

EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING STATE ISLAMIC UNIVERSITY OF MATARAM

Yunisa Putri¹, Muhammad², Soni Ariawan³, Najamuddin⁴, Edi Sukmojati⁵

¹Straya Language Institute, Mataram, Indonesia

^{2,3,4}Universitas Islam Negeri Mataram, Mataram, Indonesia

⁴Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

Yunisaputri524@gmail.com

Abstract

The present study intended to investigate students' perception on the use of debate as a strategy in learning speaking. 166 EFL students from English Department of UIN Mataram were involved in this research. By employing a mixed research design, combining qualitative and quantitative methods, this study seeks to provide a comprehensive understanding of students' perspectives, attitudes, and experiences related to the use of debate as an instructional approach in the EFL students' classroom. 10 informants as the purposive sampling based on the questionnaire and their experience with English debate activities in their speaking classes. The findings demonstrated that students viewed English debate as a successful strategy for enhancing their speaking skills since it allowed them to practice and strengthen their critical thinking, fluency, and accuracy. After participating in discussion events, participants reported feeling more secure and driven to talk in English. Some students, however, expressed concern about their insufficient vocabulary and grammar expertise, which hampered their performance throughout the debates. Overall, the study reveals that English debate can be a helpful and entertaining technique for improving the speaking abilities of EFL learners, but it should be supplemented with adequate training and coaching to address students' linguistic shortcomings.

Keywords: Perception, Debate, Learning Strategy, Speaking

INTRODUCTION

English as a Foreign Language (EFL) education has undergone significant changes in recent years, with a shift towards more communicative and learner-centered approaches. In the context of EFL speaking instruction, traditional methods often focus on repetitive drills and rote memorization, which fail to promote authentic and meaningful communication. As a result, many EFL learners struggle to develop the necessary speaking skills to effectively communicate in English. English as a Foreign Language (EFL) learners face numerous challenges when developing their speaking skills. Fluency, accuracy, and critical thinking abilities are essential components of effective oral communication. In recent years, debate has emerged as a potential instructional strategy to enhance EFL students' speaking proficiency and promote critical thinking skills. By engaging in structured argumentation and persuasive discourse, students not only practice expressing their ideas but also develop the ability to analyze, evaluate, and defend their positions.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

However, despite the growing interest in debate as a language learning tool, there is limited research investigating EFL students' perceptions of its effectiveness and impact on their speaking abilities.

To address this challenge, educators have explored various pedagogical strategies to enhance speaking proficiency among EFL students. One such strategy that has gained recognition is the use of debate as an instructional tool. Debate, with its emphasis on argumentation, critical thinking, and persuasive speaking, offers a dynamic and engaging approach that can help develop not only speaking skills but also higher-order cognitive abilities. Wahyuni et al., (2020)

Freeley & Steinberg (2009) The preparation, presentation, class involvement, defense, and peer interaction that take place during a well-run debate can give the student plenty of opportunities to practice their language skill. Debaters faster understand their opponents' arguments by listening intently and carefully recording them on a flow sheet. In the debate, the debater needs to listen carefully to the opposite team to get the point and do some rebuttals that's why the debate can improve their listening skill significantly. Also in the debate, the debaters are going to prepare their argument by reading some articles and data related to the motion and then writing it into a structured argument that, indicates the debater improved their writing and reading skill.

As the demands of students and the teaching-learning environment changed over time, so did learning methodologies. One of the numerous active learning techniques used to energize pupils is debate, especially intellectual debates Learning methods or learning strategies greatly determine the quality of academic and social life. Over time the learning method experienced a revolution. Learning patterns or learning strategies that change are of course caused by the times as well. The method that is in great demand is based on research conducted by Meldia and Melani entitled "Students' Perception In Using Debate Technique To Develop Students' Speaking Skills" that, the use of debate as a learning strategy has an impact on the English skill of EFL students.¹ There were many language learning strategies in English to improve their speaking skill. Some EFL (English foreign learners) participated in debate competitions, they said the debate is one of the learning strategies to enhance our speaking skills, build active critical thinking and especially for EFL students who were learning for specific purposes. The debate has an important role to develop student speaking skills. As a learning strategy, the debate also builds students' critical thinking, enhances communication, and develops students to be confidence. There have been several intriguing advancements in the study of debate strategies. Numerous research studies have already shown that the debate method enhances students' communication abilities.

According to Ariawan, (2021) firstly, exploring students' attitudes towards debate can provide insights into their motivation, engagement, and enjoyment of the learning process. Positive perceptions and experiences can contribute to increased participation and effort, leading to improved speaking proficiency. Secondly, understanding the factors that influence students' attitudes towards debate, such as cultural background, individual preferences, and perceived benefits, can help tailor instructional approaches to better meet their needs and interests. Finally, investigating the effectiveness of debate in improving EFL students' speaking skills and critical thinking abilities can inform instructional practices and curriculum design, ultimately enhancing language teaching and learning outcomes.

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Given the potential benefits and the limited research available on EFL students' perceptions of debate, this study aims to fill the gap by employing a mixed research design. By combining qualitative and quantitative methods, this research seeks to provide a comprehensive understanding of EFL students' perspectives, attitudes, and experiences related to the use of debate as a strategy in learning speaking skills. The findings of this study will contribute to the existing literature on effective language teaching strategies and provide insights for educators and curriculum developers seeking to enhance EFL speaking instruction.

Based on the explanation above this research is aimed to investigate the EFL students about their perceptions of debate as a learning strategy for them, what are the challenges of debate they are facing, and why is it effective to enhance their speaking skills. However, the researcher has participated in several debate competitions also and she wants to know how the other EFL students' perception. The purpose of this study is purely to investigate EFL perceptions of debate as a learning strategy to enhance their speaking skill.

LITERATURE REVIEW

According to Bernáth (2018) Participants in a debate must prepare arguments, present them clearly and concisely, and consider opposing perspectives. Debate also promotes systematic thinking and accountability for learning.

According to Hasibuan, (2020) Respectful and polite interaction with opponents is emphasized, and a strong argument requires careful consideration. Various types of debates exist, including policy debate, Lincoln-Douglas debate, parliamentary debate, public forum debate, academic debate, and World Schools Debate. Each type has its own format, purpose, and rules, but all aim to develop critical thinking, persuasive communication, and exploration of multiple perspectives on a given topic.

According to Wahyuni et al., (2020) Participants in a debate include the affirmative and opposition teams, judges, and audiences. The affirmative team supports the resolution, while the opposition team opposes it. Judges evaluate the quality of evidence, discussion, and overall effectiveness of the debate. Audiences play a role in observing and engaging with the arguments presented.

Syamdianita & Maharia, (2020) through debate, students learn to express themselves effectively, critically analyze arguments, and engage in complex decision-making. It also helps students develop communication competence and provides opportunities for social engagement.

According to Meldia & Melani, (2022) many students face challenges in speaking, such as grammar, pronunciation, and vocabulary. Debate strategies can address these challenges by encouraging students to express their ideas, think critically, and engage in meaningful discussions. Various debate formats, such as Asian Parliamentary, British Parliamentary, and Mace Debate, offer guidelines and structures for conducting debates in the classroom.

According to Rodger & Stewart-Lord, (2020) this literature review provides a comprehensive understanding of debate, its techniques, types, rules, participants, and its impact on learning speaking skills. It highlights the benefits of debate and emphasizes the importance of understanding student perception in the learning process.

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METHOD

According to Creswell & Plano Clark, (2011) The qualitative phase will involve semi-structured interviews with a sample of EFL students to gain an in-depth understanding of their perceptions, experiences, and attitudes towards using debate as a strategy for learning speaking. The interviews will be audio-recorded, transcribed, and analyzed thematically to identify common themes and patterns.

According to Patricia Leavy,(2023) The survey will include Likert-scale items and open-ended questions to gather quantitative data on students' perceptions of debate's effectiveness in improving their speaking skills. Statistical analysis will be conducted to examine the relationship between variables and identify significant trends. The participants of this research were 166 students of english education study program of UIN Mataram and 10 students as the informants, they were taken purposively.

The researcher makes an online draft question via google form and shares it with a WhatsApp group of EFL students. In the interview, the researcher took 10 students as the informants selected by the researcher. The researcher used a semi-structured interview in which the researcher asked more open-ended questions rather than strictly adhering to a formalized list of questions to explore the results of questionnaires through various questions addressed to respondents to obtain valid and complete data about EFL students' perception of the use of debate as a strategy in learning to speak. The technique according to Miles et al., (2014) was employed by the researcher to analyze the data. First, the researcher reduced the amount of data by identifying and removing the particular information that was required from the greater numbers of data. The researcher reduced the data before classifying it and presenting it in a table. After receiving the classification, the researcher presented the data as descriptions and discussed it. The researcher then came to a conclusion.

FINDINGS AND DISCUSSION

There were 166 responses in the survey, and most of them were female. Also, the data showed the respondents from various semesters. Semester 2 with 24%, semester 4 with 36.5%, semester 6 with 23%, and 8 with 23.2%. ⁱⁱ Students' demography can be seen in the table below:

Table 1. Respondent Demography

Item	Frequency	Percentage
Gender		
Male	33	17.4%
Female	133	79.6%
Total	166	100.0%

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Semester		
2	38	24%
4	57	36.5%
6	35	23%
8	36	23.2%
10		
Total	166	100.0%
Age		
18-20	93	55.3%
20-25	73	43.7%
25-30		
Total	166	100.0%

The first question of the questionnaire referred to the debate as a strategy for learning to

speak. The following statements are recognized that the debate as a good strategy for them especially for preparing how to speak fluently. The data from the questionnaire showed that 43% of students agree and 32% stated that strongly agreed with this. Based on the percentage of the data it can conclude that debate is a good way to explore research issues as a preparation for an outline of speaking class or public. The second question on the questionnaire intended to know how the debate affects their learning behavior using the debate technique. The data have shown that 37% of students stated agreed and 27% strongly disagreed. Meanwhile, 7% of them stated disagree and 4% expressed strong disagreement.

The third statement intended to utilize what the debate can improve their confidence to deliver their argument toward the debate technique and do the debate allows them to stay with their argument the percentages of data show that 40% of students stated strongly agreed and 39% expressed agreement, meanwhile 5% for disagreed and 4% stated strongly disagreed.

The fourth question from the questionnaire stated that debate is a good motivation to learn English and most of the students stated agree with that. The percentages of data show that 33% for agreement and 29% expressed strong disagreement.

Based on those percentages of data from the questionnaire above it can conclude that debate is a good way to learn English, especially for speaking. Most of the students stated strongly agree with the following g question that indicates the debate can give them the motivation to learn.

Table 2. Students' perception of debate technique

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1.		32%	43%	16%	7%	3%	100%

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	Debate is a good way to explore and research issue	53	72	26	11	5	166
	Debate is a good way to increase body language	27%	37%	27%	7%	4%	100%
2.	influences a person's perception and decision making	45	61	45	11	6	166
	Debate is a good way to increase confidence to	40%	39%	13%	5%	4%	100%
3.	answer questions in front of a group of people	66	65	22	8	7	166
	Debate is a good motivation to learn English	29%	33%	23%	9%	3%	100%
4.		48	55	38	15	5	166

The fifth question of session one on the questionnaire talks about how to debate giving them chance to speak and then become fluent in speaking. Most of the students stated strongly agree and agree with 35% and 34%. Meanwhile, 7% of students disagreed and 5% strongly disagreed. Based on the result of the questionnaire debate enhanced students' fluency to speak.

The following question from the first session on the questionnaire also talks about speaking enhancement. There are three aspects of speaking skills according to Normawati (2023) The sixth question aims to know, do debate enhance student pronunciation and most of the students agreed 36% and strongly agreed 29%. Meanwhile, 9% of students disagreed and the other 5% strongly disagreed. It means that debate can improve EFL students' pronunciation. The seventh question aims to know if the debate improved students' accents and most of the students agreed with 37% and strongly agree 23%. Furthermore, 7% disagreed and 4% strongly disagreed. Based on the result of the third question indicated the debate enhanced students' accents in English. The eighth question intended to know, do debate enhanced student vocabulary 40% of students agreed and 34% of students strongly agreed. Moreover, 6% of students stated disagreed and 4% of students stated strongly disagreed. Most students agree even more strongly agree that indicating debate can improve students' vocabulary. The ninth question aims to know, do debate enhanced students' grammar. The result was 40% of them agreed and 17% stated strongly agreed. Furthermore, other stated 8% expressed disagreement and 3% stated strongly disagree. The result of the five-question proved that debate enhanced students' grammar. The tenth question from the questionnaire is intended for students' critical listening to different views point through the debate technique. The percentages of data show that 37% of students stated agree and 31% expressed strongly disagree. Meanwhile, 9% stated disagreed, and 4% strongly disagree. The next percentages of number 11 of the question show that 42% of students expressed agreement and 31% stated strongly disagree.

Based on the following question indicate that debate can improve the student's critical thinking and critical listening. The students can think intensively when they are good at a listening skill.

Based on the question above concluded that debate enhanced students speaking skills. Most of the students stated agree and strongly agree with the following question that aims to know how

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the debate improved their speaking fluently. Furthermore, the result of the following question above indicates that debate is effectively used to learn to speak effectively. The debate can improve the students speaking skills even their critical listening.

Table 3. Students speaking enhancement toward debate technique

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
5.	Debate improved my fluency in speaking English.	35%	34%	19%	7%	5%	100%
		58	57	31	12	9	166
6.	Debate improved my pronunciation of English	29%	36%	22%	9%	5%	100%
		48	59	37	15	8	166
7.	Debate improved my accent in English	23%	37%	30%	7%	4%	100%
		39	61	49	11	7	166
8.	Debate increase my vocabulary in English	34%	40%	16%	6%	4%	100%
		57	67	26	10	7	166
9.	Debate increases my grammar in English	17%	40%	33%	8%	3%	100%
		29	66	54	13	5	166
10.	Debate helped to enhance critical listening	31%	37%	19%	9%	4%	100%
		51	62	32	15	6	166
11.	Debate helped to understand the importance of listening to the different viewpoints	31%	42%	22%	7%	3%	100%
		52	69	36	11	5	166

Debate is a complex way to learn English skills. There were various types of debate techniques used to master debaters to be great ones. Firstly, debaters must fluently deliver their argument, critically and understandable. Several students during the debate have their challenges in part of the debate. The challenges to the use of debate as a strategy in learning can be seen in the following statement below.

The first statement from the second session of the questionnaire aims to analyze how students made and structured their arguments. The percentages of data show that 39% of students expressed disagreement and 9% stated strongly disagreed. Meanwhile, 9% stated agreed and 4% of them stated strongly agreed. It concluded that most students can make and structure their arguments based on the motion. In the next question, 42% of participants stated that disagreed and 7% stated strongly disagreed. Meanwhile, 11% stated agreement, and 3%

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strongly agreed. it can be intended for the students can explaining the nature of the motion in debate. The next statement also aims to investigate students' ability to elaborate their arguments. The percentage of data shows that 41% of students expressed disagreement and 10% stated strongly disagreed. Meanwhile, 13% stated agreed and 4% strongly agreed. based on that result it can be concluded that the most of students can be elaborating their argument regarding the motion.

The 6-number questionnaire aims to analyze the students' difficulties in giving some rebuttals to their enemy in debate. The percentages of data show that 36% of them stated agreement and 4% with the strong agreement. Meanwhile 16% of them stated disagreement and 8% strongly disagreed. It can conclude that some of the students were difficult when they tried to give some rebuttals to the opposite of the house in the debate. The 7 statements also stated that some of them were difficult to understand the argument of the opposite of the team and the percentages of data show that 16% agreed and 7% stated strongly disagreed. Meanwhile, 31% of them agreed and 5% stated strongly agreed. based on the result above, it can be concluded that several students cannot give some rebuttals critically because they got difficulties understanding their enemy in the debate.

Table 6. Students' challenges in structuring the argument in the debate

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	I find it difficult in making the structured argument	9%	39%	33%	15%	4%	100%
		15	65	55	25	6	166
2.	I find it difficult in explaining the nature of the motion in the debate	7%	42%	37%	11%	3%	100%
		12	70	61	18	5	166
3.	I find it difficult in developing the background of the motion on the debate	5%	40%	40%	12%	2%	100%
		12	70	61	18	5	166
4.	I find it difficult in elaborating my argument on the debate	10%	41%	33%	13%	4%	100%
		17	68	54	21	6	166
5.	I find it difficult in finding some references related to the motion on the debate	8%	33%	35%	19%	5%	100%
		13	54	58	32	9	166
6.	I find it difficult in giving some rebuttals	8%	4%	35%	16%	36%	100%
		14	27	58	60	7	166
7.	I find it difficult in understanding the argument of an opposite team	7%	16%	41%	31%	5%	100%
		11	26	68	52	9	166

Ten students who participated in the debate as a method of learning speaking were given the 8-question test. The result from the first question in the interview, most of the students stated the debate has been supported and they feel challenged to argue. Most EFL students answer that debate is supported by their lecturers because of some reasons. The next question tried to investigate students feeling after the debate classroom as a learning strategy, especially for

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speaking class, they stated various answers. The next question aims to investigate students' perceptions specifically through the debate technique in the classroom and debate competition. Here is their statement:

Respondent 1:

"Debate supported by the lecturer in my classroom as a strategy for learning to speak because the debate can give our knowledge and debate improved my speaking skill, especially in pronunciation"

Respondent 2: "Debate is supporting with my lecturer in the class and the lecturer is fun to play debate with us and I feel confident to speak and make my speaking skill improved"

Respondent 3: "The lecturer supported the debate in my class and I am so excited to join that how debate, I think it's to learn about speaking, to learn about debate same meaning you learn to speak"

Based on their following statement, the lecturer and students drew the advantages and showed that the debate improved their English skills, especially in speaking. Research has shown that EFL students' perceptions of debate can vary based on various factors such as language proficiency, cultural background, and individual learning preferences. Some students view debate as a valuable opportunity to actively engage in oral communication, practice English in a meaningful context, and develop critical thinking and argumentation skills. They perceive debate as a dynamic and interactive learning method that enhances vocabulary acquisition, fluency, and pronunciation. However, other students may hold apprehensions due to language barriers, fear of public speaking, or cultural norms that discourage open disagreement. They may view debate as intimidating or challenging, hindering their willingness to actively participate and express their opinions in a foreign language. Understanding these perceptions is crucial for educators in designing effective pedagogical approaches, providing necessary support, and creating a supportive learning environment that encourages EFL students to perceive debate as a valuable strategy for improving their speaking skills. Further research is needed to delve deeper into these perceptions and explore strategies to address potential challenges, promoting positive attitudes towards debate as a powerful tool for EFL speaking development.

Debate can be a valuable way to learn and improve speaking skills. Engaging in debates allows individuals to express their thoughts and opinions, construct persuasive arguments, and develop effective communication techniques. Based on the interview, the researcher asked 10 students how the debate improved their speaking skills, there are 3 students stated that the debate improved their vocabulary, grammar, and pronunciation.

Respondent 2: "When I deliver my argument, it improved my vocabulary, pronunciation, and grammar because debate covers it all"

Respondent 4: "debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary"

Respondent 5: "When I search the issue of the motion I found a lot of vocabulary then improved my grammar and give me a chance to practice a lot".

Based on the interview, 10 of the students state that debate improved their vocabulary, especially their academic vocabulary which related to the motion.

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Respondent 5: "When I search the issue of the motion I found a lot of vocabulary by scrolling the motion"

Respondent 4: "debate give me a chance to speak and then improved my vocabulary, from that I can get many new vocabularies very much because I need to speak"

Respondent 2: "When I deliver my argument, it improved my vocabulary, I remember easier the vocabulary I said". Based on the interview, 10 of the informants 4 students stated that their pronunciation improved for communication.

Respondent 1: "I felt my pronunciation improved by the debate because I speak too much"

Respondent 7: "Debate improved my pronunciation, especially for communication in public"

Respondent 8: "Debate improved my pronunciation because I have to speak up according to the motion"

Participating in debate techniques can greatly enhance students' speaking confidence. Through engaging in debates, students are exposed to a structured and competitive environment that encourages them to express their thoughts and ideas with clarity and conviction. The preparation and practice involved in debate enable students to develop strong speaking skills, including effective delivery, persuasive language, and the ability to think on their feet. As students research and gather evidence to support their arguments, they become more knowledgeable and well-informed, which in turn boosts their confidence in presenting their case. Additionally, the experience of defending their positions against opposing viewpoints during a debate helps students develop resilience and adaptability in their speaking abilities. Overall, the process of participating in debates empowers students to confidently communicate their perspectives, engage in intellectual discourse, and ultimately become more effective and persuasive speakers. The result from interviews showed that most of the students stated that their confidence in the classroom, taking a turn in speaking, conversation, and the public place has improved. Here is their statement:

The result from the interview showed that there were several challenges experienced by the students, especially as a strategy for speaking. Ten of the students gave various answers, here are their statements on the challenges of using the debate.

The finding of the interview showed that most of the students got challenges in structuring the argument. The argument is the most important in a debate, good quality and strong evidence and data from the argument are the power in debate to be the winner. Some of the students stated the most challenge in the debate was structuring the argument because it can affect other parts such as difficulties becoming the first speaker, giving some rebuttals, and lack of vocabulary. those challenges affect their speaking skill throughout the debate. Here are their statements:

The researcher sought information from the interviews on challenges students had when utilizing the debate technique as an approach to learning English, especially for speaking skills. As a result of the interview, 10 of students 4 students stated that they had difficulties becoming the first speaker in the debate because of the limitation of time to outline speech and sometimes got confused about what was going on in the debate. They said:

Respondent 4: "become the first speaker, because I am lacking vocabulary related to motion if we prepare motion"

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Respondent 5: "I think to become the first speaker, choosing a word and academic vocabulary...."

Respondent 7: "as the first speaker, because we have a limit time to prepare and arrange the argument"

Respondent 9: "become the first speaker is the hard part of debate because I must think fast for my argument that sometimes I got difficulties with it"

The result from the interview showed that some of the students had difficulties in delivering their argument because of choosing a suitable vocabulary. 6 of 10 informants stated they were difficult to choose a suitable word for the argument. Here is their statement:

Respondent 5: "I am so hard choosing words or academic vocabulary for my argument"

Respondent 10: "When I delivered the argument and structure argument lacked the vocabulary to speak and choose the academic word"

Based on the result of the interview, students' difficulties with the debate technique for speaking skills were becoming the first speaker, giving some rebuttals, and lack of vocabulary.

3. Students' difficulties in giving some rebuttals

Furthermore, the students stated they had an obstacle in giving some rebuttals and summaries because of their lack of vocabulary and difficulty to choose an academic word. The 10 of students, there were 8 students stated above. The students stated:

Respondent 2: "When I give some rebuttals and conclusion because I confused to hear my enemy"
Respondent 4: "When I deliver my argument and give some rebuttals"

Respondent 6: "I found it difficult when understanding the enemy and giving some rebuttals, I cannot understand my enemy sometimes because they speak faster and unclear arguments"

EFL (English as a Foreign Language) students' perceptions of using debate as a strategy for learning speaking skills can vary. Some students may view debate as an exciting and engaging way to practice their English communication skills. They appreciate the opportunity to express their opinions, engage in intellectual discourse, and develop critical thinking abilities in a structured setting. Debate allows them to apply their language knowledge actively, expand their vocabulary, and improve their fluency and pronunciation. However, other EFL students may find debate intimidating or overwhelming due to the pressure of speaking in a foreign language, the need to think quickly, or the challenge of constructing coherent arguments. They may feel anxious about making grammatical errors or struggle to understand and respond to their opponents effectively. Educators can address these concerns by creating a supportive and inclusive learning environment, providing ample practice opportunities, and scaffolding the debate process to gradually build students' confidence and skills. By addressing students' perceptions and needs, debate can serve as an effective and engaging strategy for EFL learners to enhance their speaking proficiency.

The research in this section aimed to investigate EFL students' perceptions of debate as a strategy for learning to speak. The questionnaire and interview results revealed varied students' perspectives on the debating technique. English debate is an excellent instrument for improving one's English speaking abilities. Participating in debates can help people enhance their language skills, critical thinking abilities, and public speaking abilities. It is in line with the previous

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research conducted by Zare et al, which proved that the debate can enhance students' ability in language skills, nevertheless, in speaking skills.ⁱⁱⁱ The research found that debate enhanced their speaking aspect abilities student's perception toward the debate such as pronunciation, grammar, vocabulary, and confidence.

CONCLUSION

Based on the finding and discussion, it can be inferred that students' perceptions on the use of debate as a strategy for learning to speak showed responses, indicating that debate improved students' speaking skills. It can be concluded:

The EFL students showed a positive perception on the use of debate as a strategy in learning speaking. English debate can be a useful approach for improving student pronunciation, grammar, and vocabulary in speaking abilities. It allows students to improve their English language abilities, such as critical thinking, communication, and discussion. Debating encourages students to actively participate, listen, and answer their peers, which helps them improve their fluency and pronunciation. Moreover, English debate is an effective learning approach that can help students develop their speaking skill. Furthermore, there were several challenges intended on the use of debate as a strategy in learning speaking. The most challenge was in structuring the argument to speak. Furthermore, several challenges that need to be addressed include the students have difficulties giving some rebuttals, becoming the first speaker, and lack of vocabulary related to the motion. Despite these challenges, debates can still be a valuable strategy for learning speaking skill by providing a supportive and inclusive learning environment.

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PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

Division of Guilford Publications, Inc. 370 Seventh Avenue, Suite 1200, New York, NY 10001 www.guilford.com.

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