

**DEBATE AS A LEARNING INTERACTION DEVICE TO ACTIVATE STUDENTS TO
SPEAK ENGLISH**

*(A Descriptive Study at the Fifth Semester of English Department Students at
Muhammadiyah University of Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education at Muhammadiyah University of
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For the Degree of Education in English Department*

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ABSTRACT

Ariani. 2019. Debate as A Learning Interaction Device to Activate Students to Speak English (A Descriptive Research at the Fifth Semester of English Department Students in Muhammadiyah University of Makassar). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Ratu Yulianti Natsir.

This thesis presents the description of the students' participation and attitudes toward the use of debate in the classroom for speaking English. It aims at finding the answers to the following problems: 1) can debates activate the students' participation to speak English in the classroom? And 2) what are the attitudes of 5th semester students of Muhammadiyah University of Makassar learning English toward debate? To answer the problems above, the writer applied the descriptive method. The writer collected data by using two instruments; the first is observation checklist to obtain data about the students' participation consists of asking question, giving ideas and responding to arguments. The research findings show that the students' participation in asking questions are not active, in giving ideas are very active and in responding to arguments are not active. It was supported by the mean score is 3.3 while asking questions and responding to arguments categories don't activate the students in debate. It can be seen by the mean score 1.23 and 1.2. The second is questionnaire is instrument to obtain data about the students' attitudes consists of behavioral aspect, cognitive aspect, and emotional aspect. It was found that the students' attitudes in learning English through debate was 84% in behavioral aspect there are students agree was showed that debate method especially in behavioral component help them to practice and improve their speaking, 79% in cognitive aspect and 75% in Emotional aspect it aims that students attitudes toward debate categorized good. It means that the majority of the students had positive responses of attitudes toward the implementation of the debate method in learning speaking.

Key words: Student's Participation, Students' Attitudes, Debate, Speaking.

ABSTRAK

Ariani. 2019. Debat sebagai alat interaksi belajar untuk mengaktifkan siswa dalam berbicara bahasa Inggris (Penelitian deskriptif di semester lima pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar). Skripsi Departemen Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Ratu Yuliati Natsir.

Skripsi ini tersaji dalam bentuk deskripsi partisipasi mahasiswa dan sikap mereka terhadap penggunaan debat di dalam kelas untuk berbicara dalam bahasa Inggris. Tujuannya adalah untuk menemukan jawaban dari masalah berikut: 1) dapatkah debat mengaktifkan partisipasi siswa dalam berbicara bahasa Inggris di kelas? Dan 2) apa sikap mahasiswa semester lima dari Universitas Muhammadiyah Makassar dalam belajar bahasa Inggris di kelas debat? Untuk menjawab permasalahan diatas, penulis menerapkan metode deskriptif. Penulis mengumpulkan data dengan menggunakan dua instrumen; yang pertama adalah pengamatan cek lis untuk memperoleh data tentang partisipasi mahasiswa terdiri dari mengajukan pertanyaan, memberikan ide-ide dan merespons argumen. Yang kedua adalah kuesioner untuk memperoleh data tentang sikap siswa terdiri dari aspek perilaku, aspek kognitif, dan aspek emosional. Temuan penelitian menunjukkan bahwa partisipasi siswa di dalam bertanya tidak aktif, memberikan ide-ide sangat aktif dan dalam menanggapi argumen tidak aktif. Kuesioner menunjukkan sikap dalam berbicara bahasa Inggris di kelas.

Kata kunci: partisipasi mahasiswa, sikap siswa, debat, berbicara.

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
COUNSELING SHEET	iii
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF COLUMN	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiv
CHAPTER I : INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II: REVIEW OF LITERATURE	
A. Previous Related Reserch Findings	5
B. Some Partinent Ideas	6
C. Conceptual Framework	26
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	28
B. Participants	28
C. Research Instrument	29
D. Data Colletion	29
E. Techniques of Data Analysis	31
CHAPTER IV: FINDING AND DISCUSSION	
A. Findings	35
B. Discussion	50
CHAPTER V: CONCLUSION	
A. Conclusion	53
B. Suggestion	54
BIBLIOGRAPHY	55
APPENDICES	

LIST OF COLUMN

Picture 4.1 Column Chart	49
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LIST OF TABLES

Table 3.1 Likert Scale	26
Table 3.2 Criterion Score	26
Table 3.3 Rating Scale Interval of Agreement.....	26
Table 3.4 Interpretation Score	27
Table 4.1 Rate percentage and frequency of students' participation in asking.	28
Table 4.2 Rate percentage and frequency of students' participation in giving ideas	29
Table 4.3 Rate percentage and frequency of students' participation responding to arguments	29
Table 4.4 Students Behavioral Attitudes	31
Table 4.5 Students Behavioral Attitudes.....	31
Table 4.6 Students Behavioral Attitudes.....	32
Table 4.7 Students Behavioral Attitudes	33
Table 4.8 Students Behavioral Attitudes	34
Table 4.9 Students Behavioral Attitudes.....	34
Table 4.10 Students Behavioral Attitudes	35
Table 4.11 Students Behavioral Attitudes.....	36
Table 4.12 Students Behavioral Attitudes.....	37
Table 4.13 Students Behavioral Attitudes	37
Table 4.14 Students Cognitive Attitudes	38
Table 4.15 Students Cognitive Attitudes.....	39
Table 4.16 Students Cognitive Attitudes.....	39
Table 4.17 Students Cognitive Attitudes	40
Table 4.18 Students Cognitive Attitudes	41
Table 4.19 Students Cognitive Attitudes.....	41
Table 4.20 Students Cognitive Attitudes	42
Table 4.21 Students Cognitive Attitudes.....	43
Table 4.22 Students Cognitive Attitudes.....	43
Table 4.23 Students Emotional Attitudes	44
Table 4.24 Students Emotional Attitudes	45
Table 4.25 Students Emotional Attitudes.....	45
Table 4.26 Students Emotional Attitudes.....	46

Table 4.27 Students Emotional Attitudes	47
Table 4.28 Students Emotional Attitudes	47
Table 4.29 Students Emotional Attitudes	48
Table 4.30 Students Emotional Attitudes	49
Table 4.31 Students Emotional Attitudes	49

LIST OF APPENDICES

APPENDIX A Observation Checklist

APPENDIX B Questionnaire

APPENDIX C Analysis Data Questionnaire

APPENDIX D Documentation

CHAPTER 1

INTRODUCTION

A. Background

One of the most important languages in the world is English. There are several reasons for such spread of English. One of these is socio-cultural, which relates to people's dependence on English for their well-being including politics, businesses, safety, entertainment, media and education. Therefore, English has become the language of communication in the world and then the need to learn English appears to make this communication easier. In English there are four skills that is speaking, writing, listening, reading.

Speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008). Many language learners regard speaking skills as the criteria for knowing a language. They define fluency as the ability to communicate with others much more than the ability to read and write. They regard speaking as the most important skill students acquire. Students assess their progress in terms of their accomplishments in spoken communication (Brown, et.al, 1983). Teaching learning technique is the important factor to the success of language learning for all aspects in education. The lecturer should prepare a good technique in conducting their teaching to motivate the students to speak English. Therefore, in order to improve speaking skill, various techniques should be attempted to meet the needs of English speaking mastery.

One of the techniques suggested to try is debate. In this sense, one activity that will be able to be expected to help students in improving their speaking skill

is group debate in the classroom. Based on researcher experience in debate class, the researcher found out that debate can improve her speaking skill and knowledge. In debating, students are expected to speak English by giving ideas, asking questions, and giving responses. It is expected that through the activity, students can apply their linguistics knowledge of language. Debating provides opportunity for students to speak English more intelligibly and unconsciously students learn to speak in formal occasion while improving their English mastery.

British Parliamentary style debates is a common form of academic debate consist of two teams who debate over an issue, more commonly called a topic or motion. The context in which the British parliamentary style of debate is used varies, used in United Kingdom, Ireland, Canada, Europe, United States also adopted as the official style of world Universities Debating Championship with several rounds and a final series which occur over a year.

In relation to the description above, there are several problems in student encountering Speaking skill. The problems were linguistic and the techniques applied by the lecturer. In linguistic aspect, the students felt difficulties in some components such as: pronunciation vocabulary, and grammar. While, in terms of techniques applied by the lecturer, they felt it was considered not interactive or mainly dominated by answering student worksheet. In addition, the topics were considered conventional or not really related to the students' life. Therefore, there must be a mean of solving this problem. In this case, the researcher applied the technique which has been introduced earlier namely British Parliamentary debate.

B. Problem Statement

The researcher formulates the research questions as follows:

1. Can debates activate the students' participation to speak English in the classroom?
2. What are the attitudes of fifth semester students of Muhammadiyah University of Makassar learning English toward debate?

C. The Objective of the Research

Based on the research questions above, this research is conducted to describe as follow:

1. Whether debates activate the students' participation to speak English in the classroom or not.
2. To find out the attitudes of fifth semester students of Muhammadiyah University of Makassar learning English toward debate.

D. The Significance of the Research

The significances of the study is to find the information and explanation about debate as a theoretically and practically device to improve Students to Speak English.

E. Scope of the Research

The scope of this research is categorized under applied linguistics. It focuses to activate the students in speaking English especially through debate. The researcher wants to identify the student's participation by indications: asking questions, giving ideas and responding to arguments. The researcher also identify students' attitudes in learning English through debate by indications: Behavioral, cognitive, and emotional. Restricted to the participation and attitudes at fifth semester students of Makassar Muhammadiyah University.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers have been conducting studies relate to this research, there are as follows:

Aslam (2012) in his research concluded that Australiasian debate style make students interested in learning English through debate also activate students participation in giving arguments.

Marlan (2012) in his research found that the use of debate is effective to enhance the students' speaking proficiency through British parliamentary debate technique (BPDT).

Sabbah (2015: 80) in her research reveal that using debates as a strategy to improve students' speaking skills had a significant impact on improving students' speaking proficiency. Meaningful life situations were established using pairwork and team work, both are important features of Communicative Language Teaching in the language classroom. The organization during debate sessions created a positive atmosphere, reducing affective barriers to language learning.

Fauzan (2016: 8) in his research concluded that the debate and peer assessment can improve the speaking ability of the English department students of IAIN Samarinda: The result shows that the students gradually could express their thought and opinions in debate practice. This activity encouraged the students' creativity to explore the language, since they were asked to develop their arguments from certain motions. The motions were made familiar to them so that they found it easy to speak on the topics. By practicing speaking in the debate practice, they improved their fluency as well as their confidence.

From the previous findings above, the previous researches above have similarity with this research. They mostly describe about debate is one of some techniques in teaching speaking that can stimulate and make the students feel interested in learning speaking. All the researchers above showed that debate in some categories don't activate the students in speaking and only in one category that can activate students to speak but not only that the research also find out that the students are interested in using debate in the classroom to improve their speaking skill.

B. Some Pertinent Ideas

1. Theory of Speaking

a. Definition of Speaking

Boonkit (2010) Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors. This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

Speaking is the key of communicating. Teachers can help learners improve their speaking overall oral competency by considering a few factors such as: what good speakers do and what kind of speaking tasks given in class, and what specific learning needs (Florez cited in Tahir, 2010). Speaking involves linguistic and thoughts and surrounded by other supporting features like gesture and facial expression. Therefore it is a complicated productive skill in the form of oral mode which involves more than just pronouncing words. Speaking refers to conveying

meaning, information or expressing one's ideas, thoughts and feelings in spoken language.

Speaking can also be defined as the activity of delivering speeches or lectures. Through the role of speaking we can utter or articulate sounds, words, thoughts, opinions, and emotions orally. Speaking is also meant the interactive process of constructing meaning which involves producing, receiving and processing information.

Based on the description above, the researcher conclude that speaking is an activity of delivering thoughts, opinions, and other information through oral form that employs linguistic features and elements like facial expressions and gestures.

b. The Concept of Speaking

Speaking is a way to bring message from one person to another in order to interact with them. Communication will not be running well without speaking. Ur in Maria in Supriadi (2008) gave some characteristics when the speaking activity can be said have been successful. They are as follows:

- 1) Learners talk a lot. Learners should get chance as much as possible to speak. But it mostly taken by the teacher to speak.
- 2) Participation is event. All students should get some chance to speak and give contribution. A minority of talk active participants dominates classroom discussion.
- 3) Motivation is high. Learners are full of desire to speak because they are interested in the topic and have something new to say about it.
- 4) Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

c. Techniques in Teaching Speaking

There are different kinds of techniques applied by teacher. The diversities of technique are expected to contribute to the attractiveness of English learning. Kayi cited in Tahir (2010) proposes techniques of teaching speaking. The following are several techniques of fostering the students speaking skill:

a). Discussions

The teacher or instructor play an important role in designing the way the discussion conducted. Firstly, they have to understand that the goal of discussion, above all, is a mean of encouraging the students to ask questions, paraphrase ideas, express support, check for clarification, and so on. There are various ways of managing the discussion. For instance, proposing controversial topic like “people learn best when they read vs. people learn best when they travel”. Then, the teacher divides the students into several into groups with equal number of members. Next is setting the time of each group to prepare their arguments before presenting it to the class. Finally, the group who defended the idea in the best way is rewarded as the best team.

b). Role Play

Another way of promoting speaking is through role-playing or role play. The teacher is going to set the roles of each student and ask them to pretend or act in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners like who they are and what they think or feel. This can be an interesting way in learning speaking.

c). Brainstorming

In exploring the student s ideas, brainstorming can be an effective way. In brainstorming, the students are a given topic. Then, they will show ideas in a limited time. Either individual or group brainstorming is effective to generate

ideas quickly and independently. It is suggested that the teacher does not give too much intervene which can cause the ideas blocked.

d). Story Telling

In order to enhance the students ability to paraphrase or summarize story, tale, and so on they have heard, the students may create their own stories to tell their classmates through story telling. Story telling fosters not only creative thinking but also the students' capability in expressing ideas which is formed of beginning, development, and ending, including the characters and the setting of story.

e). Debate

As has been stated by DIKTI (2009) English debate, academically, has been the need of students. The debate demands the students not only to express their ideas but also to access the global information, analyze, make judgment, and convince the public. In English debate students will be faced with the social problem in nation. They have to determine their position and show that they are in the right side. Therefore, debate can be a mean of improving the negotiation competence in international scale. The further elaboration on debate will be provided in the next part.

2. Debate

a. Definition

The basic idea of debate is convincing the others to agree with us. Simon Quinn (2005) described that to win a debate the debaters have to do two main actions. Those are: giving good reasons why their side argument is true, and to show why their opposition's reasons are wrong.

International Debate Education Association (IDEA) (2008) is a worldwide debate website extended that debate is not only a formal competition

of argumentation between teams or individuals. Debate furthermore, has a mission to be an essential tool for developing and maintaining democracy and open societies. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for divergent points of view, and rigorous self-examination. Debate is, above all, a mean for those who have opposing views to discuss controversial case without descending to insult, emotional appeals, or personal bias. A key trademark of debate is that it rarely ends in agreement, but rather, allows for a robust analysis of the question at hand.

Debate is a very important strategy in developing speaking skills of learners effectively. Bambang (2006:125) defines debate as an "activity which is used for understanding of the topic. It is done by two groups. Every group consist of three or five students. It is "pro" group and "contra" group. Shan (2005, p.21) debate is defined as two groups of people on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided.

Generally the society debate most of the controversial issues or problems (in the context of debate competition it is called "motion") that appear. Usually these issues are being discussed in the media by having the comments of some experts, showing the current and historical factors of the particular phenomena, etc. Quinn (2005) further described that debating or debate is done by everyone, in everywhere, and in almost everything. This idea reflects the condition of society that is already accustomed to debate.

There is no debate without a motion. The existence of debatable motion creates proposition and opposition between the two teams engaged in the debate. This further will demand the debaters to convince the audiences by exploring his

abilities including facial expression and gestures that show his emotion. However, this is still controlled by the rules of debate. In the context of learning, particularly speaking skill, this is an interactive activity that can stimulate the students to express their ideas. Krieger (2005) stated that debate brings excellent language learning due to the variety of cognitive and linguistic ways.

Based on the explanation above, the researcher concluded that debate can be defined as a formal way of convincing the others about a particular controversial issue among the society, by juxtaposing the linguistic and cognitive aspect.

a. **Formats of Debate**

There are many different debate formats with distinct procedures, the three main formats are (Goodnight,1993,P.16):

- 1) **Standard Debate Format:** which is used most often by beginning debaters.
- 2) **The Cross-examination Format:** which is used for most tournaments at the high school and college level.
- 3) **The Linclon Douglas Format:** which is a popular format for debating value issues.
- 4) **Simplified Debate Format:** which is used most often with non-native speakers.

The researcher in the current study will adopt the simplified debate format because **first**, it is a two-person debate team. **Second**, using simple debate topics allow the students to sidestep the common stumbling block of EFL learners trying to translate complex thoughts from their native language to their second language.

Simplified debate format appeals to a lot of teachers in various teaching-learning levels and stages as follows,

4.1) Simplified Debate Format

A basic format for the Simplified Debate According to Lustigova (2011) includes the following:

- 1- Affirmative team speech.
- 2- Opposing team speech.
- 3- Affirmative team speech.
- 4- Negative team rebuttal.
- 5- Questions/ answers from teams, field questions from audience.
- 6- Affirmative closing argument.
- 7- Negative closing argument.
- 8- Audience assesses arguments' persuasiveness.
- 9- Teacher provides constructive feedback.

4.2) Simplified Debate Methodology in Practice

Lustigova (2011) argued that when teaching debate to intermediate and lower classes, it is best to start with the straight forward process of formulating and caring about their own opinions, while introducing a number of language structures, grammar issues and new vocabulary meanwhile.

As quoted in Lustigova (2011), Harmer (2007:84) clarifies that "simplified debates concentrate the content of the EFL/ ESL learner's speech, thus allowing the students to focus on improving their skills by using knowledge already grasped."

4.3) Assessing Simplified Debate

Lustigova (2011) argued that when assessing simplified debate follow the following steps:

- Concentration on the organization, use of arguments, use of examples and facts.
- Provide feedback primarily from the language use point of view.

- How language was used and why.
- Improved opinion- indication phrases.
- Increased diplomatic approaches and referencing of external opinions to support individual opinions.

b. Form of Debate

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action. A debate could also potentially be between two or more competing propositions or actions. Or debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence.

Steven (2012:56) cited in Baso (2016) states that the kind of debate which familiar in the world can be explained bellow:

a. Parliamentary (Parli Debate)

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).

b. Mace Debate

This style of debate is prominent in Britain at schools level. Two teams of two debate an affirmative motion (e.g. “This house would give prisoners the right to vote,”) which one team will propose and the other will oppose. Each speaker

will make a seven minute speech in the order; 1st Proposition, 1st Opposition, 2nd Proposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a 'point of information' (POI). If the speaker accepts they are permitted to ask a question. POI's are used to pull the speaker up on a weak point, or to argue against something the speaker has said. However after 6 minutes, no more POI's are permitted. After all four have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each teams (traditionally the first speaker), will speak for 4 minutes. In these summary speeches it is typical for the speaker to answer the questions posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her own key points. In the Mace format, emphasis is typically on ability, entertainment, style and strength of argument. The winning team will typically have excelled in all of these areas.

c. Public Debate

The International Public Debate Association (IPDA) offers both team debates where two teams of two debate and individual debate. In both team and individual debate a list of topics are given to the two sides thirty minutes before the start of the round. A striking negotiation ensues to pick a topic. The sides, one affirming the resolution and one negating the resolution, then prepare an opening speech, a cross-examination of the other side, and closing remarks for the round.

d. Australasia Debate

Australasia style debates consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "That", for example, "That cats are better than dogs," or "This House", for example, "This

House would establish a world government.” The subject of topics varies from region to region. Most topics however, are usually region specific to facilitate interest by both the participants and their audiences.

Each team has three members, each of whom is named according to their team and speaking position within his/her team. For instance the second speaker of the affirmative team to speak is called the “Second Affirmative Speaker” or “Second Proposition Speaker”, depending on the terminology used. Each of the speakers’ positions is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams’ argument introducing new evidence to add to their position. The last speaker is called the “Team Advisor/Captain”. Using this style, the debate is finished with a closing argument by each of the first speakers from each team and new evidence may not be introduced. Each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: First Affirmative, First Negative, Second Affirmative, Second Negative, Third Affirmative, and finally Third Negative.

e. Presidential Debate

The presidential debates were initially moderated in 1976, 1980, 1984 by the League of Women Voters, but The Commission on Presidential Debates (CPD) was established in 1987 by the Republicans and Democrats to “ensure that debates, as a permanent part of every general election, provide the best possible information to viewers and listeners.” Its primary purpose is to sponsor and produce debates for the United States presidential and vice presidential candidates and to undertake research and educational activities relating to the debates. The organization, which is a nonprofit, nonpartisan.

c. **Debate as a Medium in Teaching Speaking of the Classroom**

In teaching and learning a language, debate can be used to improve students speaking skill in English. Debate is provided for students to have opportunity to speak in English by giving ideas, asking questions, and giving responses to the topic given either their position as opponent or supporter of the given statement. It must be kept in mind that the main point of debate in language activity is to activate the students to use the language lively, to give them opportunity to experience the language in speaking contest.

Debate allows those with opposing views to present both affirmative and negative arguments before an individual, as an audience, who then judges the merits or respective positions based on the strength of the case, the judge will accept the views or reject them. Debate may be said to complement discussion in solving problems.

There are various ways to define debate, but there is a definition reminds us of the main feature of debate, as the following: "Debate consists of opposing arguments on a given proposition between a supporting affirmative and opposing negative."

This clearly states that in debate there will be opponent side and pro side for a given proposition. Debate centers on a proposition that is on an opinion of controversial nature.

1) The characteristics of debate

According to Karl F. Robinson and Charlotte Lee cited in Amiluddin (2000: 19), debate is characterized by the following qualities:

- a) It is competitive, leading to a decision by a vote.
- b) It requires that the participants take a definite position, either affirmative or negative, which cannot be change.
- c) It is more formal than discussion and follows rules of procedure.

- d) Its objective is to start with a proposal, make the best case for it, and win approval for that side.
- e) The style is argumentative and persuasive.

In debate, the students follow the basic pattern whenever they argue. A student may try to convince others to take a certain action and they disagree. To explain their position they present their reasons and facts as they do in debate.

M. Andersen, et. al. cited in Aslam (2012: 20) differentiates debate with discussion in terms of philosophy and procedure, as follows:

- a) Debate is an intentional thought process, while discussion is a reflective thought process.
- b) Debate is an advocacy at its best, discussion is an inquiry at its best.
- c) Debate is competitive in nature, discussion is co-operative in nature.
- d) Debate is exclusive in the use of resources; discussion is inclusive in its use of all available resources.
- e) Debate is somewhat formal in procedure; discussion is somewhat flexible in procedure.
- f) Debate is limited, in that support must reflect either an affirmative or negative view point, discussion is not limited to the support of a single point of view.
- g) Debate is designed to result in a group vote; discussion is designed to reach a group consensus.

2) Types of debate propositions

In implementing debate activities in the classroom, teacher should pay attention to the proposition he or she is using, because it determines the process of the debate more or less, whether it is running interestingly or not. It means that if the students pay much attention on the topics being debated, then the process of learning

is running as expected. In other words, propositions hold an important role in conducting debate as a media in teaching. In this case, types of debate proposition have to be well selected.

According to Karl F. Robinson and Charlotte Lee cited in Aslam (2012: 21), there are three types of debate propositions, they are:

- a) A proposition of *value* states that something is better than or worse than something else, for example: “that private schools are more qualified than government schools”, is a proposition of value.
- b) A proposition of *fact* states that something is or is not true. Most propositions of fact are not debatable because they can be settled by a brief investigation, for example: “that teachers have higher salary than doctors.”
- c) A proposition of *policy* states that something should or should not be done. This type of proposition is the most practicable for school debates, and offer 90 percent are of this type.

From the three types of propositions above, the researcher tends to use the first and the third in conducting his research, because the topics of these types are easily debatable and create controversial opinion.

3. Participation

a. The Definition of Participation

Radtke et al. (2018:21) Participation is a concept widely used across social sciences and humanities. In political science, it is connected with the “participatory revolution of the 1960s” (Kersting, 2008, p. 48) including extensive work on functional and normative aspects of participation (e. g. Roth, 2011; Renn 2004) as well as the empirical results of various participatory instruments, including reviews of evaluations. While participation generally has mainly positive connotations, several studies exist which question the benefits of (more) participation and point to, among

others, power relations as a major obstacle to more democratic decision making via participatory procedures. Economic development is an illustrative case where such a discussion has taken place (Bude & Staab, 2016).

b. Types of Participation

Radtke et al. (2018:23) Contemporary research on participation covers different application areas and modes of action, i. e. where and how participation takes place.

- Political participation, including citizen engagement in local energy policies, regional and/or national governments' energy and climate protection strategies and programs, engagement with energy policies of political parties and participation in forms of direct democracy such as referendums.
- Civic participation (as a special form of political participation): for the purposes of public participation in the context of infrastructure implementation), individual-citizen participation in cooperatives.
- Social participation, including engagement in local forums, civil society forums, events, campaigns, organizations, local groups and communities, neighbourhoods, urban districts, village communities (community participation).

c. Participation in debate

According to Radtke et al. (2018:29) In Participation of debate there are Socio-psychological perspectives investigate participation processes from the point of view of individuals acting within wider contexts and predominantly focus on agency and barriers to action. Here, Schweizer-Ries (2011, p. 191) has developed an approach which focuses on options and barriers of action that are influenced by physical, media, economic, legal-political and administrative conditions. Options and barriers of activities, perceptions and assessments can be affected by a "change system" – both on an individual and an organizational level. Again, the context is emphasized (nature, social, cultural, objects and processes. the requirements and to

the targets and communication (between groups and actors) (Schweizer-Ries, 2011, p. 197). This model also considers exchange processes and reciprocal relations; it is very open and flexible: Barriers and options are likely to appear in all projects. However, it is doubtful if such simplified models are useful in this context, since projects are characterized by individual specifics which represent the essential and relevant conditions. Rau et al. (2012, p. 181) describe levels of involvement and contribution. They distinguish “involving persons” from “involved persons”. Levels of involvement and contribution range from, at the lowest level, “give information” over “consultation/obtain opinions” and “cooperation/let co-decisions happen” to “delegate decisions” in the case of “involving persons”. With regard to “involved persons”, they list “receive and demand information”, “contribute and give an opinion”, “cooperation/support co-decision” and “accept responsibility/act on one’s own authority”. Under this model, individuals mainly take part in participation offers and so does not include bottom-up-approaches, collaboration or cooperation.

3. Attitudes

a. What is Attitudes?

According to Gardner cited in Alzwari (2012) points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent. “Attitude is thus linked to a person’s values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.” Gardner’s argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual’s feelings and emotions towards an object, whether he/she likes or

dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

b. Structure of Attitudes

An attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005, p. 150)

- 1) **Affective component:** this involves a person's feelings / emotions about the attitude object.
- 2) **Behavioral** (or conative) component: the way the attitude we have influences how we act or behave.
- 3) **Cognitive** component: this involves a person's belief / knowledge about an attitude object.

c. The Measurement of Attitudes

There are two principles procedure in the measurement of attitudes. First, the items dealt with the respondents' liking or disliking for a wide variety of specific activities, objects or types of person that they commonly encountered. Second, the reasons that are keyed for different occupations. These attitudes inventoried are those among the first tests to employ criteria on keying of items. The persons that engaged in different occupations are characterized by their attitudes that might differentiate them from person in other occupations. These differences extended not only in a matter of job activities but also to school subjects, hobbies, sports, types of plays or books, social relation and many other items of everyday life that the individual enjoy.

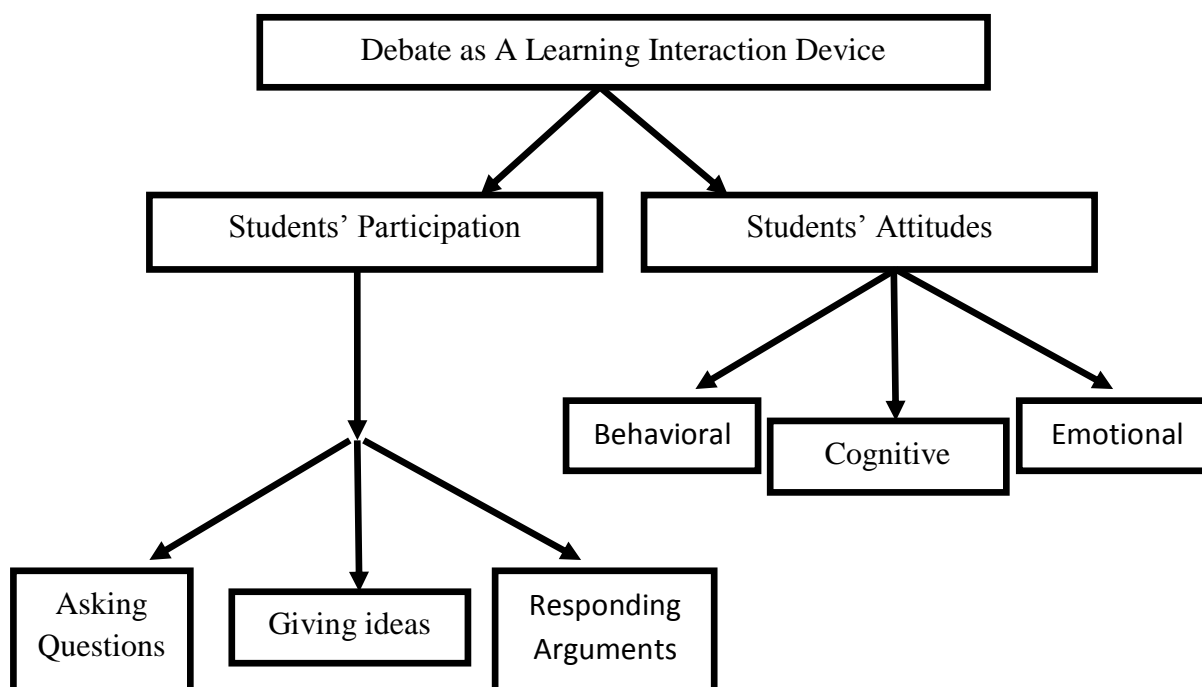
In general, inventoried attitudes compares an individual expressed attitudes with these typical of person engaged in different occupations. This is

done either in the scoring of individual item responses, or in the interpretation of scores in board attitudes areas, or both.

4. Conceptual Framework

In learning English for communicative purposes, it will be expected that classroom as the main environment provides as much as possible communicative activities to make the students active in speaking.

There are communicative activities that will be able carried out in the classroom but they often make the students get bored. Answering this problem, debate activities appear as possible choice that can offer opportunity to speak English. The students are expected to ask and answer the questions, giving arguments or responding, and giving ideas.



The conceptual framework above to describe the research which will be conducted by the researcher. There are communicative activities that will be able carried out in the classroom but they often make the students get bored. Answering this problem, debate activities appear as possible choice that can offer opportunity to speak English. The students are expected to ask and answer the questions, giving arguments or responding, and giving ideas.

CHAPTER III

Research Method

A. Research Design

The research design of this research was descriptive qualitative. It aimed to finding out the students' active participation and attitudes in speaking interaction in the classroom through group debate.

B. Population and Sample

1. Population

The population was the 5th Semester with 10 classes and 330 students of English Education department of Makassar Muhammadiyah University in academic years 2018-2019. They were taken as the population in consideration that they needed more support in speaking learning.

2. Sample

This research applied purposive sampling. The reason for taking that sampling was they had studied speaking since they were in semester one and as students in middle semester, they need more support and guidance in studying speaking subject. Based on the criterion of purposive sampling the researcher decided from ten classes, the researcher took one of class in fifth semester of English education student with 30 numbers of students.

C. The Instrument of the Research

The Instruments of the research were:

1. Observation checklist, to give the descriptive account of whether or not debate can activate the students in speaking interaction. It contains three indicators, namely: asking questions, giving ideas, and respond to arguments. They will be scored: very active, active, fairly active, and not active.

2. Questionnaire, to find out the students' attitudes toward the use of debate in the classroom. This instrument used to collect the data. The questionnaire was adopted from EFL Students' Attitudes Toward Learning English Language: The Case Study of Kashan University Students By Shahrzad Eshginejad (2016). On the whole questionnaire used in the research contains 25 items concerning language attitudes in terms of behavioral, cognitive, and emotional. The statements were answer in a five-point Likert scale from level 1: Strongly disagree to level 5: Strongly agree.

D. Procedure of Collecting Data

1. The researcher did the classroom observation, as in the following:
 - a. The researcher introduces herself to the students.
 - b. The researcher, helped by the lecturer divided the students into groups. One government team and the other one was opposition team. The lecturer handed out the topic of debate. And during the activity, the students were given opportunity to discuss the topic within their group before doing debate session.
 - c. Among the students, the researcher also had some people to help her as observers. Among them, the researcher took one people as a moderator and a person as a time keeper.
 - d. The procedure of debate:

To modify the students' frequency in asking questions, giving ideas, and responding to arguments, the researcher applied the following procedure:

 - 1) Introduction is conduct in 5-10 minutes. In this session, the moderator that had been chosen used the time to introduce the topic that would be debated.
 - 2) Discussion session, held in 10-15 minutes, it is intend to conclude the students' ideas in each team. In this session, the students that had been placed in groups proposed their ideas or arguments, and sometimes they asked questions to the member of their own team.

3) Debate session, held in 40-45 minutes. First, the students in government team used about 5 minutes to give their arguments to the motion. The students in opposition team gave their arguments or questions afterwards. After giving their arguments, they also proposed their arguments to the government team at about 5 minutes. Then the free debate took place.

e. The questionnaire distribute to the students.

E. Technique of Data Analysis

Observation checklist was used to observe the activity in debate process. The “active” degrees were classified according to the speaking frequency as described below:

1. 4 minutes-more is classified as very active. It means the students always take part in debate by asking or answering questions, giving or responding to arguments, and giving ideas.
2. 2-3 minutes is classified as active: the students often participate in debate.
3. 1 minute is classified as fairly active: the students participate in debate process.
4. 0 minute is classified is not active: the students never pay attention to debate process.

F. Questionnaire

The data obtained from the questionnaire then analyzed by using the following procedures:

a. Scoring technique

The questionnaires are given to the students using Likert Scale. There are 25 items of statements. It aim at asking the sample to respond to a series of statements by indicating whether or not, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with those statements given.

Every response is associated with a point value, and an individual’s score determined by summing the point values for every statement. The point values allotted to responses to each statements.

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

Table 3.1 Likert Scale

No.	Items			
	Positive Response	Score	Negative Response	Score
1	Strong Agree	5	Strong Agree	1
2	Agree	4	Agree	2
3	Undecided	3	Undecided	3
4	Disagree	2	Disagree	4
5	Strong Disagree	1	Strong Disagree	5

(Gay, 1981: 298)

2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$

(Sugiyono, 2012:137)

Table 3.2 Criterion Score

Forms	Scale
5 x 30= 150	Strongly agree
4 x 30= 120	Agree
3 x 30 = 90	Undecided
2 x 30 = 60	Disagree
1 x 30 = 30	Strong disagree

Table 3.3 Rating Scale Interval of Agreement

Answer Score	Scale
121-150	Strongly agree
91-120	Agree
61-90	Undecided
31-60	Disagree
0-30	Strong disagree

3. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

4. Then, the data obtained from the questionnaires analyzed by using the percentage formula:

$$P = \frac{E}{N} \times 100$$

Explanation:

P = Percentage

E = the frequency of items

N = total respondent

(Sudjana, 2001 : 128)

5. The analytical process of the students' attitudes in learning English toward debate characteristics classified into:

Table 3.4 Interpretation Score

No.	Category	Interpretation Score
1	Excellent	81%-100%
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very poor	< 20%.

(Munawaroh: 2016:15)

The use of the interpretation score above is to measure how well on students does three component of attitudes (Behavioral, cognitive, and emotional) of Debate method in speaking class. For instance, if the interpretations score of behavioral component is in the range 81% -100% means that the Debate method in cognitive component excellent. Moreover, if the Debate method in Cognitive component is in the range 61% - 80%, it means good. On the contrary, if connative perception is in the range 21% -40% the Debate method in emotional component is poor.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the findings and the discussions of the research findings. The findings of the research deal with the result of data analysis about the students' participation and attitudes in speaking English through debate. In the discussions, arguments and further explanations are given.

A. Findings

1. Data of students' participation collected through observation

a) Asking Question

Table 4.1 Rate percentage and frequency of students' participation in asking questions

Categories	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Not active	21	70	70	70
Fair	6	20	20	90
Active	1	3.3	3.3	93.3
Very active	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Data of students' participation collected through observation checklist

From observation checklist, the researcher found that the frequency of asking questions showed that 21 (70%) out of 30 students were not asking questions. It means most of the students were not active in asking questions in this part of discussions.

b) Giving Ideas

Table 4.2 Rate percentage and frequency of students' participation in giving ideas

Categories	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Not active	0	0	0	0
Fair	2	6.7	6.7	6.7
Active	12	40	40	46.7
Very active	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Frequency of giving ideas showed that 2 (6.7%) student was giving ideas one time, and it is classified as fair. 2 (8.6%) students were giving ideas two times and 9 (30 %) students were giving ideas three times. 16 (53.3%) students were giving ideas more than four times. Totally, there were 28 students who were active in giving ideas.

c) Responding to Argument

Table 4.3 Rate percentage and frequency of students' participation responding to arguments

Categories	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Not active	18	60	60	60
Fair	4	17.4	17.4	73.3
Active	4	17.4	17.4	86.7
Very active	4	17.4	17.4	100.0
Total	30	100.0	100.0	

From the frequency of responding to arguments, there were 18 (60%) students were not active in responding to arguments. There were 4 (17.4%) students were fairly active. So most of the students were not active in responding to arguments in this part of participation.

The total account of the speaking frequency was 154 with 30 respondent and the mean score was 5.13 or the students were speaking at the rate of more than 3 times during 60 minutes in this activity with motion Indonesian TV program bring more harm.

Some examples of sentences that recorded from debate activities:

3. Government Team:

Asking Questions: Mention some of the good side of Indonesian TV Program? (RYN)

Giving ideas: There are many channel programs on the Indonesian TV program having adult contents and they can harm the children. (ZS)

Respond to arguments: If you want to get the news update, you can find them from the newspaper and radio and getting knowledge from reading books at the library or bookstore. (FMY)

4. Opposition Team:

Asking Questions: Can you tell us the bad side of the internet? (IST)

Giving ideas: We can update news and knowledge from watching television. (AUN)

Respond to arguments: So, we need to pay more attention to our children while they watching television. (KHR)

2. Data of students' attitudes collected through questionnaire

2.1. Behavioral Attitudes

Table 4.4. The Students' Behavioral Attitudes

Classification

No.	Indicators	Behavioral Attitudes					Average	%	Category
		1	2	3	4	5			
1	Positive Thing	135	129	136	137		134.2	90%	Excellent
2	Negative Thing	84	122	122	113	145	117.2	78%	Good
Average							125.7	84%	Excellent

The table 4.4, shows that students attitudes on the use of debate method in behavioral component it can be assumed that the percentage of positive thing was 90% and it categorized excellent. The percentage of students attitudes toward negative thing was 78% and categorized as good. So, the researcher conclude that the percentage of students in component attitudes was 84% and categorized as excellent. Score every items can be seen in appendix C.

1. I like to practice my English through debate

(Saya suka melatih kemampuan bahasa Inggris saya melalui debat)

Table 4.5. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	19	63
2.	Agree	8	27
3.	Undecided	2	7
4.	Disagree	1	3
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 1 "I like to practice my English through debate *(Saya suka melatih kemampuan bahasa Inggris saya melalui*

debat)”, there were 19 students or 63% from the total number of students whose strongly agree with the statement number 1, then 8 students or 27% from the total number of students were agree with the statement. Meanwhile, 2 students or 7% of students prefer to choose neutral for the statement number one, 1 or 3% from the total number of students answer disagree, and no students choose strongly disagree to the statement number 1. The result indicated that most of the students choose strongly agree, it showed that most of the students were like to practice their English through debate.

2. When I hear my friend speaking English in debate class I like to practice speaking with him/her

(Ketika saya mendengar teman saya berbicara bahasa Inggris di kelas debat saya suka melatih kemampuan berbicara saya dengannya)

Table 4.6. Students’ behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	12	40
2.	Agree	15	50
3.	Undecided	3	10
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 2 “When I hear my friend speaking English in debate class I like to practice speaking with him/her *(Ketika saya mendengar teman saya berbicara bahasa Inggris di kelas debat saya suka melatih kemampuan berbicara saya dengannya)*” there were 12 students or 40% from the total number of students whose strongly agree with the statement number 2, then 15 students or 50% from the total number of students were agree with the statement. Meanwhile, 3 students or 10% of students prefer to choose neutral for the statement

number one, and no student choose disagree and strongly disagree to the statement number 2. The result indicated that most of the students choose strongly agree, it showed that most of the students were like to practice their English with friends through debate.

3. Debate helps me to have good relationships with friends

(debate membantu saya dalam membangun interaksi yang baik dengan teman-teman saya)

Table 4.7. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	18	60
2.	Agree	10	33
3.	Undecided	2	7
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 3 “Debate helps me to improve my critical thinking (*Debat membantu saya untuk meningkatkan kemampuanku dalam berpikir kritis*) there were 18 students or 60% from the total number of students whose strongly agree with the statement number 3, then 10 students or 33% from the total number of students were agree with the statement. Meanwhile, 2 students or 7% of students prefer to choose neutral for the statement number three, and no student choose disagree and strongly disagree to the statement number 3. The result indicated that most of the students choose strongly agree, it showed that most of the students agree that debate makes them have a good relationship with friend.

4. Debate helps me to improve my cricial thinking

(Debate membantu saya untuk meningkatkan kemampuanku dalam berpikir kritis)

Table 4.8. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	67
2.	Agree	7	23
3.	Undecided	3	10
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 4 “In Debate class, speak English makes me worried (*Dalam debat di kelas, berbicara bahasa Inggris membuat saya khawatir*) there were 20 students or 67% from the total number of students whose strongly agree with the statement number 4, then 7 students or 23% from the total number of students were agree with the statement. Meanwhile, 3 students or 10% of students prefer to choose neutral for the statement number four, and no student choose disagree and strongly disagree to the statement number 4. The result indicated that most of the students choose strongly agree, it showed that most of the students in debate class agree debate can improve their ccritical thinking.

5. In Debate class, speak English makes me worried

(Dalam debat di kelas, berbicara bahasa Inggris membuat saya khawatir)

Table 4.9. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	7
2.	Agree	16	53
3.	Undecided	4	13
4.	Disagree	2	7
5.	Strongly Disagree	6	20
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 5 “In Debate class, speak English makes me worried (*Dalam debat di kelas, berbicara bahasa Inggris membuat saya khawatir*) there were 2 students or 7% from the total number of students whose strongly angree with the statement number 5, then 16 students or 53% from the total number of students were agree with the statement. Meanwhile, 4 students or 13% of students prefer to choose neutral for the statement number five, and 2 or 7% student choose disagree and 6 or 20% students choose strongly disagree to the statement number 5. The result indicated that most of the students choose agree, it showed that most of the students in debate class worried to speak.

6. I put off my Debate assignments much as possible
(*Saya menunda tugas debat sebisa mungkin*)

Table 4.10. Students’ behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	5	17
3.	Undecided	4	13
4.	Disagree	11	37
5.	Strongly Disagree	10	33
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 6 “I put off my assignments much as possible (*saya menunda tugas debat sebisa mungkin*) there was no students strongly angree with the statement number 6, then 5 students or 17% from the total number of students were agree with the statement. Meanwhile, 4 students or 13% of students prefer to choose neutral for the statement number six, and 11 or 37% student choose disagree and 10 or 33% students choose strongly disagree to the statement number 6. The result indicated that most of the students choose disagree,

it showed that most of the students in debate class disagree to put off the assignment.

7. I am not relaxed whenever I have to speak in debate class

(Saya tidak merasa nyaman ketika saya harus berbicara bahasa Inggris dalam kelas debat)

Table 4.11. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	4	13
3.	Undecided	7	24
4.	Disagree	13	43
5.	Strongly Disagree	6	20
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 7 "I am not relaxed whenever I have to speak in debate class (*Saya tidak merasa nyaman ketika saya harus berbicara bahasa Inggris dalam kelas debat*) there was no students strongly agree with the statement number 7, then 4 students or 13% from the total number of students were agree with the statement. Meanwhile, 7 students or 24% of students prefer to choose neutral for the statement number seven, and 13 or 43% student choose disagree and 6 or 20% students choose strongly disagree to the statement number 7. The result indicated that most of the students choose disagree, it showed that most of the students relaxed to speak in debate class.

8. I feel embarrassed to speak English in debate class

(*Saya merasa malu berbicara bahasa Inggris dalam kelas debat*)

Table 4.12. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	3
2.	Agree	4	13
3.	Undecided	9	30
4.	Disagree	11	37
5.	Strongly Disagree	5	17
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 8 "I feel embarrassed to speak English in debate class (*Saya merasa malu berbicara bahasa Inggris dalam kelas debat*)" there were 1 or 3% students strongly agree with the statement number 8, then 4 students or 13% from the total number of students were agree with the statement. Meanwhile, 9 students or 30% of students prefer to choose neutral for the statement number eight, and 11 or 37% student choose disagree and 5 or 17% students choose strongly disagree to the statement number 8. The result indicated that most of the students choose disagree, it showed that most of the students confident to speak in debate class.

9. I do not feel enthusiast to come to class when debate is the subject

(*Saya tidak merasa tertarik untuk menghadiri kelas ketika mata kuliah debat*)

Table 4.13. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Undecided	2	7
4.	Disagree	10	33
5.	Strongly Disagree	18	60
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 9 “I do not feel enthusiast to come to class when debate is the subject (*Saya tidak merasa tertarik untuk menghadiri kelas ketika mata kuliah debat*)” there were no students strongly agree and agree with the statement number 8. Meanwhile, 2 students or 7% of students prefer to choose neutral for the statement number nine, and 10 or 33% student choose disagree and 18 or 60% students choose strongly disagree to the statement number 9. The result indicated that most of the students choose strongly disagree, it showed that most of the students enthusiast to come to debate class.

2.2. Cognitive Attitudes

Table 4.14 The Students’ Cognitive Attitudes Classification

No.	Indicators	Cognitive Attitudes					Average	%	Category
		1	2	3	4	5			
1	Positive Thing	122	131	128	135	117	126.8	85%	Excellent
2	Negative Thing	124	105	99	-		109.3	73%	Good
Average							118.7	79%	Good

The table 4.14, shows that students attitudes on the use of debate method in cognitive component it can be assumed that the percentage of positive thing was 85% and it categorized excellent. The percentage of students attitudes toward negative thing was 73% and categorized as good. So, the researcher conclude that the percentage of students in component attitudes was 79% and categorized as good. Score every items can be seen in appendix C.

10. Being good at debate class will help me study other subject well

(*Bagus dalam kelas debat akan membantu saya mempelajari mata kuliah lain*)

Table 4.15. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	20
2.	Agree	20	67
3.	Undecided	4	13
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 10 “Being good at debate class will help me study other subject well (*Bagus dalam kelas debat akan membantu saya mempelajari mata kuliah lain*)”, there were 6 students or 20% from the total number of students whose strongly agree with the statement number 10, then 20 students or 67% from the total number of students were agree with the statement. Meanwhile, 4 students or 13% of students prefer to choose neutral for the statement number ten, no students answer disagree and strongly disagree to the statement number 10. The result indicated that most of the students choose agree, it showed that most of the students were agree that debate help them to study other subject well.

11. I have more knowledge and more understanding when studying debate

(*Saya mempunyai pengetahuan dan pemahaman yang lebih ketika belajar debat*)

Table 4.16. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	13	43
2.	Agree	15	52
3.	Undecided	2	7
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 11 “I have more knowledge and more understanding when studying debate (*Saya mempunyai pengetahuan dan pemahaman yang lebih ketika belajar debat*)”, there were 13 students or 43% from the total number of students whose strongly agree with the statement number 11, then 15 students or 52 % from the total number of students were agree with the statement. Meanwhile, 2 students or 7% of students prefer to choose neutral for the statement number eleven, no students answer disagree and strongly disagree to the statement . The result indicated that most of the students choose agree, it showed that most of the students were agree that debate help them to have more knowledge and understanding.

12. Debate helps me communicate in English effectively

(*Debate membantu saya berkomunikasi dalam bahasa Inggris dengan efektif*)

Table 4.17. Students’ Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	30
2.	Agree	20	67
3.	Undecided	1	3
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 12 “Debate helps me communicate in English effectively (*Debate membantu saya berkomunikasi dalam bahasa Inggris dengan efektif*)”, there were 9 students or 30% from the total number of students whose strongly agree with the statement number 12, then 20 students or 67% from the total number of students were agree with the statement. Meanwhile, 1 students or 3% of students prefer to choose neutral for the statement number twelve, no students answer disagree and strongly disagree to the statement. The result indicated

that most of the students choose agree, it showed that most of the students were agree that debate help them to communicate effectively.

13. Studying English through debate makes me able to create new thoughts

(Belajar bahasa Inggris melalui debat membuat saya mampu untuk membuat ide-ide baru)

Table 4.18. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	16	53
2.	Agree	14	47
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 13 “Studying English through debate makes me able to create new thoughts (*Belajar bahasa Inggris melalui debat membuat saya mampu untuk membuat ide-ide baru*) ”, there were 16 students or 53% from the total number of students whose strongly agree with the statement number 13, then 14 students or 47% from the total number of students were agree with the statement. Meanwhile, no students answer neutral, disagree and strongly disagree to the statement. The result indicated that most of the students were agree that debate makes them able to create new thoughts.

14. Debate subject has the content that covers many fields of knowledge

(Mata kuliah debat mencakup berbagai macam disiplin ilmu)

Table 4.19. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	16
2.	Agree	17	57
3.	Undecided	8	27
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 14 “Debate subject has the content that covers many fields of knowledge (*Mata kuliah debat mencakup berbagai macam disiplin ilmu*)”, there were 5 students or 16% from the total number of students whose strongly agree with the statement number 14, then 17 students or 57% from the total number of students were agree with the statement. Meanwhile, 8 students or 27% of students prefer to choose neutral for the statement number fourteen, no students answer disagree and strongly disagree to the statement. The result indicated that most of the students choose agree, it showed that most of the students were agree that debate help them to know more fields of knowledge.

15. Frankly, I study debate just to pass the final exam

(*Terus terang, saya mengikuti kelas debat hanya untuk lulus ujian*)

Table 4.20. Students’ Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	2	7
3.	Undecided	4	13
4.	Disagree	12	40
5.	Strongly Disagree	12	40
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 15 “Frankly, I study debate just to pass the final exam (*Terus terang, saya mengikuti kelas debat hanya untuk lulus ujian*) ”, there no choose strongly agree statement number 15, then 2 students or 7% students were agree with the statement. Meanwhile, 4 students or 13% of students prefer to choose neutral for the statement number fifteen, 12 students or 40% answer disagree and 12 students or 40% strongly disagree to the statement. The result indicated that most of the students disagree with the statement, it showed that most of the students were disagree that they study debate only to past exam.

16. I cannot apply the knowledge from debate subject in my real life

(Saya tidak bisa menerapkan ilmu dari mata kuliah debat dalam kehidupan sehari-hariku)

Table 4.21. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	3
2.	Agree	1	3
3.	Undecided	11	37
4.	Disagree	16	54
5.	Strongly Disagree	1	3
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 16 “I cannot apply the knowledge from debate subject in my real life (*Saya tidak bisa menerapkan ilmu dari mata kuliah debat dalam kehidupan sehari-hariku*) ”, there was 1 student or 3% choose strongly agree statement number 16, then 1 students or 3% students were agree with the statement. Meanwhile, 11 students or 37% of students prefer to choose neutral for the statement number sixteen, 16 students or 54% answer disagree and 1 students or 3% strongly disagree to the statement. The result indicated that most of the students disagree with the statement, it showed that most of the students were could apply knowledge from debate in real life.

17. In my opinion, debate is difficult and complicated to learn

(Menurutku, debat sulit dan rumit untuk di pelajari)

Table 4.22. Students' Cognitive Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	7
2.	Agree	5	17
3.	Undecided	9	30
4.	Disagree	10	34
5.	Strongly Disagree	4	13
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 17 “In my opinion, debate is difficult and complicated to learn (*Menurutku, debat sulit dan rumit untuk di pelajari*)”, there were 2 student or 7% choose strongly angree statement number 17, then 5 students or 17% students were agree with the statement. Meanwhile, 9 students or 30% of students prefer to choose neutral for the statement number seventeen, 10 students or 34% answer disagree and 4 students or 13% strongly disagree to the statement. The result indicated that most of the students disagree with the statement.

2.3. Emotional Attitudes

Table 4.23 The Students’ Emotional Attitudes Classification

No.	Indicators	Emotional Attitudes					Average	%	Category
		1	2	3	4	5			
1	Positive Thing	115	123	130	127	114	121.8	81%	Excellent
2	Negative Thing	105	122	89	-	-	102	68%	Good
Average							111.9	75%	Good

The table 4.23, shows that students attitudes on the use of debate method in emotional component it can be assumed that the percentage of positive thing was 81% and it categorized excellent. The percentage of students attitudes toward negative thing was 68% and categorized as good. So, the researcher conclude that the percentage of students in component attitudes was 75% and categorized as good. Score every items can be seen in appendix C.

18. I do not get anxious when I have to giving opinion in debate class

(*Saya tidak merasa takut k etika saya harus memberikan pendapat di kelas debat*)

Table 4.24. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	20
2.	Agree	15	50
3.	Undecided	7	23
4.	Disagree	2	7
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 18 “I do not get anxious when I have to giving opinion in debate class (*Saya tidak merasa takut k etika saya harus memberikan pendapat di kelas debat*)”, there were 6 student or 20% choose strongly angree statement number 18, then 15 students or 50% students were agree with the statement. Meanwhile, 7 students or 23% of students prefer to choose neutral for the statement number eighteen, 2 students or 7% answer disagree and no students choose strongly disagree to the statement. The result indicated that most of the students agree with the statement. The students do not get anxious when they have to give their opinion.

19. Debate improve my courage to asking and answer questions

(*Debat meningkatkan keberanianku dalam bertanya dan menjawab pertanyaan*)

Table 4.25. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	30
2.	Agree	17	57
3.	Undecided	2	7
4.	Disagree	2	7
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 19 “Debate improve my courage

to asking and answer questions (*Debat meningkatkan keberanianku dalam bertanya dan menjawab pertanyaan*) there were 9 student or 30% choose strongly agree statement number 19, then 17 students or 57% students were agree with the statement. Meanwhile, 2 students or 7% of students prefer to choose neutral for the statement number nineteen, 2 students or 7% answer disagree and no students choose strongly disagree to the statement. The result indicated that most of the students agree with the statement. The students agree debate can improve their courage to asking and answer question.

20. Studying English through debate makes me feel more confident

(*Belajar bahasa Inggris melalui debat membuat saya lebih percaya diri*)

Table 4.26. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	13	44
2.	Agree	15	50
3.	Undecided	1	3
4.	Disagree	1	3
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 20 “Studying English through debate makes me feel more confident (*Belajar bahasa Inggris melalui debat membuat saya lebih percaya diri*) there were 13 student or 44% choose strongly agree statement number 20, then 15 students or 50% students were agree with the statement. Meanwhile, 1 students or 3% of students prefer to choose neutral for the statement number twenty, 1 students or 3% answer disagree and no students choose strongly disagree to the statement. The result indicated that most of the students agree with the statement. The students agree debate make them feel confident.

21. I am interested in study English through debate

(Saya tertarik dalam belajar bahasa Inggris melalui debate)

Table 4.27. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	12	40
2.	Agree	14	47
3.	Undecided	3	10
4.	Disagree	1	3
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 21 “I am interested in study English through debate (*Saya tertarik dalam belajar bahasa Inggris melalui debate*)” there were 12 student or 40% choose strongly agree statement number 21, then 14 students or 47% students were agree with the statement. Meanwhile, 3 students or 10% of students prefer to choose neutral for the statement number twenty one, 1 students or 3% answer disagree and no students choose strongly disagree to the statement. The result indicated that most of the students agree with the statement. The students agree debate make them interested to English.

22. I look forward to the time I spend in Debate class

(Saya menunggu waktu habis dalam kelas debat)

Table 4.28. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	13
2.	Agree	3	10
3.	Undecided	4	13
4.	Disagree	12	40
5.	Strongly Disagree	7	23
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 22 “I look forward to the time I

spend in Debate class (*Saya menunggu waktu habis dalam kelas debat*)” there were 4 student or 13% choose strongly angree statement number 22, then 3 students or 10% students were agree with the statement. Meanwhile, 4 students or 13% of students prefer to choose neutral for the statement number twenty two, 12 students or 40% answer disagree and 7 students or 23% choose strongly disagree to the statement. The result indicated that most of the students disagree with the statement. The students disagree to look forward to the time they spend in debate class.

23. Studying English through debate makes me have good point of view

(*Belajar bahasa Inggris melalui debat membuat saya mempunyai sudut pandang yang baik*)

Table 4.29. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	7
2.	Agree	20	67
3.	Undecided	8	26
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 23 “Studying English through debate makes me have good point of view (*Belajar bahasa Inggris melalui debat membuat saya mempunyai sudut pandang yang baik*)” there were 2 student or 7% choose strongly angree statement number 23, then 20 students or 67% students were agree with the statement. Meanwhile, 8 students or 26% of students prefer to choose neutral for the statement number twenty three, no students answer disagree and strongly disagree to the statement. The result indicated that most of the students agree with the statement. The students agree debate makes them have good point of view.

24. To be honest, I really have little interest in my debate class

(*Sejujurnya, Saya hanya memiliki sedikit ketertarikan dalam kelas debat*)

Table 4.30. Students' behavioral attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	3
2.	Agree	2	7
3.	Undecided	6	20
4.	Disagree	16	53
5.	Strongly Disagree	5	17
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 24 "To be honest, I really have little interest in my debate class (*Sejujurnya, Saya hanya memiliki sedikit ketertarikan dalam kelas debat*)" there was 1 student or 3% choose strongly agree statement number 24, then 2 students or 7% students were agree with the statement. Meanwhile, 6 students or 20% of students prefer to choose neutral for the statement number twenty four, 16 students or 53% answer disagree and 5 students or 17% choose strongly disagree to the statement. The result indicated that most of the students disagree with the statement. The students disagree they have little interest in debate class.

25. I am not satisfied with my performance in debate class

(Saya tidak puas dengan penampilan saya di kelas debat)

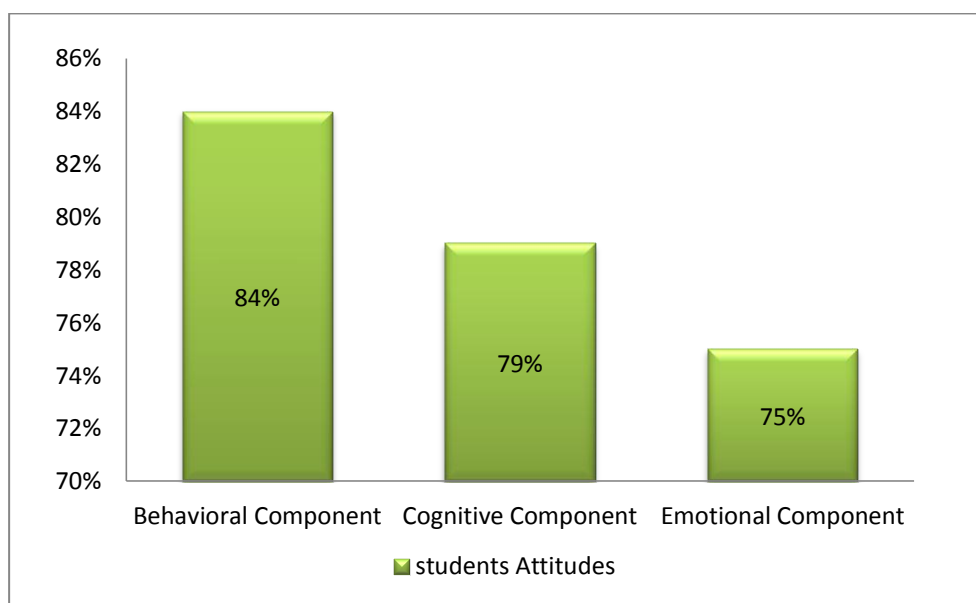
Table 4.31. Students' Emotional Attitudes

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	10
2.	Agree	5	17
3.	Undecided	14	47
4.	Disagree	6	20
5.	Strongly Disagree	2	7
Total		30	100

Based on the table and chart above, it can be seen that there were 30 students whose involved to respond the statement number 25 "I am not satisfied with my

performance in debate class (*Saya tidak puas dengan penampilan saya di kelas debat*)” there was 3 student or 10% choose strongly angree statement number 25, then 5 students or 17% students were agree with the statement. Meanwhile, 14 students or 47% of students prefer to choose neutral for the statement number twenty five, 6 students or 20% answer disagree and 2 students or 7% choose strongly disagree to the statement. The result indicated that most of the students undecided with the statement.

To make it clear, students’ perception on the use of debate method can be seen in the picture below.



Picture 4.1 Column chart of Students’ Attitudes on the use of Debate Method by the Students English Education at Muhammadiyah University of Makassar

Based on the column chart above, the interpretation score of students perception toward debate method in behavioral component was 84% it categorized Excellent. For cognitive component the interpretation score showed 79% it categorized good, and for emotional component the interpretation score 75% it categorized good. So, the researcher conclude that the interpreted of students attitudes toward Debate Method was excellent and good .It can be seen that the interpreted of behavioral component was very high, the interpreted of Cognitive component and Emotional component was high.

B. Discussions

This section presents the result of the data analysis. The data analysis is discussion of the data analysis result obtain from the observation checklist and questionnaire.

The active participation and attitudes of the students of Muhammadiyah University of Makassar in debate in the classroom.

The basic idea of debate is convincing the others to agree with us. Simon Quinn (2005) described that to win a debate the debaters have to do two main actions. Those are: giving good reasons why their side argument is true, and to show why their opposition's reasons are wrong.

International Debate Education Association (IDEA) (2008) a worldwide debate website extended that debate is not only a formal competition of argumentation between teams or individuals. Debate furthermore, has a mission to be an essential tool for developing and maintaining democracy and open societies. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for divergent points of view, and rigorous self-examination. Debate is, above all, a mean for those who have opposing view to discuss controversial case without descending to insult, emotional appeals, or personal bias. A key trademark of debate is that it rarely ends in agreement, but rather, allows for a robust analysis of the question at hand.

Generally the society debate most of the controversial issues or problems (in the context of debate competition it is called "motion") that appear. Usually these issues are being discussed in the media by having the comments of some experts, showing the current and historical factors of the particular phenomena, etc. Quinn (2005) further described that debating or debate is done by everyone, in everywhere,

and in almost everything. This idea reflects the condition of society that is already accustomed to debate.

There is no debate without a motion. The existence of debatable motion creates proposition and opposition between the two teams engaged in the debate. This further will demand the debaters to convince the audiences by exploring his abilities including facial expression and gestures that show his emotion. However, this is still controlled by the rules of debate. In the context of learning, particularly speaking skill, this is an interactive activity that can stimulate the students to express their ideas. Krieger (2005) stated that debate brings excellent language learning due to the variety of cognitive and linguistic ways.

From observation checklist, the researcher found that the frequency of asking questions showed that 21 (70%) out of 30 students were not asking questions. It means most of the students were not active in asking questions in this part of discussions.

Frequency of giving ideas showed that 2 (6.7%) student was giving ideas two time, and it is classified as fair. 2 (8.6%) students were giving ideas two times and 9 (30 %) students were giving ideas three times. 16 (53.3%) students were giving ideas more than four times. Totally, there were 28 students who were active in giving ideas.

From the frequency of responding to arguments, there were 18 (60%) students were not active in responding to arguments. There were 4 (17.4%) students were fairly active. So, most of the students were not active in responding to arguments in this part of participation.

The total account of the speaking frequency was 154 with 30 respondents and the mean score was 5.13 or the students were speaking at the rate of more than 3 times during 60 minutes in this activity.

From the questionnaire, the cumulative percentage of the students' attitudes in learning English through debate was found as in the following:

a. Behavioral Attitudes

1. Positive Thing, 90% of the students who were very excellent
2. Negative Thing, 78% of the students were good

b. Cognitive Attitudes

1. Positive Thing, 85% of the students who were very excellent
2. Negative Thing, 73% of the students were good

c. Emotional Attitudes

1. Positive Thing, 85% of the students who were very excellent
2. Negative Thing, 73% of the students were good

The answered of the research question were the attitudes of fifth semester students of Muhammadiyah University of Makassar learning English toward debate is positive. The positive response came from the students' attitudes about their behaviour when they doing debate what are they got when learning in speaking class. Based on the questionnaire most of students is believe that debate method can make the students to improve their skill especially in speaking skill. Moreover, they also got a lot of information and improved their knowledge.

Based on the result of questionnaires, the majority of the students had positive responses toward the implementation of the debate method in learning speaking. The students claim that this debate method very useful for them, such as encourages their critical thinking to practice in speaking English, to increase their speaking ability and their knowledge in English properly, also the activities in debate method encourages helps the students practice speaking and the students able to speak material of debate critically, understand the concept of debate and improved their knowledge.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestions according to the findings and the discussion of the findings.

A. Conclusions

Based on the findings and the discussion, the writer concludes that:

- a. Debate can activate students to speak in one category and not in some other categories. Only giving ideas category activates the students' participation. It was supported by the mean score is 3.3 while asking questions and responding to arguments categories don't activate the students in debate. It can be seen by the mean score 1.23 and 1.2.
- b. The student attitudes in using debate in the classroom. It was found that the students' attitudes in learning English through debate was 84% in behavioral aspect there are students agree was showed that debate method especially in behavioral component help them to practice and improve their speaking, 79% in cognitive aspect and 75% in Emotional aspect it aims that students attitudes toward debate categorized good. It means that the majority of the students had positive responses of attitudes toward the implementation of the debate method in learning speaking.

B. Suggestions

In relation to the conclusion above, the following suggestions are forwarded:

1. Generally, teacher should create various activities to create teaching and learning processes which are more lively and interesting in the classroom.

2. Teacher should consider that debate is a good technique for students to practice their speaking skill.
3. Teacher should give the material of debate that can encourage and stimulate the students to speak English.
4. It is recommended for other researchers to carry out a deepest investigation on debate, especially by paying a careful attention to the factors that hamper the students to speak English.

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APPENDICES

APPENDIX A

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	-	√√	-	-	-
2.	Giving Ideas	√√√√	√√	√√	√√√	√√
3.	Respond to Arguments	-	√√√	√	√√	-

Observer,

Ariani

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	-	√√√√	-	-	-
2.	Giving Ideas	√√√√	√√√√	√√√√	√√√√	√√√√
3.	Respond to Arguments	√√√√	-	√√√√	-	-

Observer,

Wismaul Fajriah

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	-	-	-	-	√
2.	Giving Ideas	√√√√	√√√√	√√√	√√√√	√√√
3.	Respond to Arguments	-	√√	√	√	-

Observer,

Ulul Asma

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	√	-	√	-	-
2.	Giving Ideas	√√√	√√√√	√√√	√√√	√√√
3.	Respond to Arguments	-	-	-	-	-

Observer,

Yunita Agus

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	√	√	√	-	-
2.	Giving Ideas	√√√	√√√√	√	√	√√√
3.	Respond to Arguments	√	√√	-	-	-

Observer,

Verawati Dasilva

OBSERVATION CHECKLIST

No.	INDICATORS	FREQUENCY OF SPEAKING				
		S1	S2	S3	S4	S5
1.	Asking Question	-	√√√√	-	-	-
2.	Giving Ideas	√√√√	√√√√	√√√√	√√√√	√√√√
3.	Respond to Arguments	√√√√	-	√√√√	-	-

Observer,

Ariani

APPENDIX B

Students attitudes in learning English toward debate with indicators:

Table 2. Respondents positive & negative behavioral attitudes toward debate (%)						
St.no	Statements	SA	A	U	D	SD
1	I like to practice my English through debate <i>(Saya suka melatih kemampuan bahasa Inggris saya melalui debat)</i>					
2	When I hear my friend speaking English in debate class I like to practice speaking with him/her <i>(Ketika saya mendengar teman saya berbicara bahasa Inggris di kelas debat saya suka melatih kemampuan berbicara saya dengannya)</i>					
3	Debate helps me to have good relationships with friends <i>(debat membantu saya dalam membangun interaksi yang baik dengan teman-teman saya)</i>					
4	Debate helps me to improve my critical thinking <i>(Debat membantu saya untuk meningkatkan kemampuanku dalam berpikir kritis)</i>					
5	Debate class, speak English makes me worried <i>(Dalam debat di kelas, berbicara bahasa Inggris membuat saya khawatir)</i>					
6	I put off my Debate assignments much as possible <i>(Saya menunda tugas debat sebisa mungkin)</i>					
7	I am not relaxed whenever I have to speak in debate class <i>(Saya tidak merasa nyaman ketika saya harus berbicara bahasa Inggris dalam kelas debat)</i>					
8	I feel embarrassed to speak English in debate class <i>(Saya merasa malu berbicara bahasa Inggris dalam kelas debat)</i>					
9	I do not feel enthusiast to come to class when debate is the subject <i>(Saya tidak merasa tertarik untuk menghadiri kelas ketika mata kuliah debat)</i>					

Table 2. Respondents positive & negative cognitive attitudes toward debate (%)						
St.no	Statements	SA	A	U	D	SD
10	Being good at debate class will help me study other subject well <i>(Bagus dalam kelas debat akan membantu saya mempelajari mata kuliah lain)</i>					
11	I have more knowledge and more understanding when studying debate <i>(Saya mempunyai pengetahuan dan pemahaman yang lebih ketika belajar debat)</i>					
12	Debate helps me communicate in English effectively <i>(Debate membantu saya berkomunikasi dalam bahasa Inggris dengan efektif)</i>					
13	Studying English through debate makes me able to create new thoughts <i>(Belajar bahasa Inggris melalui debat membuat saya mampu untuk membuat ide-ide baru)</i>					
14	Debate subject has the content that covers many fields of knowledge <i>(Mata kuliah debat mencakup berbagai macam disiplin ilmu)</i>					
15	Frankly, I study debate just to pass the final exam <i>(Terus terang, saya mengikuti kelas debat hanya untuk lulus ujian)</i>					
16	I cannot apply the knowledge from debate subject in my real life <i>(Saya tidak bisa menerapkan ilmu dari mata kuliah debat dalam kehidupan sehari-hariku)</i>					
17	In my opinion, debate is difficult and complicated to learn <i>(Menurutku, debat sulit dan rumit untuk di pelajari)</i>					

Table 2. Respondents positive & negative emotional attitudes toward debate (%)						
St.no	Statements	SA	A	U	D	SD
18	I don't get anxious when I have to giving opinion in debate class <i>(Saya tidak merasa takut ketika saya harus memberikan pendapat di kelas debat)</i>					
19	Debate improve my courage to asking and answer questions <i>(Debat meningkatkan keberanianku dalam bertanya dan menjawab pertanyaan)</i>					
20	Studying English through debate makes me feel more confident <i>(Belajar bahasa Inggris melalui debat membuat saya lebih percaya diri)</i>					
21	I am interested in study English through debate <i>(Saya tertarik dalam belajar bahasa Inggris melalui debate)</i>					
22	I look forward to the time I spend in Debate class <i>(Saya menunggu waktu habis dalam kelas debat)</i>					
23	Studying English through debate makes me have good point of view <i>(Belajar bahasa Inggris melalui debat membuat saya mempunyai sudut pandang yang baik)</i>					
24	To be honest, I really have little interest in my debate class <i>(Sejujurnya, Saya hanya memiliki sedikit ketertarikan dalam kelas debat)</i>					
25	I am not satisfied with my performance in debate class <i>(Saya tidak puas dengan penampilan saya di kelas debat)</i>					

APPENDIX C: Analysis of Items in questionnaire

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (AG)	Undecided (UD)	Disagree (DG)	Strongly Disagree (SD)	
1	19	8	2	1	-	30
2	12	15	3	-	-	30
3	18	10	2	-	-	30
4	20	7	3	-	-	30
5	2	16	4	2	6	30
6	-	5	4	11	10	30
7	-	4	7	13	6	30
8	1	4	9	11	5	30
9	-	-	2	10	18	30
10	6	20	4	-	-	30
11	13	15	2			30
12	9	20	1	-	-	30
13	16	14	-	-	-	30
14	5	17	8	-	-	30
15	-	2	4	12	12	30
16	1	1	11	16	1	30
17	2	5	6	9	4	30
18	6	15	7	2	-	30
19	9	17	2	2	-	30
20	13	15	1	1	-	30
21	12	14	3	1	-	30
22	4	3	4	12	7	30
23	8	20	2	-	-	30
24	1	2	6	16	5	30
25	3	5	14	6	2	30

DOCUMENTATION



Picture 1. Collecting the Data as a judges



Picture 2. Debate Session

CURRICULUM VITAE



ARIANI. She was born on 12th June 1996 in Ujung Pandang. She is the fourth child of marriage between Abdullah and Nuraeni. She has 2 sisters and a brother (Andriani, Asriani, and Arfandy). In 2002, she started in elementary school at SD Negeri Barombong, graduated in 2008. Then she continued her junior high school at SMP Negeri 15 Makassar and graduated in 2011. After that she continued her senior high school at SMA Negeri 20 Makassar and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle “*Debate as A Learning Interaction Device to Activate Students to Speak English(A Descriptive Study at Fifth Semester English Department Students of Muhammadiyah University of Makassar)*”