Students' Perception on the Use Of Debate Method in Speaking Class
(A Descriptive Research at the English Education of Unismuh Makassar)

A Thesis

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
For the Degree of Education in English Department

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Makassar, Januari 2019

Dian Pratiwi

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Motto

"Permudahlah urusan akhiratmu maka Allah

akan permudah urusan duniamu"

I dedicated this thesis to

My beloved parents and my families

ABSTRACT

Dian Pratiwi, 2019**.** Students' Perception on the Use of Debate Method in Speaking Class (A Descriptive Research at the English Education of Unismuh Makassar). A Thesis of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Siti Asriati AM and Ardiana.

This research aimed to know about the students perception on the use of debate method in speaking class at English Education of Unismuh Makassar.

The method of this research was descriptive quantitative method. The population of this research were the students who have experienced being taught using debate method. In this research, the researcher used purposive sampling technique, where the researcher took 30 students as the sample.

Based on the data analysis, the respondents of this research gave their positive perception toward the use of debate method in speaking class. The positive judgment from the respondents came from their experience in learning by received debate method. It can be seen from the students' questionnaire, which involves statements on cognitive, affective, and connative aspects. In cognitive aspect the students generally agree that debate method help them improve their speaking skill and improve their vocabulary. In affective aspect, some students felt undecided that the debate method affects their attitude positively, while in connative aspect some of them also felt undecided with the use of debate method in speaking class.

Keywords: *Students' Perception, Debate Method, Speaking Class.*

ABSTRAK

Dian Pratiwi, 2019. Persepsi Siswa tentang Penggunaan Metode Debat di kelas Berbicara (Penelitian Deskriptif di Pendidikan Bahasa Inggris Unismuh Makassar). Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Siti Asriati AM dan Ardiana.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan metode debat dalam kelas berbicara di Pendidikan Bahasa Inggris Unismuh Makassar.

Metode penelitian ini adalah metode deskriptif kualitatif. Populasi penelitian ini adalah siswa yang telah berpengalaman diajar menggunakan metode debat. Dalam penelitian ini, peneliti menggunakan teknik purposive sampling, dimana peneliti mengambil 30 siswa sebagai sampel

Berdasarkan analisis data, responden penelitian ini memberikan persepsi positif terhadap penggunaan metode debat di kelas berbicara. Penilaian positif dari responden berasal dari pengalaman mereka dalam belajar dengan metode debat yang diterima. Hal ini dapat dilihat dari kuesioner siswa, yang melibatkan pernyataan tentang aspek kognitif, afektif, dan konatif. Dalam aspek kognitif para siswa umumnya sepakat bahwa metode debat membantu mereka meningkatkan keterampilan berbicara dan meningkatkan kosa kata mereka. Dalam aspek afektif, beberapa siswa merasa ragu-ragu bahwa metode debat mempengaruhi sikap mereka secara positif, sedangkan dalam aspek konatif beberapa dari mereka juga merasa ragu-ragu dengan penggunaan metode debat dalam kelas berbicara.

Kata kunci: Persepsi Siswa, Metode Debat, Kelas Berbicara.

CHAPTER I

INTRODUCTION

A. Background

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international word. Recently English has become more important. Since it is important, English is taught widely at formal school starting from elementary schools up to universities. There are four skills in learning English, they are listening, reading, writing, and speaking. Speaking is very important because speaking and human beings cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in the civilized world.

In spoken form, language is used as a media to deliver messages to the listener/audience. When receiving a message, the listener or audience pays attention to other things which are related to the speaker. The listeners or audience pay attention to speakers' voice and gesture in order to obtain the meaning intended to be delivered so as to both speaker and listener will not misunderstand in communicating.

The students' difficulties occur when they speak English. This is caused by the students' limitation in mastering the component of speaking. Besides the students' rarely practice speaking English. The students speaking problem can be solved by giving more opportunities to them for practicing English in the classroom.

One of the techniques that can be used in teaching speaking is a debate. A debate is a process of oral communication between two or more people, in the debate process there are two teams namely pro teams and contra teams, pro teams are known as a positive team while the contra teams are known by the negative team. Each group explains the topic given and each other arguments accompanied by supporting evidence. In the process of learning by using the method of debate, students are forced to think more critically because with the debate students can express their opinions when the topic discussed by other teams does not fit their thinking. The debate process can also help students master the content of the learning. This researcher believes that using debate as a teaching tool helps students develop specific skills (i.e., analyzing, synthesizing and evaluating supported arguments). Many also students say that debate method can helps them to improves vocabulary and helps the students to practice speaking.

Based on the explanation above, the researcher decides to carry out the research entitled " *Students' Perceptions on the use of Debate Method in English Education Department at Muhammadiyah University of Makassar"*.

B. Problem Statement

Based on the background, the researcher formulate the problem statements of the problem statements of the research as follows :

What are the students' perceptions on the use of debate method in English Education Department at Muhammadiyah University of Makassar?

C. Objective of the Research

Based on the question above, the purpose of this research as follows:

To describe about the students' perceptions on the use of debate as a method in

English Education Department at Muhammadiyah University of Makassar.

D. Significant of the Research

1. For teachers, this research can be the source of new information for them and know that one good is debate method.

2. For students, this research can provide a information for the students about the important about debate method.

3. For the other researchers, this research can be a reference for them and can give contribution to provide additional information to the existing studies about students' perception on the use of debate method.

E. Scope of the Research

This research was limited to students' perception on the use of debate method in speaking by the seventh semester students of English Education Department at Muhammadiyah University of Makassar. The researcher focus on analyzing the students' perception that consist of cognitive, affective, and connative for students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Scott (2008) state that the study included 111 students enrolled in a Science, Technology, and Society course in the fall and spring of 2005-2006. The course istaught by two professors. The students performed one debate during the semester in which the participated in the course and they areasked to fill out a questionnaire authored by the researcher. The results of the questionnaire revealed that students believed that the debates helped them understand the topic better, learn new knowledge, and gain an understanding of the debate process.

Zare and Othman (2015) found that sixteen undergraduate students is randomly assigned to a group, and took part in debates for nine sessions throughout one whole semester. Part of the data is collected through a survey questionnaire including twenty one statements using 5-point Likert scale. Students is also provided with a number of open-ended questions to write down their perceptions about the classroom debate. In addition, semi-structured interviews is conducted with a number of volunteered participants. Overall, the students believed that the classroom debate is a constructive learning activity. The respondents believed that the debates helped improve their oral communication ability. In addition, as the students claimed, other benefits of

the debates included mastering the course content, boosting confidence, overcoming the stage fright, and improving team work skills.

Brown (2015) suggest that fourteen of the sixteen students in this study did not prefer the use of debates in comparison to other teaching strategies. This is because some students sought more structure in the use of in-class debates to enhance their theoretical understanding.

Agustina (2017) said that the participants are 40 students from the fifth semester English Department who learned mini debate subject. The data collected during this study by using questionnaire and the result show that students agree mini debate has a positive impact on speech development which can be an effective way of providing an assessment of their performance in the classroom in exercising debate.

Based on the findings above it is clear that debate is one of the good method in teaching English, however there is one the finding said that did not prefer the use of debates in comparison to other teaching strategies. So, based on the findings, this study will discuss about perception of the students about debate method.

B. Some Partinent Ideas

1. Concept of Perception

a. Definition of Perception

According to Barry in Ekawati (2016), perception is the set of process which we recognize, organize, and make stimulate in our environment the key distinction between the two main theories of

perception is the emphasize each gives to the roles of sensation and higher cognitive process in perception.Contemporary psychology perception is generally treated as an intervening variable, influenced by stimulus factors and factors present in the subject facing the stimulus. Therefore, a person's perception of an object or reality is not necessarily in accordance with the real thing or reality. Likewise, different persons will perceive things differently (Desmita, 2011:119).

In addition, Slameto in Ekawati (2016) found that perception is process to input message of information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are senses of sight, sense of feeling, sense of smell and some of touch. In line with (Robbins, 2003: 97 and Ekawati, 2016), perception is the impression obtained by the individual through the five senses and then analyzed (organized), interpreted and then evaluated, so that the individual gets a meaning or how define something.

Based on the explanation above, perception is a process involving the entry of messages or information into the human brain or the process of human observation using the five senses.

b. Slameto (2010: 103-105) it is explained that there are some basic principles of perception:

1. Perception is Relative Not Absolute

   This means that a person will not be able to absorb everything exactly as it is. One can not specify exactly the weight of an object it sees or the speed of a passing car, but it can relative predict the weight of various objects or the speed of the cars.

2. Perception is Selective

   A person only notices some of the stimuli of many stimuli around him at certain times. This means that the stimuli received will depend on what he or she has learned, what at one time attracts his attention and toward which perception has a tendency. This means that there are limitations in a person's ability to receive stimuli.

3. The Perception Have the Order

   The person receiving the stimulus is not in any way careless. He will accept it in the form of relationships or groups. If the stimulus that comes incomplete, it will complete itself so that the relationship becomes clear.

4. Perceptions Influenced by Hope and Readiness (Recipient of Excitement)

   The expectation and readiness of the message recipient will determine which messages will be chosen to be received, then how the selected message will be organized and how the message will be interpreted.

5. Perceptions of a Person or Group Can Be Different Unlike the Perceptions of Other People or Groups Although the Situation Is the Same.

This difference in perceptions can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation.

c. Forms of Perception

According to Khairul (2012) Perception in general is a response based on an evaluation aimed at an object and expressed verbally, while forms of perception is a view based on the assessment of an object that occurs, anytime, anywhere, if the stimulus affect it. Perceptions that include the cognitive process include the process of interpreting objects, signs and people from the point of experience in question. Therefore, in accepting a human capability stimulus is very limited, so that humans are not able to process all the stimuli he captures. This means that although often realized, the stimulus will be perceived always selected a stimulus that has relevance and meaningful for him. Thus can be seen there are two forms of perception that is positive and negative.

1. Positive Perceptions

Positive perception is the perception or view of an object and leads to a state where the subject is perceived to accept the object that is captured because it is in accordance with his personality.

2. Negative Perceptions

That is the perception or view of an object and pointing to the circumstances in which the subject is perceptive tend to reject the object being arrested because it is not in accordance with his personality.

d. Types of Perception

The process of understanding the stimuli or stimuli obtained by the senses causes the perception is divided into several types:

1. Visual perception

Visual perception is derived from the sense of sight.

2. Auditory perception

Auditory perception is derived from the sense of hearing that is the ear.

3. Perception touch

Perceptive perception is derived from the tactile senses of the skin.

4. Olfactory perception

The perception of smell or olfactory is derived from the sense of smell that is the nose.

5. Taster Perception

Perception of taste or taste obtained from the sense of taste is the tongue.

e. Components of Perception

Bimo (2012:15) states that perceptions consists of three components, namely:

1. Cognitive or perceptual component is component that is related to knowledge, opinion, belief, that is good things that relate how person's perception toward attitudes object.

2. Affective or emotional component is component that related to like or dislike towards attitude's object. Like is a positive thing, while dislike is negative things. This component indicates attitude's direction, positive and negative.

3. Connative or action component is component that related to action tendency toward attitude's object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward attitude's object.

In addition, Wengryzn (2016) found that Cognitive represents our thoughts, beliefs and ideas about something, affective component deals with feelings or emotions that are brought to the surface about something, such as fear or hate and connative can also be called the behavioral component and centers on individuals acting a certain way towards something. Gardner (1985) states that the cognitive components refers to an individual's belief structure, the affective to emotional reactions and the connative component comprehends the tendency to behave in a certain way towards the attitude.

2. The Concept of Speaking

a. Definition of Speaking

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching Aljadili, (2014). In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

Moreover, Torky (2006) asserts that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. Harris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with

others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

b. Components of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

1) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2) Grammar

Grammar whose subject matter is the organization of words into various combinatuons, often representing many layers of structure, such as phrase sentence and complete sentbce (Ba'dulu, 2001:15) as the basic of framework to find the sentence productively needed while Maybin (2010:11) said that grammar is used two broad sense in linguistic: first it refers to aspect of structure of language (either language as a faculty or the structure of particular language) second, it refers to particular approach to the study oof linguistic structure. The fact however shows that the students'

mastery of English structure is skill less as found cut by some previous researchers.

3) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as, „umm" and "uhh". Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive Harmer, (2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker

does not have to spend a lot of time searching for the language items needed to express the message, Brown & Nation (1997).

5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing ones understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

c. The Functions of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

3. The Concept of Debate Method

a. Definition of Debate Method

Debate method can influence students to learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information (Bonwell & Eison, 1991).

According to D'Cruz (2003:14) method is the structure and organization of the speech. It can be contrasted with the presentation style of the speech (manner) and the content of the speech (matter).

Quinn (2005), states that debating gives you the chance to meet new people and new ideas. Best of all, you have opportunity to stand up and argue with someone in public, in a simulating and organized dispute about real issues.

Akerman and Neale (2011: 9) argue that "debate can be described as a formal discussion where two opposingsides follow a set of pre-agreed rules to engage in an oral exchange of differentpoints of view on an issue" .

Barkley (2005) who says that there are three benefits of debate for students. One of them is "the debate can improve students' motivation to practice their spoken language".

Based on opinion above the writer assumes that debate is a more communicative interaction that involves opposite point of view and builds critical and strong characteristics. Chan (2009), states that debate can be arguing, presenting, and defending point of view and evidence.

b. The Elements of Debate Method

In a debate there are several elements, among others, namely:

1) Motions is debated topics.

2) The affirmative team is the team that agrees to the contentious thing (the motion).

3) The Negative / Opposition team is the team that disagrees / opposes the motion.

4) The Neutral Team is a team that provides 2-sided arguments, both support and arguments against the motion.

5) Moderator is the person who leads and guides the course of the debate.

6) The author is the person who writes the conclusion of a debate.

c. Advantages of Debate Method

According to Lewin and Wakefile (1983), debate as an active of mastering the content and active engagement, developing critical thinking skills, oral communication skills, and empathy:

a) Mastering the content and active engagement.

Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information. Students learn best when applying what they are learning. In the class, debate cultivates active engagement of students and placing the responsibility of comprehension for individual and teamwork. Debate encourages students to re-read and re-think both their own the opposing position more intensely than is necessary to repeat

lecture material. The students' approach dramatically changes from a passive approach to an active one. Through debate, students can improve their comprehension toward the issue.

b) Developing critical thinking skills.

Debate requires listeners and participants to evaluate ideas, it develops higher-order psychological functions as well as critical thinking skills. The lower order thinking skills of knowledge, comprehension, and application focus on rote learning or what students should think, whereas the higher order thinking skills of analysis, synthesis, and evaluation focus on how to think. The short-term objective of acquiring knowledge should be tempered with the long term goal training. Critical thinking skills used in debate include defining the problem, assessing the credibility of source, identifying and challenging assumptions, recognizing inconsistencies, and prioritizing the relevance and salience of various points within the overall argument. These skills require more vocabulary mastery so students are encouraged to enrich their vocabulary of related issues.

c) Oral communication skills.

Students with debate experience are significantly better at employing the three communication skills (analysis, delivery, and organization) utilized in this study than students without experience, participants also must hone their listening skills in order to give effective rebuttals. There are many apparent reasons for the success of debate as a method of teaching oral communication. first, the debater have access to a trained and experienced

communication professional coach in preparing their speeches. Second, each speech that he or she gives is judged by a communication professional in the forensics community. The students receive extensive criticism and feedback are measure against established educational standards so they have to show fluent explanation, exact pronunciation and use correct grammar. Implementing classroom debate can help students to achieve over the standards.

d) Developing empathy.

Debate opens opportunities for development of empathy. When students go to debate they listen to both sides of the argument. They do see both sides, rather than just seeing it from one point of view. Lecturers tend to have their own opinions, so in this way students hear both sides of the argument. Debate is one way to minimize instructor bias. When students defend a position they oppose, they must at least temporarily transcend their own bias. By learning both sides of a controversial topic, students are more open-minded and better able to see another person's view debate also provides opportunities for developing empathy as students give consideration to various viewpoints.

Debate as an active instructional strategy enhances learning particularly in the areas of mastering the content as well as developing critical thinking skills, oral communication skills, and empathy, participation in a debate requires a more thorough mastery of the content than even giving a lecture does (Lewin & Wakeficied, 1983). The researcher think that students can apply these skills in many different situations. Similarly, debates demand the

development of oral communication skills. Debates also provide opportunities for developing empathy as students give consideration to various viewpoints, particularly when instructors structure the debate in such a manner that more than two views can be presented that students are not always defending their own viewpoint.

d.) Disadvantages of Debate Method

There are same Disadvantages of debate method such as:

1) Students may not be familiar with debates as an assessment method.

2) Debates are time-consuming (e.g. time for research and preparation, time for presentation of each group).

3) Students who do not like public speaking would be less motivated in participating.

C. Conceptual Framework
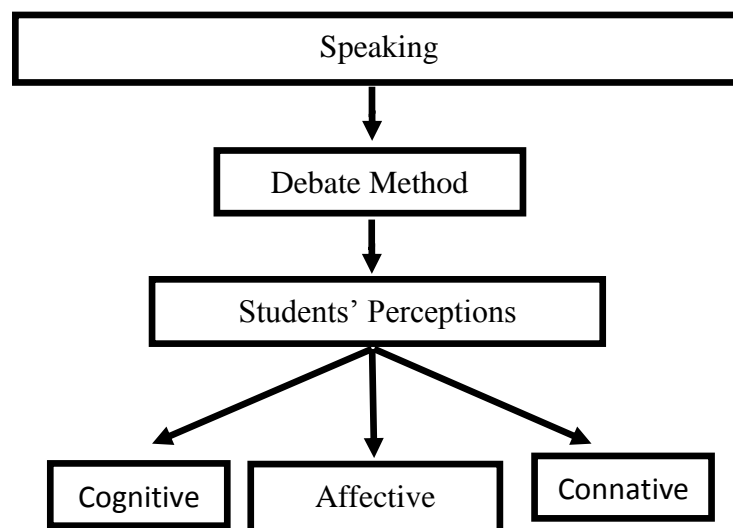
Figure 2.1 Conceptual Framework

The conceptual framework above to describe the research which will be conducted by the researcher. The research is descriptive research which

describe about the students' perceptions on the use of debate method. There are some method to teaching English as a foreign Language, one of them is debate method. Debate is discussion or exchange of opinion on a matter by giving each other reasons to defend their opinions.

       In this research the researcher made a questionnare to know students' perceptions about debate method and the researcher focused on the three components of perception namely cognitive, affective, and connative. In cognitive focused on knowledge, opinion, belief, and affective focused on positive thing, negative thing, while connative focused on big action and small action.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method follows the principles of Descriptive Quantitative Research. The Researcher analysed Students' Perceptions on the use of Debate Method in English Education Department at Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

Population of this research was the seventh semester students of English education. The number of population were 400 students coming from ten classes. Every class has around 30-40 students.

2. Sample

Sample of the research would be taken by using Non-Probability sampling technique that is purposive sampling technique. The purposive sampling technique were used in this research which focus on one class is purposively choosen because in this class the students was used debate method in speaking class in the seventh semester students of English Education Department at Muhammadiyah University of Makassar.

C. Instrument of the Research

In this research, the researcher conducted the data analysis by using a questionnaire. The questionnaire is designed to reveal the components of

perceptions of the students, namely cognitive, affective and connative scale that measure the students' beliefs, activities, or situation. To measure the result response the questionnaire, the researcher used a Likert Scale assessment. The questionnaire consists of 13 items. The students were given 30 minutes respond to the items, so they have more than a half minute for each item. There are five optional answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), and Strongly Disagrees (SDA). Each participant was be given score for their responses, for positive item, the score ranges from 5-1, and for negative item, the range from 1-5.

D. Research Procedures

The procedures of collecting data in this research covered the following steps as follows:

1. The researcher prepared the questionnaire for the students.

2. Next, the researcher distributed the questionnaire to the students. Before giving the questionnaire, the researcher gave explanation about a brief and the purpose of the questionnaire and how to carry out.

3. After students completed the questionnaire, they submitted it to the researcher to be analyzed and interpreted.

4. Then, the researcher gave the questionnaire for the students. After finishing the questionnaire, the students submitted the questionnaire to the researcher.

E. Technique of Data Analysis

The data were obtained from the distribution of the questionnaire to the students. It is designed to help the researcher to get more information about students' perceptions on the use of debate method. In this research use Likert Scale to know the result of the questionnaire. With the Likert Scale, then the variable to be measured were translated into indicator variable, then the indicator were used as a starting point to arrange the items of the instrument be a statement or question.

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:

Criterion score = Scale score x 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

3. The next step identified the rating scale and interval distance.

| SDA | DA | U | A | SA |

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 ├────────┼────────┼────────┼────────┼────────┤
 0       30       60       90      120      150
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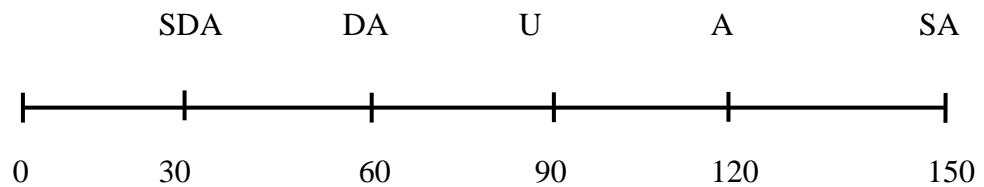
(Sugiyono, 2012:137)

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

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

5. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$Percentage = \frac{Total\ Score}{Total\ ideal\ score} \times 100\%$$

(Sugiyono, 2012:137)

6. The analytical process of the students' perception of English lecturers' 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 perception (Cognitive component, affective component, and connative component) of Debate method in speaking class. For instance, if the interpretations score of cognitive component is in the range 81% -100% means that the Debate method in cognitive component excellent. Moreover, if the Debate method in Affective 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 connative component is poor.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding covers the data of students perception on the use of debate method in speaking class which consists of component of perception, namely cognitive, affective, and Connative. The result of the research data shows how well the students perception in cognitive, how well students perception in affective, and how well the students perception in connative. The researcher took by the seventh semester students of English education at Muhammadiyah University of Makassar as respondent. The students' perception could be seen clearly in the following explanation:

Students' Perception on the Use of Debate Method in Speaking Class

For data collection, the researcher used questionnaire as instrument. The researcher gave questionnaire for the sample that consist of 13 items including 9 items of cognitive aspect, 2 items of affective aspect, and 2 items of connative aspect. The researcher gave 20 minutes for the students to respond the items based on their true condition. In gathering the data, the researcher used the following procedures; the first is the researcher gave questionnaire to the sample of the research, the second is the researcher collected the questionnaire, the third is the researcher analyzed the data, the fourth is the researcher classified the answers based on the questions, and the last is the researcher do the data and make conclusion.

1. **Cognitive Aspect**

   Cognitive aspect is component that related to knowledge, opinion, belief, that is good things that relate how student's perception toward attitudes object. In cognitive aspect there were three indicators to measured namely knowledge, belief and opinion. In knowledge there were four items related to debate method can improved vocabulary and the score was 141, debate method help practice speaking and the score was 134, debate method the sentence is purposeful and the score was 117 and with debate method the pronounce material is critically and the score was 105. While indicator of belief there were three items related to understand about the concept of debate and the score was 118, in debate not be too rigid in thinking and the score was 108, got a lot of information about a topic in debate and the score was 130. And the last indicator was opinion, in opinion there where two items related to when doing debate scramble each other and the score was 105, and debate method trains to understand the flow thought of others, the score was 59. Score every items can be see in appendix B. The score of questionnaire was measured based on the number of the scoring each item, and then the was score added. The range was 30-150 and the result can be seen clearly in the following table:

Table 4.1 Students' Perception on the Use of Debate Method in Cognitive Aspect

No.	Indicators	Cognitive Aspect				Average	%	Category
		1	2	3	4			
1	Knowledge	141	134	117	105	124.25	83%	Excellent

2	Belief	118	108	130	-	118.67	79%	Good
3	Opinion	105	59	-	-	82	55%	Fair
Average						**108.30**	**72%**	**Good**

The table 4.1, could be seen that in general the highest score perception was knowledge section, it was categorized excellent, it means that students agree if the debate method has a positive effect on their knowledge. In belief, most of the students considered the debate method still has a positive effect on their beliefs, it was categorized good. While opinion, many students disagree if debate method has a positive effect on their opinion, it was categorized fair. The agreement level of respondents can be seen below.

Figure 4.1 Agreement Level of Respondents the Use of Debate Method in Cognitive Aspect
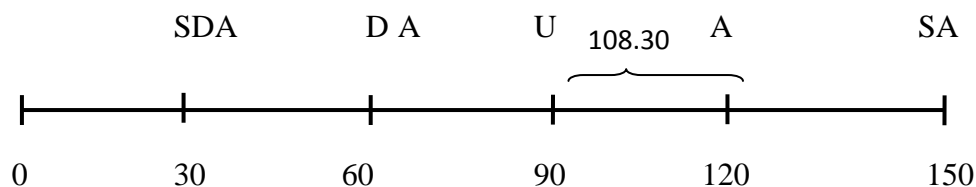
From the figure above the agreement level of students' perception was 108.30. It can be seen that most of the respondents agree with that debate method effect the students positively viewed from cognitive aspect.

2. Affective Aspect

Affective aspect is component that related to like or dislike towards attitude's object. Like is a positive thing, while dislike is negative things. This aspect indicates attitude's direction, positive and negative. In affective aspect there were two indicators namely positive thing and negative thing. In positive

thing related to when doing debate respect each other's arguments and the score was 127, while in negative thing related to disagreements in dissenting arguments and the score was 43. Score every items see notes appendix B. To got was score the questionnaire measured based on the number of the scoring each item, and then the was score added, the range was 30-150 and can be seen clearly in the following table:

Table 4.2 Students' Perception on the Use of Debate Method in Affective Aspect

No.	Indicators	Affective Aspect 1	Average	%	Category
1	Positive Thing	127	127	85%	Excellent
2	Negative Thing	43	43	29%	Poor
Average			**85**	**57%**	**Fair**

The table 4.2, could be seen that in general the highest score perception was for positive thing section, in which it was categorized excellent. It means that students agree if the debate method has a positive effect on their positive thing. While in negative thing was low score in perception of debate method, it was categorized poor. It means that the students disagree when negative thing of debate method in affective aspect has a positive effect for the students. The agreement level of respondents can be seen below.

Figure 4.2 Agreement Level of Respondents about the Use of Debate Method in Affective Aspect

SDA	D A	U 85	A	SA

| 0 | 30 | 60 | 80 | 90 | 150 |
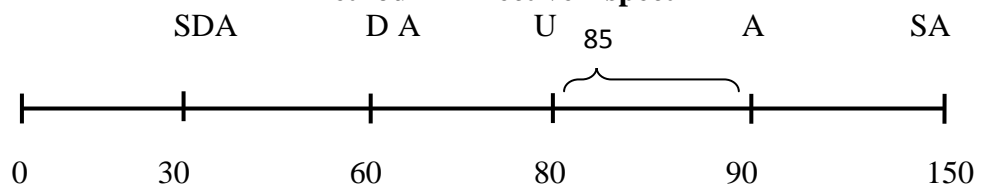
From the figure above, the agreement level of student's perception was 85. It can be seen that the most respondents undecided with the debate method in affective aspect.

3. **Connative Aspect**

Connative Aspect is component that related to action tendency toward attitude's object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward attitude's object. In connative aspect there were two indicators namely big action and small action. Item in big action related to rebuttal the argument of debate opponent and the score was 112, while in small action related to got nervous when doing debate and the score was 65. Score for every items see notes appendix B. To got was score the questionnaire measured based on the number of the scoring each item, and then the was score added, the range was 30-150 and can be seen clearly in the following table:

Table 4.3 Students' perception on the use of debate method in Connative Aspect

No.	Indicators	Connative Aspect 1	Average	%	Category
1	Big Action	112	112	75%	Good
2	Small Action	65	65	43%	Fair
Average			**88.5**	**59%**	**Fair**

The table 4.3, could be seen that in general the highest score perception was big action section, it was categorized good, it means that students agree if the debate method has a positive effect on students' big action. While in small action was low score in perception of debate method, it was categorized fair, it means that the most students disagree

when negative thing of debate method in affective aspect has a positive effect for the students. The agreement level of respondents can be seen below.

Figure 4.3 Agreement Level of Respondents about the Use of Debate Method in Connative Aspect

| SD | DA | U | 88.5 | A | SA |

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0        30        60        80       120      150
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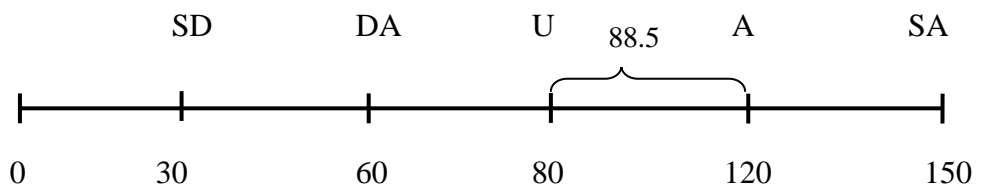
From the figure above, the agreement level of students' perception was 88.5. It can be seen that the most respondents undecided with the debate method in connative aspect.

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

Figure 4.4 Column chart of Students' Perception on the Use of Debate Method by the Students English Education at Muhammadiyah University of Makassar
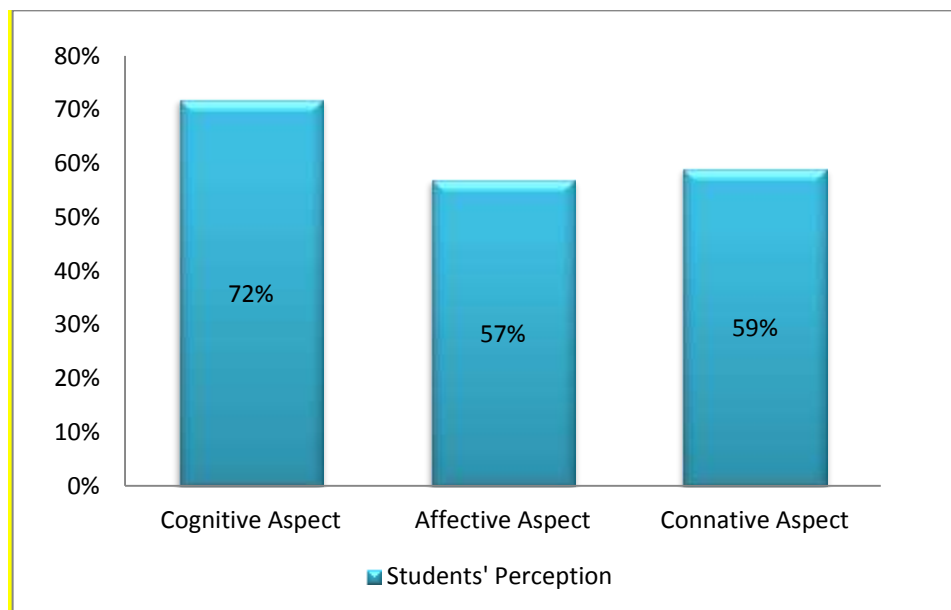
Based on the column chart above, the interpretation score of students' perception toward debate method in cognitive aspect was 72% and it was categorized good. For affective aspect the interpretation score showed 57% or in fair category, and for connative aspect the interpretation score was 59% and it was categorized fair. Thus overall students' perception toward debate method was categorized good and fair.

B. Discussion

As has been presented on findings, results of the questionnaires show that respondents had agree with perception about debate method in speaking class. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

The analysis of students' perception in cognitive aspect showed that there were three indicators namely knowledge, belief and opinion. In cognitive aspect of knowledge was score excellent, the reason of the students of knowledge has a positive effect for their knowledge related to the debate method could be improved vocabulary, debate method help practice speaking , debate method the sentence was purposeful and with debate method the pronounce material of the students was critically. In cognitive aspect of belief was score good, because the debate method the students could be understand about the concept of debate, in debate not be too rigid in thinking and got a lot of information about a topic in debate. And the last indicator was opinion it was categorized score fair related to when doing debate scramble each other, and debate method trains to understand the flow thought of others. It means

that the most of students agree with the debate method in cognitive aspect. The percentage of students' perception was 72% and it was categorized good, where debate method can improved vocabulary and debate method helps the students to practice speaking. Barkley (2005) who says that there are three benefits of debate for students. One of them is "the debate can improve students' motivation to practice their spoken language".

The analysis of students' perception in affective aspect showed that in affective aspect there were two indicators namely positive thing and negative thing. In positive thing it was categorized excellent related to debate method the students respect each other's argument, while in negative thing it was categorized poor related to disagreements in dissenting arguments. It means that the most respondents Undecided with the debate method in affective aspect. The percentage of students perception was 57% and it can be categorized fair, where debate method there are some students often disagreements in dissenting arguments and there are some students respect each other's arguments in debate process. This statement correlates with Akerman and Neale (2011: 9) argue that "debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue" .

The analysis of students' perception in connative aspect showed that in connative aspect there were two indicators namely big action and small action. Item in big action it was categorized good related to rebuttal the argument of debate opponent, while in small action it was categorized fair related to debate

method the students got nervous. It means that the most respondents Undecided with the debate method in connative aspect. The percentage of students' perception was 59% and it can be categorized fair, where in debate process there were some students got nervous but some of them felt confidence when doing debate.

The research question focused on two items that was positive and negative statement. Based on the positive perception the respondent showed that really agree with the statement and for the negative perception the respondent show that Undecided with the statement.

The answered of the research question were the students' perceptions on the use of debate method English education at Muhammadiyah University of Makassar is positive. The positive response came from the students' perception about their feeling 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 vocabulary.

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 willingness to practice in speaking English, to increase their speaking ability and to use vocabulary 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 vocabulary.

BAB V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that in cognitive aspect the students generally agree that debate method help them improve their speaking skill and improve their vocabulary. In affective aspect, some students felt undecided that the debate method affects their attitude positively, while in connative aspect some of them also felt undecided with the use of debate method in speaking class.

B. Suggestions

Based on the conclusion, the researcher would like to present some suggestions. The researcher hoped that this research can be used as additional reference by other researchers or the other University.

Besides, related to the speaking skill, the lecturer should pay more attention on teaching and leading students. Therefore, the lecturer should find the solution to overcome students' problem. Furthermore, one thing to be considered, every students have their own capacity and learning style, so the lecturer has to understand about their students before going on in teaching learning process. Moreover, the students have to realize that mastering English

is not easy. The students highly need to practice speaking more and always keep trying with their friends, lecturer or somebody else. In addition, Debate method not only can be used in public speaking subject, therefore it can be as one of the strategy which can be implemented toward others subjects of English Education Department to improve their speaking skill.

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APPENDICES

Appendix A

Questionnaire Items

No.	Component of Perceptions	Indicators	Questionnaire Items	SA	A	U	DA	SDA
1	Cognitive	Knowledge	Debate improves my vocabulary (Debat meningkatkan vocabulary saya)					
2			Debate method helps me to practice speaking (Metode debat membantu saya berlatih berbicara)					
3			Trough debate, when I speak my sentence is purposeful (Dengan metode debat, saat saya berbicara kalimat saya terarah)					
4			I am able to pronounce material critically, synthesize, and not stammer (Saya mampu mengucapkan materi debat secara kritis, sintesis, dan tidak terbata-bata)					
5		Belief	I can understand the concept in debate. (Saya mampu memahami konsep dalam debat)					
6			I will not be too rigid in thinking on the opinions or ideas of the opponent in arguing. (Saya tidak akan terlalu kaku dalam berpikir atas pendapat atau ide-ide dari lawan dalam berdebat)					
7			I can get a lot of information about a topic in debate (Saya dapat memperoleh banyakinformasi tentang suatu topik yang Diperdebatkan)					

8		Opinion	When giving opinions, I scramble each other (Ketika menyampaikan pendapat, saya saling berebut)					
9			Debate process trains me to understand the flow of thought of others. (Dalam proses debat, melatih saya untuk memahami alur pikir orang lain)					
10	Affective	Positive Thing	In debate process, I respect each other's arguments (dengan proses debat, saya saling menghargai argumen)					
11		Negative thing	There are often disagreements in dissenting arguments when we are debating (Sering terjadi perselisihan perbedaan pendapat dalam meyampaikan argument ketika kami berdebat)					
12	Connative	Big Action	I can rebuttal the argument of a debate opponent (Saya dapat menyanggah argument dari lawan debat)					
13		Small Action	In debate process I get nervous when express the argument (dalam proses debat saya grogi ketika menyampaikan pendapat)					

APPENDIX B

Table score Students' Perception on the use of Debate Method

No.	Item	SA	A	U	DA	SDA	Total
Cognitive Component							
1	Debate improves my vocabulary	18	12	1	0	0	141
2	Debate method helps me to practice speaking	18	11	0	0	0	134
3	Trough debate, when I speak my sentence is purposeful	7	15	6	2	0	117
4	I am able to pronounce material critically, synthesize, and not stammer	2	13	14	0	1	105
5	I can understand the concept in debate.	5	18	7	0	0	118
6	I will not be too rigid in thinking on the opinions or ideas of the opponent in arguing.	2	16	10	2	0	108
7	I can get a lot of information about a topic in debate.	12	16	10	2	0	130
8	When giving opinions, I scramble each other.	4	15	5	4	2	105
9	Debate process trains me to understand the flow of thought of others.	7	18	4	1	0	59
Affective Component							
10	In debate process, I respect each other's arguments.	12	14	3	1	0	127
11	There are often disagreements in dissenting arguments when we are debating.	17	13	0	0	0	43
Connative Component							
12	I can rebuttal the argument of a debate opponent	2	19	8	1	0	112
13	In debate process I get nervous when express the argument.	8	15	5	1	1	65

Appendix C

Score of Component of students perception on the use of Debate Method

No. Respondent	Questionnaire Items													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	5	4	4	3	4	4	4	2	4	4	1	5	2	46
2	5	5	5	5	5	5	5	1	5	5	1	5	1	53
3	5	4	4	4	3	3	3	3	3	3	2	3	2	42
4	5	5	5	5	5	5	5	2	4	4	2	4	5	56
5	4	4	3	3	3	3	5	2	4	4	2	4	1	42
6	4	4	3	1	4	3	4	3	3	5	1	3	2	40
7	5	5	4	3	3	3	5	2	5	4	1	3	1	44
8	4	5	4	3	4	4	5	1	5	5	1	4	2	47
9	5	5	4	4	4	4	3	2	3	4	1	4	2	45
10	5	5	4	3	4	4	4	4	2	5	2	5	2	50
11	4	5	4	3	5	3	4	4	4	3	1	3	1	44
12	5	5	4	3	4	3	4	3	4	4	2	4	2	47
13	4	4	3	3	4	3	4	3	4	4	2	4	3	45
14	5	5	4	4	3	4	4	2	4	5	2	4	2	48
15	5	4	4	4	4	3	4	2	4	4	1	4	2	45
16	5	5	4	4	4	4	4	2	4	4	2	3	2	47
17	4	5	2	3	4	4	4	2	4	4	2	4	4	46
18	4	4	2	2	4	2	4	2	4	4	2	4	2	38
19	5	4	4	4	4	4	4	2	4	4	1	4	3	47

20	4	5	3	4	4	4	4	1	4	4	2	4	2	**45**
21	4	5	5	4	3	3	5	2	4	5	2	3	1	**45**
22	3	5	3	3	3	4	5	5	5	5	1	4	3	**49**
23	5	5	5	4	4	4	5	3	4	5	1	4	3	**48**
24	4	4	4	4	4	4	5	5	4	5	1	4	3	**51**
25	5	4	5	4	5	4	5	1	4	4	1	4	1	**47**
26	4	5	3	4	5	2	5	4	5	5	5	5	4	**56**
27	5	5	5	3	4	2	5	4	5	5	1	3	1	**48**
28	4	5	4	3	4	3	4	2	5	5	1	4	2	**46**
29	5	5	5	4	5	4	5	2	5	5	1	4	1	**51**
30	5	5	4	3	3	4	4	2	4	3	2	3	2	**44**
														1402

Appendix D

Analysis of the data obtained through item of questionnaire

Item	Frequency					Total
	SA	A	U	D	SDA	
1	18	12	1	0	0	30
2	18	11	0	0	0	30
3	7	15	6	2	0	30
4	2	13	14	0	1	30
5	5	18	7	0	0	30
6	2	16	10	2	0	30
7	12	16	2	0	0	30
8	4	15	5	4	2	30
9	7	18	4	1	0	30
10	12	14	3	1	0	30

11	17	13	0	0	0	30
12	2	19	8	1	0	30
13	8	15	5	1	1	30

APPENDIX E

DOCUMENTATION

CURRICULUM VITAE

DIAN PRATIWI. She was born on 13th July 1996 in Masamba. She is the second daugther of marriage between Munir and Juharni. She has 3 brothers (Priyanto, Muhammad Fadli, and Muhammad Fadlan). In 2002, she started in elementary school at SD Negeri 091 Masamba, graduated in 2008. Then she continued her junior high school at SMP Negeri 1 Masamba and graduated in 2011. After that she continued her senior high school at SMA Negeri 1 Masamba 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 "*Students' Perception on the Use of Debate Method (A Descriptive Research at the English Education of Unismuh Makassar)*".