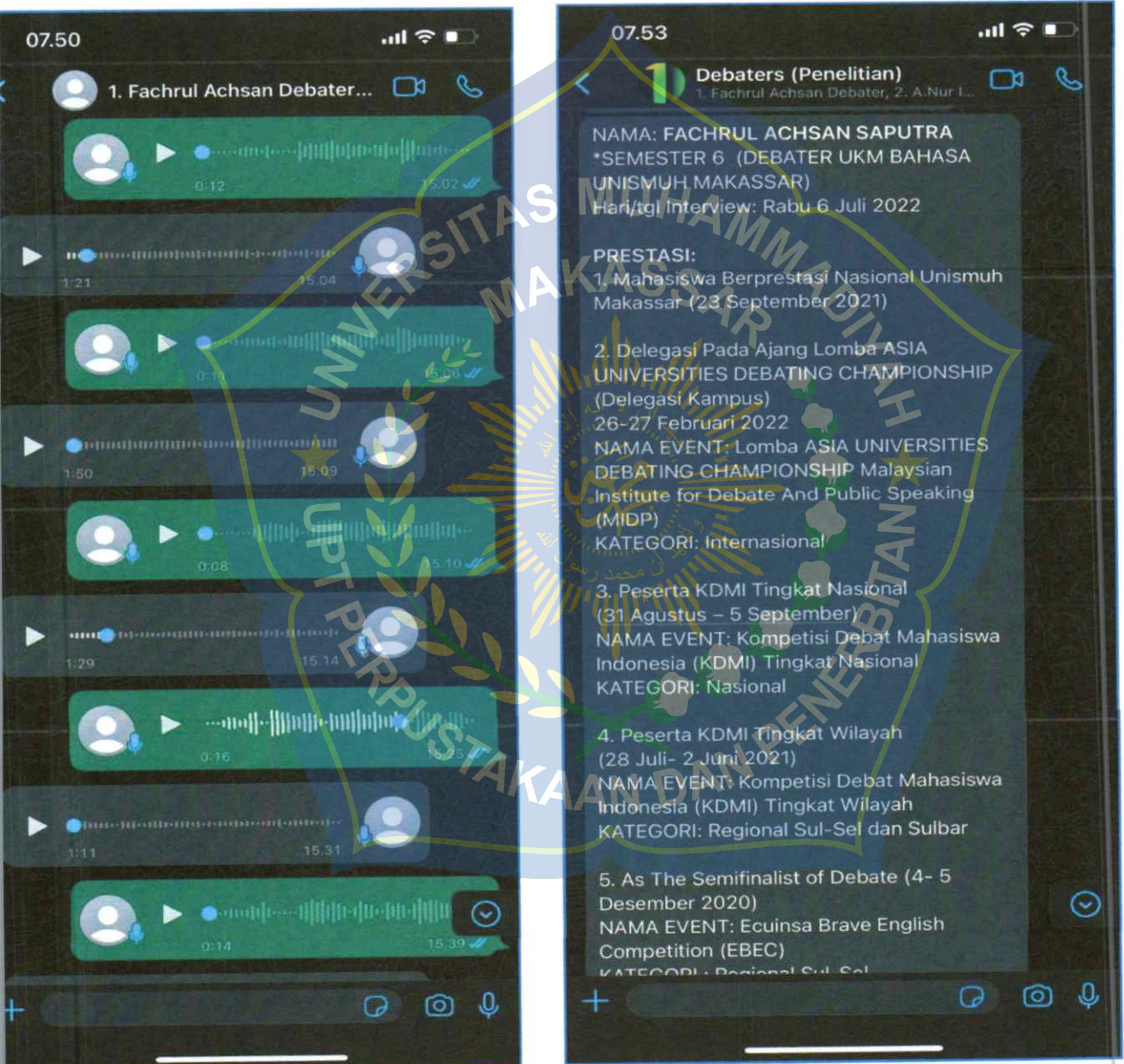
Makassar, 23 August 2022 M
26 Muharram 1444 H

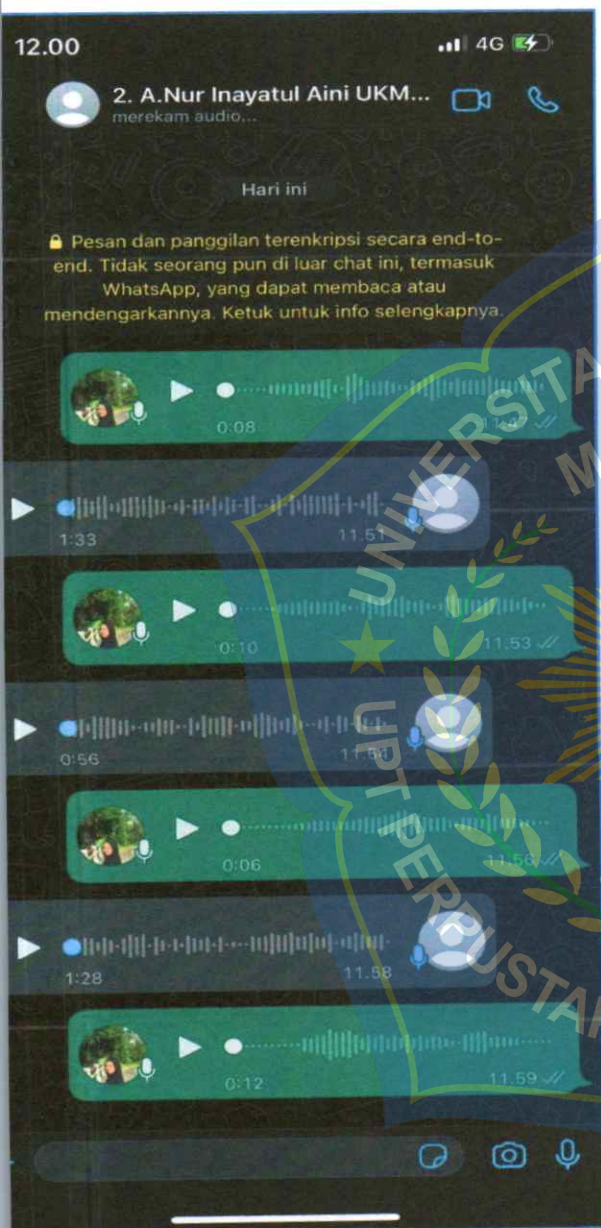
Head of English Education Department
Faculty of Teacher Training and Education

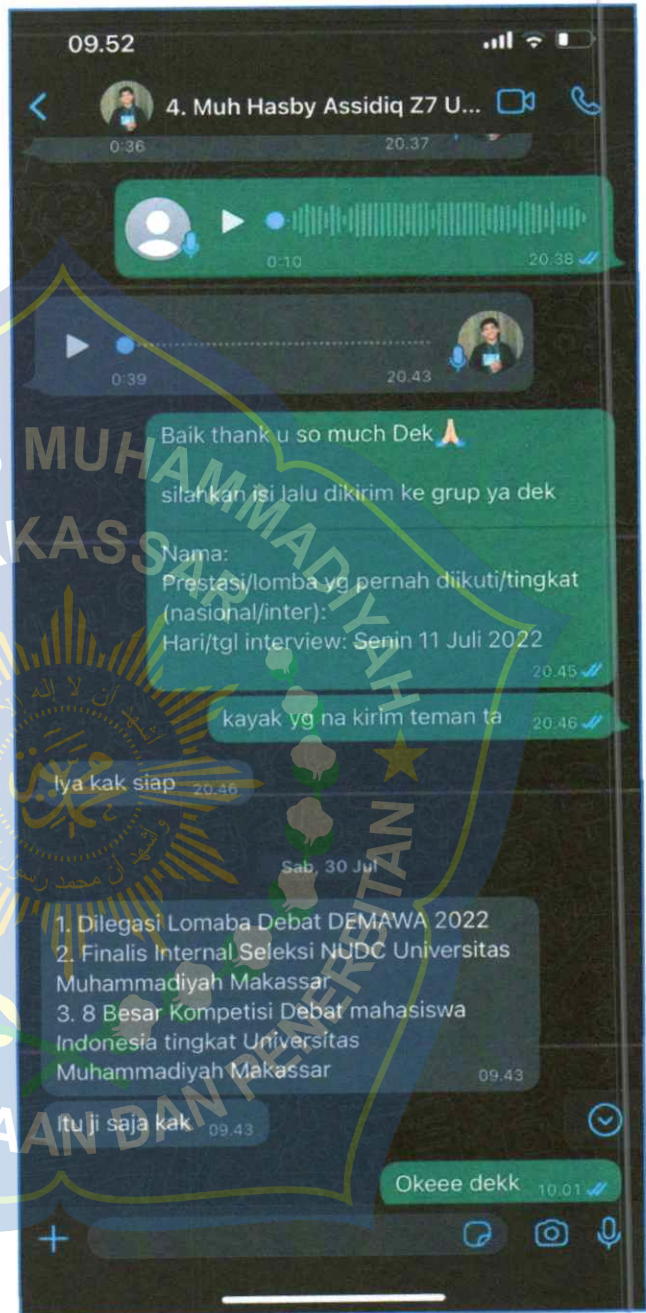
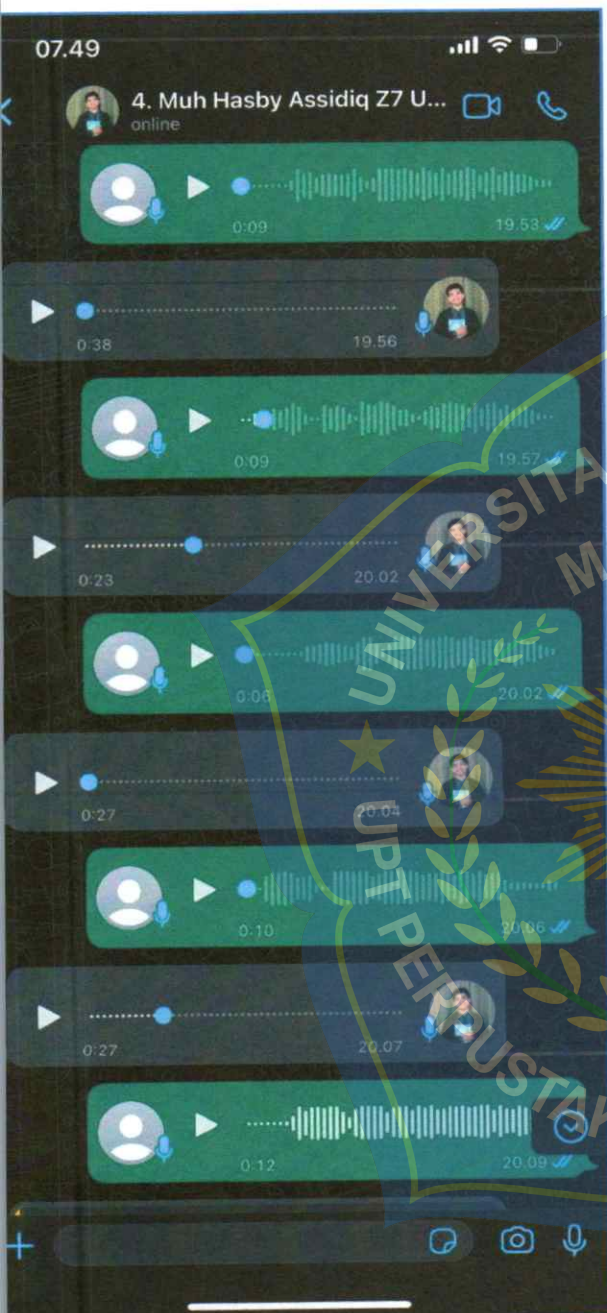

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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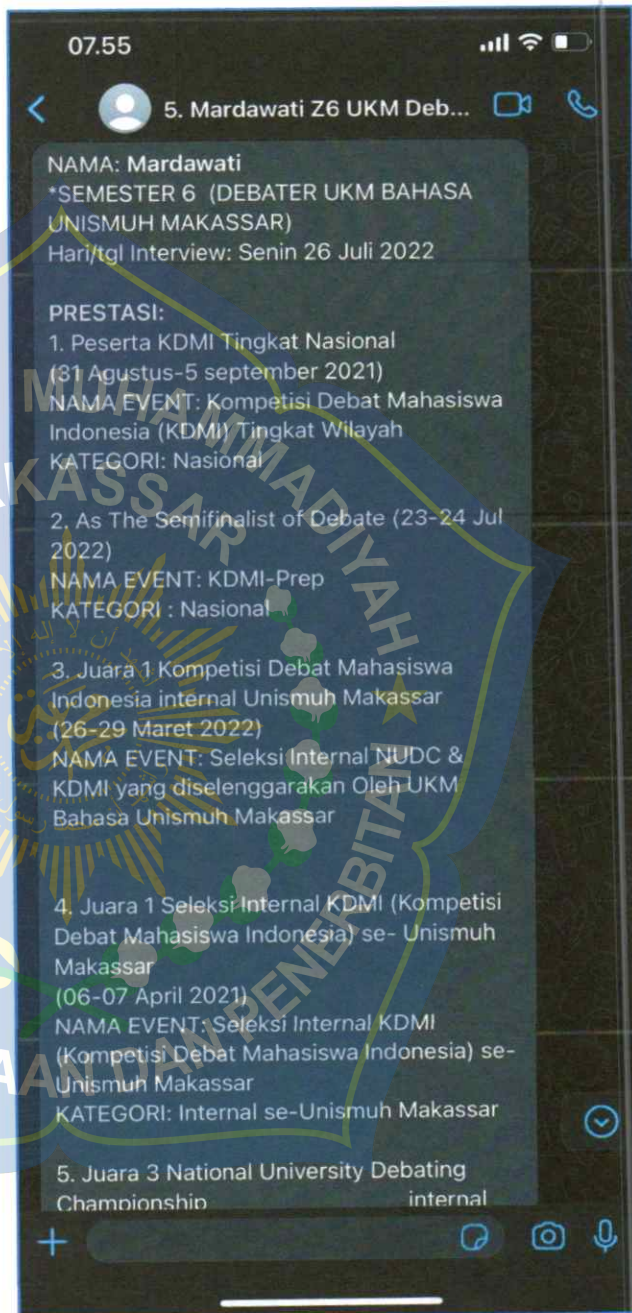
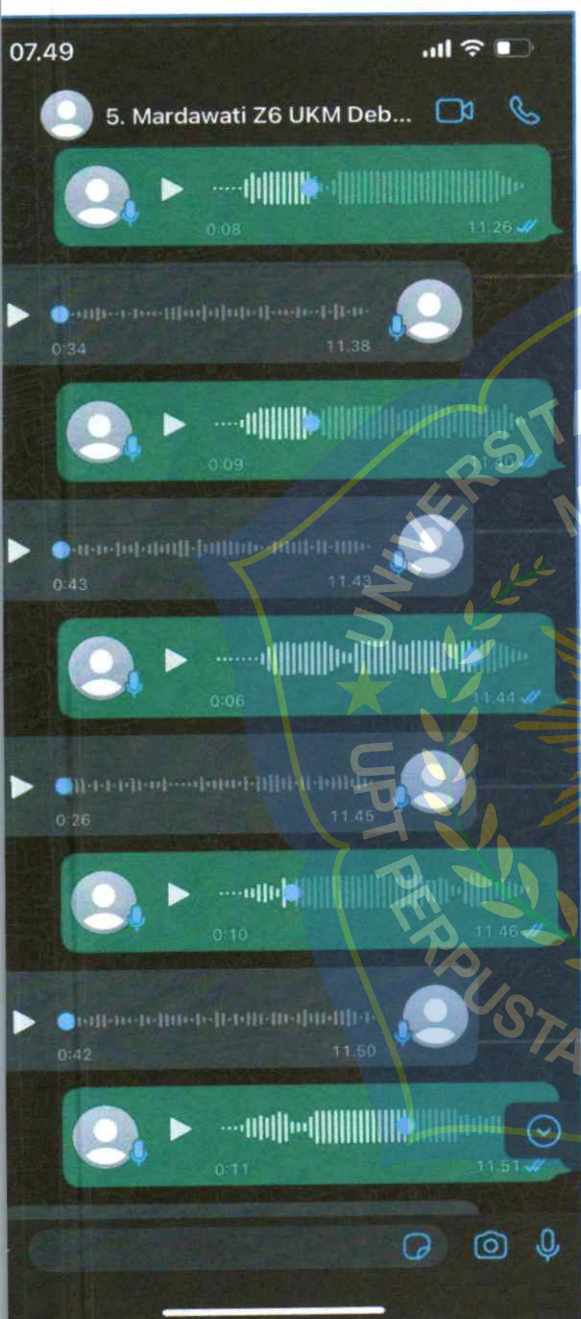
DOCUMENTATION

(INTERVIEW & SOME LISTS OF DEBATERS' ACHIEVEMENTS)









CURRICULUM VITAE



Andi Mutiara Sari was born on May, 12th 2000 in Bulukumba, South Sulawesi. She has not Sisters and brothers. She is the first and the last child from the marriage of her parents, Andi Hartati., S.Pd and Nurdin.H

She began her education in SDN 132 Babalohe in 2011. She continued her study in SMPN 26 Bulukumba and graduated in 2014, and she continued her study in SMAN 6 Bulukumba and graduated in 2017. Her endrolled in English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in 2017. She could finish her study in 2022 with the thesis under the title "Strategy Used By The English Debaters at UKM BAHASA Universitas Muhammadiyah Makassar In Developing Their Speaking Skill".