

TEACHERS' & STUDENTS' PERCEPTIONS ON THE IMPLEMENTATION OF THE ENGLISH DEBATE TRAININGS IN A VOCATIONAL HIGH SCHOOL IN SURABAYA

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Abstract

Globalization era demands the people, especially Indonesian people, to communicate effectively, critically, and confidently. Competition in getting the best job requires those aspects to be acquired by the employees. As a foreign language, English in Indonesia is not used intensively by the people; it makes its people getting more difficulty in competing against foreigners who investing their money in Indonesia. This particular condition makes the teachers, especially English teachers, need to be aware of the importance of English speaking skills in order to prepare the students to face the globalization era. One of the ways to encourage the students to speak English more is by creating an activity which requires them to speak more often during the learning process in the classroom. Debate is believed to be one of the ways to improve students' English speaking skills, speaking fluency, critical thinking, and awareness of the issues happening in the society. The purpose of this study is to compile the perceptions of both English teachers and students of "X" Vocational School via questionnaires about the implementation of the English debate trainings which had been done. The result of this study reveals that both the English teachers and the students believed that debate helped them in improving the students' English speaking skills, speaking fluency, and critical thinking. Additionally, debate helped the students to aware of their society, especially in the terms of the issues happening in the society and its connection with the social life. However, it remains to be seen that the next researchers of this study need to realize the importance of using debate as one of the strategies to encourage the students to be more active in English speaking and more critical in thinking. There should be further experiments in order to get the information whether debate can be an effective way to help Indonesian's young generations to flourish in the globalization era.

Keywords: perceptions, implementation, debate.

Background of the Problem

In Indonesia, English is one of the subjects which students must learn during their studies. Nowadays, many of elementary schools have provided English as a subject to be learned by the students. Yet, Indonesian people do not use English as their second language. In the learning process in schools, teachers accommodate the subject using TEFL (Teaching English as Foreign Language) methods. TEFL consists of many methods which can be used to teach English to students interestingly to accommodate all of the English skills (speaking, writing, listening, and reading).

As cited from Scott (2008), speaking is a skill and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is interactive and requires the ability to cooperate in the management of speaking turns. Previously, the writer has given his opinion, stating that many elementary schools have provided English as a subject to be learned. It can be said that Indonesian students has already gotten English during their early study period. However, as they are growing up, many of them are not able to speak English fluently and correctly. The goal of foreign language teaching is communicative ability, which means that the teaching speaking must be increased in order to reach the goal of the foreign language learning. This can be said that the Indonesian English teacher needs to figure out a way on how to improve the students' speaking skills during the learning processes in the classroom.

In this modern era, English speaking skills is an important thing to obtain. Speakers need to communicate through oral expression to gain more information efficiently. In the learning process in school, getting the students to speak more sometimes can be easy when the teachers give those interesting activities and tasks. In this case, debate is one of the interesting activities and tasks which should be implemented by the English teachers to their students.

As we all know that we live in a modern era nowadays which means there will be a “competition” for Indonesian people to show what they have to the world. It is rumored that there will be *AEC (ASEAN Economic Community)* in the near future. AEC is a community of countries in south-east Asia which are united in ASEAN to integrate the economical issue in order to create a free market trades among them. In order to prepare the Indonesian young generations to face AEC, teachers are demanded to be able to help the students in terms of

English speaking fluency, critical thinking, effective communication skill, etc. Gokhale (1995) in Scott (2008) says that employers value employees who can solve complex problems, communicate effectively, and think critically. These 3 things might be lacking from Indonesian students nowadays since almost all of the teachers teach the students in a passive way which leads them into passive learners. Debate should be able to help teachers in teaching the students to become active learners in the class because the topics are tied to the recent events and the students are allowed to analyze a topic critically while practicing other skills such as writing, reading, and also listening. The point of having a debate is to speak out and listen to different kinds of thoughts and also arguments, then in the end to give respect to others' opinions. The writer believes that debate was a new thing for the students of a private vocational school, thus, it will be important to learn what the English teachers' and students' perceptions are.

This study is held in order to figure out the function of the debate for both English teachers and students. On the other hand, this study can help the school in arranging debate activities for the students in order to prepare them to face the competitions or even the challenge appears in the Job Training. The writer believes that there are many benefits which can be earned from debate itself, such as wider knowledge, critical thinking, gaining confidence, and also the ability to speak in public. Based on those benefits, the writer thinks that it will be a good thing to know how the students and the English teachers think about the English debate training. Then, the result of this study is expected to contribute to the improvement of the students' English speaking skills and their critical thinking over the issues happening in their society. Furthermore, the result of this study should be able to help the particular school to realize the importance of acquiring good English speaking skill.

Theories about English Debate

Mita et al (2006) in Ramirez (2010) describe in their study that due to their culture, Asian students are sometimes characterized as passive, introverted, unmotivated, inactive and unresponsive in the classroom. This can be seen that there should be a solution in handling such students in the class and teachers need to know that the students need a stimulation in order to communicate actively with a curriculum which addressing the needs of the students.

According to Karahan (2007) as quoted by Ramirez (2010) in his thesis, students' attitude towards foreign language learning vary depending on their feeling towards the target language, culture, exposure, and the difficulty of it. Then, he further explains in the next quote:

Language attitudes' are the expressions of positive and negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. (p. 2)

Based on that particular statement, we all can see the importance of creating conducive learning process situation in order to motivate the students to speak actively in the classroom activities. From this point of view, the writer believes that debate may offer many advantages in creating communicative activities, and improving students' speaking skills. A conducive and supportive situation in the classroom needs to be built in order to give the students the experience of communicative learning activities in the classroom, especially for EFL students.

Scott (2008), in her study, emphasizes that in this modern era, many of the employers are valuing the employees who can solve complex problems, communicate effectively, and think critically. She also states that the function of higher education is to teach students to think more. However, it is stated in her study that many of the businessmen and businesswomen have concerned with the students' ability to integrate competencies such as teamwork, communication, and presentation skills with critical thinking. Furthermore, she believes that debate as a teaching tool, should have a place in pedagogical methods since it allows the students to gain critical thinking through arguments investigation, engaging in research, gathering information, analyzing, assessing arguments, questioning assumptions, and demonstrating interpersonal skills. The purpose of her study was to help the students in increasing their communication and critical thinking skills. Scott (2008) uses questionnaire in accommodating her study. In her discussion of the study, she concludes that most of the students who joined the debate were highly satisfied with the debate process and felt that the debate increased their critical thinking skills. Based on that result, the writer believes that the debate trainings which were held in X Vocational High School would have a similar result.

Broadly speaking, 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 (Akerman & Neale, 2011). Although traditional pedagogical techniques such as lectures

and examinations center on knowledge acquisition, debates in the classroom can effectively facilitate critical thinking (Roy & Macchiette, 2005) as quoted by Scott (2008). This can be seen that debate has a relationship with critical thinking which can be important tools for the students to face the AEC in the near future. Debate can be useful to improve the students' awareness of the function of acquiring English as one of their languages because it provides chances for them to deepen their critical thinking, look for information about an issue, questioning the oppositions' arguments, and also show their interpersonal skills.

There are 3 kinds of English debating system which are commonly used in the competitions, they are: Australasian Parliamentary System, Asian Parliamentary System, and British Parliamentary System. However, for Senior High School Level, it is rare to use British Parliamentary System in an English Debate competition. The most common systems which are used in a competition are Australasian Parliamentary System and Asian Parliamentary System. Basically, both of those systems are similar one to another, yet there is only 1 different thing distinguishes them, that is Points of Information (POI). POI is an objection delivered by the opposing team during the speech of a speaker in the debate, it can be a clarification, a question, a challenge to prove, or even a rebuttal to the speaker's arguments. POI is used in Asian Parliamentary System. Both Australasian and Asian Parliamentary System consist of 3 members for each participating team and there is a reply speech as the overview of the debate which is delivered by either the 1st or the 2nd speaker of the team.

According to Muhammadin (2012) in his book of Jogja Debating forum, Indonesian Debating Championships uses Asian Parliamentary debate format as follows:

1. There are 2 teams debating, each consists of 3 (three) debaters who would be 1st, 2nd and 3rd speakers of the team.
2. One team shall be the Government/Affirmative side – the side agreeing with the motion, the other team shall be the Opposition/Negative side – the side disagreeing with the motion.
3. Each speaker will deliver a substantial speech of 7 (seven) minutes and 20 seconds in duration, with the affirmative going first. Afterwards, either the 1st or 2nd speaker on both sides will deliver the reply speeches of 4 (four) minutes and 20 seconds in duration, with the negative going first.

4. Thus, the complete order of speaking during a debate is as follows:

- 1st Affirmative
- 1st Negative
- 2nd Affirmative
- 2nd Negative
- 3rd Affirmative
- 3rd Negative
- Negative Reply speech
- Affirmative Reply speech

5. In a substantive speech, members of the opposing team are allowed to give an interruption, called Points of Information (POI), to the speaker delivering the speech. POIs may be delivered between the 1st and 6th minute of the 7-minute-speech. No POIs are allowed in a reply speech.

The speaker has full authority to accept or reject a POI.

6. A time keeper shall signal the time. There will be one knock at the end of the 1st and 6th minutes, to signal the starting and ending times for POI. And two knocks at the 7th minute to signal that delivery time for the speech has ended.

Any debater ending their speech before the second knock will be considered under-time and his/her points could be reduced. Any debater speaking after 7 minutes and 20 seconds shall be considered overtime and his/her points could be reduced as well.

7. For reply speeches, there will be one knock at the 3rd minute, to signal that delivery time is almost over, and two knocks at the 4th minute.

8. Every debate shall be judged by an odd number of judges and only the judges shall decide who wins the debate (there is no draw in the result of a debate).

9. In Indonesia, usually teams are given 30 minutes preparation time after the motion is released and before the debate begins. During this preparation time, teams are not allowed to get help from any laptops, hand phones, friends, and lecturers or teachers.

As quoted by Scott (2008), Halpern (1996) characterizes critical thinking as the use of cognitive skills or strategies to increase the probability of a desirable outcome. It involves evaluating reasoning and factors considered in making decisions. Paul & Elder (2006) in Sophia Scott's (2008) journal states a well-cultivated thinker solves a complex problem by raising vital

questions, gathering relevant information, determining findings, and communicating effectively. Based on those thoughts from the previous studies, the writer can say that debate consists of many complex things including analyzing, critical thinking, listening skills, problem solving, reasoning, questioning, and also defending arguments.

Regardless of what critical thinking definition is, it is clearly seen that our young generations need to be critical in thinking over an issue. It is also crucial to realize the importance of the ability to analyze information and to communicate the knowledge effectively to the society.

As a matter of fact, the strongest argument for a relationship between debate activities and critical thinking is made in a meta-analysis of 19 studies, which concludes that training in communication skills measurably improves participants' critical thinking (Allen *et al.* 1999) as quoted by Akerman & Neale (2011). Taking a look on what recently happens in this complexity of modern life, it is really important for our young generations, especially Indonesian's young generations to develop their ability to think critically. It might not be seen yet nowadays, from the existence of debate activities, it can be said that debate can contribute not only in educational section, but also a further range which develops individual's confidence to face the challenges in life.

English Debate in High School Level in Indonesia

Nowadays in Indonesia, there are many English debate competitions held by either private institutions or public institutions. These debate competitions start from High School level up to University level and to the Open Class debate competitions. Based on the writer's experiences in joining English debate competitions, these debate competitions are distinguished into Regional Level, National Level, and International Level or World Debate Competition. In this paper, the writer will talk more on how the debate has been done in High School level in Indonesia.

In regional level of senior high school English debate competitions, there are several competitions which are considered as "prestigious" in Indonesia, they are National Senior high Debating Competition (NSDC) regional selection held by the Ministry of Education annually, Senior high English Debate Competition (SEDC) held by public institution, etc. While in the

national level, there are NSDC national selection, Aku Untuk Indonesiaku (AUI) held by a private university, Canadian English Course (CEC) English Debate Competition, etc.

As we all can see, there are many English debate competitions held in Indonesia for Senior high school students which reflect the urgency of debate itself in the teaching method in the school. Indonesia government especially those who are in the Ministry of Education realize the importance of debate for senior high school students. What makes English debate competition important is that by debating especially in English it will indirectly encourage the students to face the globalization era. As Indonesian people, we need to put an eye on how our young generation grow and build this country into a better future. Many aspects are growing by implementing English debate in the teaching method such as students' critical thinking, students' knowledge about the world, students' confidence in presenting an argument, students' fluency in English speaking, etc. Those aspects will help the students to become a good young generation in the future which means that Indonesia can be one or two steps ahead in the future. Not to forget the function of teachers in preparing them with skills such as communication skills, presentation skills, critical thinking skills, and give respect to others' opinions.

English Debate in “X” Vocational High School

This study took place in a private vocational school in Surabaya (later will be called as “X” school). This school was the place where the writer did his internship of teaching practice in order to fulfill the requirements for the graduation. The writer simply believes that there are no students that are unable to learn English. Based on what the writer experienced during his internship in “X” school, the writer realized a very basic different thing between vocational students and senior high school students in the terms of curriculum. It remains to be seen in our society that vocational school is worse than senior high school; however, the writer argues that with a different curriculum, there will be different result. As far as the writer concerns, vocational school students are more likely to behave more active than senior high schools students do. During his internship, the writer was asked by his mentor to help the school in preparing the student in order to join an English debate competition which was held by Canadian English Course (CEC) in October 2015. In this particular school, English debate is a rare thing to join, which is why there is no English debate courses in its extra-curricular activities. English debate training in this school is held accidentally whenever the school decides to send its

students to an English debate competition, and then there will be training for the students. The debate trainings took almost a month starting from September 2015 until October 2015. It took several meetings before the participants clearly understood the material delivered by the writer. It is understandable, since debate is a whole new thing for the students. The writer was impressed by their enthusiasm in joining the debate trainings. There were 10 students from grade X, XI, and XII who had joined the selection which later would eliminate 4 students.

As stated previously, in Indonesia, there are 3 types of English debate parliamentary system which are usually used in competitions, they are: Australasian parliamentary system, Asian parliamentary system, and British parliamentary system. Yet, since the competition that the students of “X” school joined using the Asian parliamentary system, the writer taught the students based on it.

Firstly, the writer gave a brief explanation about what debate was, how to debate, the rules of the debate, the adjudication system in debate, and also how to create an argument over an issue of the debate. There were 10 students who followed the debate training for selection sessions. Then after that, it was compressed into just 6 students who were sent to the competition.

Since those 10 students were new in debate, during the early meetings of the debate selection they spoke under-time. Most of them spoke in about 2-3 and half minutes which was actually needed to be improved later during the selection and also the trainings. The writer was glad to happen to teach them about English debate because all of the students who joined either the selection or the training were enthusiastic. They asked the writer almost all of the things about how to debate in a good way. The writer answered their questions according to his experiences in joining English debate competition in his college period.

When it comes to the prepared motions provided by the committee of the competition, the writer gave the students an explanation on how the affirmative and the negative side of the house should argue. The writer also gave the students the recent information about the motion that happened in the society. The students seemed to be able to get what the writer was talking about.

The writer used the adjudication points in determining which of those students would be eliminated. There are 3 major points used to select the best 6 students to participate in the English debate competition, they are Matter, Manner, and Method. In determining the selection, Matter takes the first place including the content of the speech, the substantive arguments, and timing of the speech and the understanding of the issue. Another major point is Manner. In debating, how the students react to the oppositions' arguments is very important, it includes the stability of the emotion and the way on how the students behave in delivering their arguments in the speech. Lastly, the Method. It includes the structure of the speech, the role of the speakers, and the consistency of the speech during the debate. Based on those criteria, the writer selected 6 out of 10 students to be prepared for the English debate competition. It was difficult for the writer to select the 6 participants since all of the students did well during the debate trainings.

After the selection, the writer and his partner in their internship of teaching practice intensified the coaching by drilling the students. The writer asked the students to debate over the prepared motions and gave them the verbal adjudication after every session of the debate training. The writer believed that there was an improvement in the terms of speaking fluency and also the allocated time in their speech. The students were also getting to be more critical in thinking and more expressive in delivering their arguments during the debate trainings. It was a good thing for the writer because he was able to see by himself how the students were growing both in their speaking skills and also critical thinking.

Method

In getting the data, the writer used questionnaire in order to know what the teachers' and students' perceptions are. The writer planned to have 10 students and 2 English teachers from "X" Vocational High School as his respondents for the questionnaire. Those 10 students (3 students from 10th grade, 4 students from 11th grade, and 3 students from 12th grade) are the ones who joined the English debate trainings as a preparation for CEC (Canadian English Course) English Debate Competition while the 2 English teachers are the teachers who are teaching in the class of those 10 students. T1 is responsible in teaching the 11th grade and T2 is responsible in teaching the 10th and 12th grade. The writer asked those 10 students and 2 English teachers to help him in answering the questionnaires. However, since there are many of the students have already been in holiday and they went back to their hometown, the writer decided to accommodate the questionnaire via email. So, the writer sent some of the respondents an email

containing the questionnaire. One of the teachers (T1) is in his early 60's. He was one of the managers in an airplane company. In this "X" school, he is the teacher for Tourism Productive and English subject. He has been teaching there for tens of years since he was the one of the founders of Tourism Department in the "X" School. And another English teacher (T2), he is in his late 40's and he was the writer's tutor during his internship of teaching practice period in the particular school. It was good to see the responds from the students because the writer was able to get the entire questionnaire from the students. The students are from various level, 3 students are from XII grade, 4 students are from XI grade, and another 3 students are from X grade.

Finding and Discussion

Result from the students

The questionnaires for the student consists of 19 questions using a four-point of scale (strongly disagree, disagree, agree, and strongly agree).

Based on the result of the questionnaire, the writer finds several interesting things to discuss in this paper. Firstly, the materials which were given to the students during the English debate trainings. There is no significant problem in the terms of giving the materials to the students. All of the respondents agreed that the materials were appropriate to the prepared motions provided by the committee of the competition (100%). Then, most of the respondents agreed to say that the materials were relevant to the social life in the society (90%) and they also understood about the materials given by the writer as their tutor in the English debate trainings (90%).

Then, the writer asked the respondents about the tutors in his questionnaire. The response was good enough since 80% of them agreed that the tutors had already given all the knowledge about the English debate. Moreover, all of the respondents also agreed to say that during the English debate trainings, the tutors gave them a relevant examples and materials. Then, the writer asked them about how the tutors gave them the verbal adjudication during the trainings. 90% of the respondents saying that they felt the tutors gave them a fair adjudication during the trainings.

As we all can see, 60% of the respondents said that they disagree to strongly disagree that the time given for the English debate trainings were already enough. According to that particular result, the writer can say that more than half of the students would like to have more time for the

English debate trainings in the “X” Vocational High School. However, it remains to be seen that there was a problem during the trainings which made the respondents thought that the time was not used effectively to do the trainings. 70% of the respondents disagree to say that during the trainings, the time was used effectively. There were many things happened during the English debate trainings as the preparation for CEC English Debate Competition, such as the practicum done by teachers, quizzes from teachers, suffering from an illness, etc. Mostly, those kinds of things made the writer needed to think more on how to train the students when their teams were incomplete. Then, almost all of the respondents (80%) said that the time for the debate trainings disturbed their study in the “X” school. The allocated time for the trainings is needed to be improved. The English debate trainings were held during the learning processes in the classroom which made the respondents were quite left behind in terms of the lessons they got in the classroom. The English teacher had no choice but to put the trainings in the middle of learning process in the classroom at that time because there was not enough time to prepare the students to compete.

Then, let us discuss about the advantages that the students got from the English debate trainings. As we all can see in the table in the appendices, many of the students saying that they experienced many advantages or benefits from the debate trainings, starting from earning critical-thinking skills, fluency in speaking, gaining confidence to do public speaking, getting more knowledge about what happens in the society recently, etc. Based on this statistics, we all can see that debate can help the students in improving their skills and knowledge. Debate as a tool in teaching allows the students to become more active in the learning process. On the other hand, it also allowed the students to show different stage of critical-thinking, different thoughts over an issue, and different way of analyzing an issue. By accommodating debate in the teaching strategy, students can learn how to argue in a correct way, how to listen to others’ during the speech, how to analyze others’ arguments, and most importantly, how to respect others’ opinions or thoughts.

Result from the teachers

On the other hand, the writer did not only ask the students about their perception on the implementation of the English debate trainings, but the writer also asked the teachers about their perceptions. Based on the data which the writer has, he wants to acknowledge several things to be discussed. Firstly, about the experience of joining English debate trainings before the writer

trained the students, both of the teachers said that they have ever had the experience of joining English debate trainings in the past. And they also agreed (100%) that English debate is needed in order to make the students able to express their inspiration using English and to make them able to produce a quality in debating in the future. Furthermore, all of them said that the school needs to put debate as one of the extra-curricular subject, in order to make the students become more fluent in speaking English. Then, these teachers also agreed on several things, such as debate is useful to make the students become more active in speaking English, debate can make the students become more critical in thinking, debate is helpful in making the students become more fluent in English speaking.

However, not all of these teachers agreed to say that the tutors, the writer and his friend, have given their best effort in training the students. This is actually the thing that makes interesting. During the English debate trainings, both of the teachers did not accompany the writer as the tutor in all of the sessions. It might become a different personal opinion on how to measure the effort done by the tutors. This might be true, commemorating the fact that neither of the teams sent to the competition succeeded to break into the next round of the competition.

Another different opinion appears as not all of the teachers agreed to say that they want to be able to give English debate trainings independently. One of them agreed because debate is needed to improve students' English speaking fluency, while the other one said that he does not have the time to give the trainings independently.

It still remains to be seen that both of the teachers have different opinions in terms of the allocation time for the English debate trainings. T1 disagreed to say that the time for the trainings was already enough, while T2 agreed to say that it was already enough for the students to have the English debate trainings. Additionally, these English teachers said differently about whether the time for the trainings disturbed the learning process in the classroom. The students were called to have the English debate trainings almost in every single day at school. However, not all of the students were able to attend the trainings because they had to do practicum, quizzes, examination, etc.

Conclusion

These debate trainings did bring a positive impact to the students which made the writer believes that this particular strategy can be done as one of the classroom activities in learning English. Moreover, debate can help the students to become more sensitive about the environment

or society since they will be more critical in thinking. According to the result, we can simply imagine if the students in the classroom can get the same advantages or benefits of the debate implementation, then our young generation will be able to face globalization era easier.

As we all can see in the recapitulation of both questionnaires for the students and the teachers in the appendices, there are several things which can be talked further. Both the teachers and students agreed to say that debate has the function of encouraging the students to become more active in English speaking, more critical in thinking, and more fluent in English speaking. Yet, the problem faced by the teachers in accommodating the debate in the school remains to be in the allocated time. The students and the teachers said that they did not have enough time to have more English debate training in the school. And more importantly, the trainings held as the preparation for the English debate competition were believed to disturb the schedule of the learning processes both in the classroom or in the school activity.

However, there is still a hope that English debate training can be held in the school because after taking a look at the recapitulation in the appendices, we all can see that they want to have it. Based on what T1 said, it will be good to have an English debate training in the English Club activity, which means that this particular teacher realizes the importance of the English debate training in order to improve the students' speaking skills.

Those students and one of the teachers agreed to say that the tutors gave a relevant issue in the society. And they believed that the tutors had already given all of the knowledge to the students.

In the questionnaire for the teachers, we all can see the agreement between both teachers saying that English debate trainings need to be done as one of the classroom activities during the learning process. Furthermore, both of them agreed that English debate trainings should be held as one of the extra-curricular activities in the school.

Suggestion

During the study, the writer felt that there were some things which are needed to be improved. The writer thought that there would be some corrections and further experiments in order to get more detailed data for the study. Firstly, in this particular study, the writer thought that the particular school should have realized the potential of its students. Many of the students have a good fighting spirit to join competitions like English debate, Mandarin competition, Tourism competition, etc. The writer also believes that there should be facilitations to

accommodate the students especially English debate, because English debate is important to develop the students' critical thinking, ideas, and helping the students to respect others' opinions. The writer has given the urgency of creating an English debate courses in the particular school in his background of the problem, stating that AEC is coming to Indonesia which will require our young generations to be able to compete with foreign investors. On the other hand, with the existence of AEC, it means that English should become one of the major subjects to teach in the school.

Additionally, the writer would like to suggest the particular school to help the teachers, especially English teachers, in teaching the debate by themselves. During the writer's internship period, the writer found that the English teachers were pretty busy with their own stuff which made those teachers were unable to come to the English debate trainings. This can be an important point to notice, because the existence of the English teachers during the English debate trainings will actually support the mental of the students. Furthermore, the particular school should send those English teachers to attend English debate trainings in order to get the knowledge about how to do the debate in a correct way and to realize the importance of teaching English debate in the classroom during the learning process.

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Appendixes

Appendix 1 The recapitulation of the questionnaire for the students

Appendix 2 The recapitulation of the questionnaire for the teachers

Appendix 1

QUESTIONNAIRE – RECAPITULATION (Students)

Percentage of the results.

No	Pernyataan	STS	TS	S	SS
<i>Material given / Pemberian materi</i>					
1	Saya merasa bahwa materi yang diberikan telah sesuai dengan yang telah disiapkan oleh panitia lomba			7 = 70%	3 = 30%
2	Saya merasa bahwa materi yang diberikan sangat membantu saya dalam mempersiapkan diri sebelum lomba		1 = 10%	6 = 60%	3 = 30%
3	Saya merasa bahwa materi yang diberikan relevan dengan kehidupan sosial yang terjadi di lingkungan masyarakat		1 = 10%	6 = 60%	3 = 30%
4	Saya merasa paham dengan materi debat berbahasa Inggris yang diberikan selama latihan		1 = 10%	5 = 50%	4 = 40%
<i>Tutors / Pengajar</i>					
5	Saya merasa bahwa tim pengajar telah memberikan semua pengetahuan mengenai debat berbahasa Inggris		2 = 20%	5 = 50%	3 = 30%
6	Saya merasa bahwa tim pengajar telah membantu dalam banyak hal, baik selama latihan ataupun sesudah perlombaan		2 = 20%	4 = 40%	4 = 40%
7	Saya merasa bahwa tim pengajar memberikan contoh serta materi yang relevan terhadap hal berdebat dalam berbahasa Inggris			4 = 40%	6 = 60%
8	Saya merasa bahwa tim pengajar memperlakukan partisipan secara adil dalam memberikan adjudikasi selama latihan		1 = 10%	5 = 50%	4 = 40%
<i>Time allocation / Alokasi waktu</i>					
9	Saya merasa waktu yang diberikan telah cukup	2 = 20%	4 = 40%	3 = 30%	1 = 10%
10	Saya merasa bahwa waktu berlatih telah digunakan dengan sebaik-baiknya untuk melatih		7 = 70%	1 = 10%	2 = 20%
11	Saya merasa bahwa waktu yang diberikan tidak mengganggu jadwal kegiatan di sekolah	3 = 30%	5 = 50%		2 = 20%

Advantages / Keuntungan

12	Melalui debat, saya lebih memahami fenomena sosial yang terjadi di masyarakat	1 = 10%	1 = 10%	5 = 50%	3 = 30%
13	Setelah mengikuti pelatihan debat berbahasa Inggris, saya mendapatkan ilmu pengetahuan lebih banyak dengan mengikuti latihan debat berbahasa Inggris		1 = 10%	4 = 40%	5 = 50%
14	Setelah mengikuti pelatihan debat berbahasa Inggris, saya dapat menerapkan ilmu berkomunikasi dalam berdebat ke dalam kehidupan sehari-hari		2 = 20%	3 = 30%	5 = 50%
15	Setelah mengikuti pelatihan debat berbahasa Inggris, saya merasa Speaking skills dalam berbahasa Inggris mengalami kemajuan setelah mengikuti latihan serta lomba debat berbahasa Inggris		2 = 20%	5 = 50%	3 = 30%
16	Setelah mengikuti pelatihan debat berbahasa Inggris, saya belajar untuk memiliki cara berpikir yang kritis dalam kehidupan sehari-hari	1 = 10%	1 = 10%	2 = 20%	6 = 60%
17	Setelah mengikuti pelatihan debat berbahasa Inggris, saya merasa lebih percaya diri dalam berbicara di hadapan publik atau di dalam sebuah forum		2 = 20%	2 = 20%	6 = 60%
18	Setelah mengikuti pelatihan debat berbahasa Inggris, saya merasa bahwa saya dapat berbicara dalam bahasa Inggris lebih lancar setelah mengikuti latihan debat bahasa Inggris dan lomba bahasa Inggris		1 = 10%	6 = 60%	3 = 30%
19	Setelah mengikuti pelatihan debat berbahasa Inggris, saya mendapatkan pengetahuan mengenai bagaimana menganalisa argumen serta mempertahankan argumen		1 = 10%	6 = 60%	3 = 30%

Appendix 2

QUESTIONNAIRE – RECAPITULATION. (Teachers)

Lingkarilah (o) jawaban anda pada angka yang tersedia.

1 = sangat setuju

3 = tidak setuju

2 = setuju

4 = sangat tidak setuju

1. Apakah anda pernah mengikuti pelatihan debat berbahasa Inggris sebelumnya?

Ya (100%)

Tidak

2. Apakah anda merasa bahwa debat berbahasa Inggris diperlukan dalam kegiatan belajar-mengajar di dalam kelas?

1 (50%)

2 (50%)

3

4

Sebutkan alasan anda:

Agar siswa mampu untuk mengungkapkan inspirasi dalam bahasa Inggris serta melatih diri untuk debat bermutu nantinya.

3. Apakah anda merasa bahwa debat berbahasa Inggris perlu diadakan sebagai salah satu kegiatan ekstra kurikuler di sekolah?

1

2 (100%)

3

4

Sebutkan alasan anda:

Bersamaan dengan English Club dan agar siswa dapt menambah kemampuan dalam berbahasa Inggris, khususnya dalam percakapan.

4. Apakah anda merasa bahwa debat berbahasa Inggris dapat membantu siswa untuk lebih aktif dalam berbicara bahasa Inggris?

1 (50%)

2 (50%)

3

4

5. Menurut anda, apakah siswa peserta latihan debat bahasa Inggris mampu untuk menerapkan pola berpikir kritis setelah mengikuti latihan debat berbahasa Inggris?

1 (50%)

2 (50%)

3

4

6. Menurut anda, apakah siswa peserta latihan debat berbahasa Inggris menunjukkan perkembangan dalam kelancaran berbicara bahasa Inggris?

1 (100%)

2

3

4

7. Menurut anda, apakah tim pengajar telah melatih para siswa peserta dengan sebaik-baiknya?

1 2 (50%) 3 (50%) 4

8. Apakah anda ingin untuk dapat melatih debat berbahasa Inggris di sekolah secara mandiri?

1 2 (50%) 3 (50%) 4

Sebutkan alasan anda:

Mengingat waktu yang tidak mencukupi dan karena debat dibutuhkan untuk memperlancar berbicara.

9. Apakah anda merasa bahwa tim pengajar telah memberikan seluruh pengetahuan mengenai debat berbahasa Inggris kepada siswa peserta latihan?

1 2 (50%) 3 (50%) 4

10. Apakah anda merasa bahwa materi debat berbahasa Inggris relevan terhadap isu-isu yang tengah terjadi di masyarakat?

1 (50%) 2 (50%) 3 4

11. Menurut anda, apakah waktu yang diberikan untuk memberikan pelatihan kepada siswa peserta telah cukup?

1 2 (50%) 3 (50%) 4

12. Apakah waktu yang digunakan untuk pelatihan debat berbahasa Inggris mengganggu kegiatan belajar-mengajar di sekolah?

1 2 (50%) 3 (50%) 4

