

**THE ENGLISH DEPARTMENT STUDENTS' PERCEPTION
OF DEBATE AS A SPEAKING ACTIVITY IN SPEAKING III
COURSE**

A THESIS



By:

Magdalena Citra Firdaus (1213014006)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

APRIL 2018

APPROVAL SHEET

(I)

This thesis entitled The English Department Students' Perception of Debate as A Speaking Activity in Speaking III Course prepared and submitted by Magdalena Citra Firdaus – 1213014006 has been approved to be examined by the Thesis Board of Examiners.



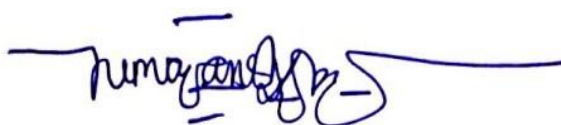
(Dr. V. Luluk Prijambodo, M.Pd.)

Thesis Advisor

APPROVAL SHEET

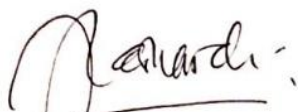
(2)

This thesis has been examined by the committee on oral examination with the grade of ____ on June 6th 2018.



Drs. B. Himawan Setyo Wibowo, M.Hum

Chairperson



Johannes L. Taloko, M.Sc.

Secretary



Dr. V. Luluk Prijambodo, M.Pd.

Member

Approved by:



Dr. V. Luluk Prijambodo, M.Pd.

Dean

Faculty of Teacher Training and
Education



Lily Rully Winarlim, M.Sc.

Head

English Education Study Program

SURAT PERNYATAAN

Bersama ini saya:

Nama : MAGDALENA CITRA FIRDAUS

Nomor Pokok : 1213 014006

Program Studi: Pendidikan BAHASA INGGRIS

Jurusan : Pendidikan BAHASA DAN SENI

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:
THE ENGLISH DEPARTMENT STUDENTS PERCEPTION OF DEBATE AS A SPEAKING
ACTIVITY IN SPEAKING III COURSE

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 30 Mei 2018


Yang membuat pernyataan,



MAGDALENA CITRA FIRDAUS

Mengetahui:

Dosen Pembimbing I/Tunggal,


Dr. V. Lalitha Priyambodo, M.pd
NIK. 121.90.041

Dosen Pembimbing II,

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : MAGDALENA CITRA FIRDANS
Nomor Pokok : 1213014006
Program Studi Pendidikan : BAHASA INGGRIS
Jurusan : BAHASA DAN SENI
Fakultas : KEGURUAN DAN ILMU PENDIDIKAN
Tanggal Lulus : 06 JUNI 2018

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

THE ENGLISH DEPARTMENT STUDENTS' PERCEPTION OF
DEBATE AS A SPEAKING ACTIVITY IN SPEAKING (II) COURSE

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 28 JUNI 2018

Yang menyatakan.



MAGDALENA CITRA F.
NRP. 1213014006

ACKNOWLEDGEMENT

Firstly, I would like to thank God for the blessings and grace so that I was able to do this research well from the beginning until the end. Besides, I would also like to thank people who have given me infinite support. My sincere gratefulness goes to:

1. Dr. V. Luluk Prijambodo, M.Pd., as the advisor of this research, for his time, constructive advices, sincere guidance, endless support, and suggestions that really helped me construct this research well.
2. The researcher's parents and sister for their endless support and prayer given to me so that I could finish the thesis on time.
3. All respondents, especially the English Department of Widya Mandala Catholic University students from batch 2015 for their participation in filling out the questionnaire and doing the interview in their busy time.
4. Gabriella, my classmate, for her genuine willingness to help me look for the respondents' contact number so that I could ask them to fill out the questionnaire.
5. My best friends (Malta, Meydina, Yuri, Dikta, Vania) for listening to her worries, helping me on some difficult aspects in this research, giving some suggestions for my research, and giving endless support for me.
6. All my other friends and acquaintances for helping me finish this research.

Surabaya, April 2018

The Writer

TABLE OF CONTENTS

Approval Sheet	ii
Acknowledgement	vi
Table of Contents	vii
List of Tables	xi
List of Pictures	xiii
List of Appendices	xiv
Abstract	xv

Chapter I: Introduction

1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 The Objective of the Study	4
1.4 The Significance of the Study	5
1.5 Theoretical Framework	5
1.6 Scope and Limitation	5
1.7 Assumption	6
1.8 Definition of Key Term	6
1.9 Organization of the Study	7

Chapter II: Review of Related Literature

2.1 Speaking	8
2.2 Debate	12

2.2.1 Advantages of Debate	14
2.2.2 Debating System	14
2.2.2.1 Roles	15
2.2.2.1.1 Debaters	15
2.2.2.1.2 Adjudicators	17
2.2.2.1.3 Chair Person.....	21
2.2.2.1.4 Time Keeper	22
2.2.2.2 Formation.....	23
2.2.2.3 Order of Speaking	23
2.3 Speaking III Course in English Department of WMCUS	24
2.3.1 The Syllabus of Speaking III Course	25
2.3.2 Debate in Speaking III Course	26
2.4 Perception	27
2.4.1 The Bottom-Up Theory of Perception	27
2.4.2 The Top-Down Theory of Perception	28
2.5 Questionnaire	29
2.5.1 Advantages of Questionnaire	35
2.5.2 Disadvantages of Questionnaire	35
2.5.3 Item Writing	37
2.5.4 Format Development	38
2.6 Previous Study	39

Chapter III: Research Method

3.1 Research Design	43
3.2 Respondents	45
3.3 Research Data	45
3.4 Research Instrument	46
3.4.1 Questionnaire	46
3.4.2 Interview	48
3.5 Data Collection Procedure	48
3.6 Data Analysis Technique	50

Chapter IV: Findings and Discussions

4.1 Findings	51
4.1.1 The students' perception on the lecturer guidance of debate activity in Speaking III	51
4.1.2 The students' perception on the role of a debate	54
4.1.3 The students' perception on the debate practice in the classroom	58
4.1.4 The students' perception on the challenges in doing the debate	61
4.1.5 The students' perception on the reflective feedback	67
4.1.6 The students' perception on what the students learnt from debate	70
4.2 Discussions	76

Chapter V: Conclusion and Suggestions

5.1 Conclusion	88
5.2 Suggestions	90
References	93
Appendixes	97

List of Tables

Table 2.1 Marking Scale for Scoring	20
Table 2.2 Guidelines for the Margin of Points	21
Table 4.1 The Students' Perception on the Lecturer Guidance of Debate Activity in Speaking III	52
Table 4.2 The Summary of the Students' Perception on the Lecturer Guidance of Debate Activity in Speaking III	54
Table 4.3 The Students' Perception on the Role of A Debate	54
Table 4.4 The Summary of the Students' Perception on the Role of a Debate	57
Table 4.5 The Students' Perception on the Debate Practice in the Classroom	58
Table 4.6 The Summary of the Students' Perception on the Debate Practice in the Classroom	60
Table 4.7 The Students' Perception on the Challenges in Doing the Debate...	61
Table 4.8 The Summary of the Students' Perception on the Challenges in Doing the Debate	67
Table 4.9 The Students' Perception on the Reflective Feedback	67
Table 4.10 The Summary of the Students' Perception on the Reflective Feedback	70
Table 4.11 The Students' Perception on the What Have They Learnt from Debate	70

Table 4.12 The Summary of the Students' Perception on the What

Have They Learnt from Debate 75

Table 4.13 The Summary of the Students' Perception on Debate 76

List of Pictures

Picture 2.1 The Seat Formation in A Debate	23
Picture 2.2 The order of Speaking in A Debate	24
Picture 2.3 The Example of Likert Scale for Children	33
Picture 2.4 The Example of Semantic Differential Scales	33
Picture 2.5 The Example of Numerical Rating Scale	34

List of Appendices

APPENDIX

1 Questionnaire	97
2 Interview Guide	100
3 The Reliability of the Questionnaire	102
4 The Responds of the Questionnaire	103
5 Interview Transcript	105

ABSTRACT

Firdaus, Magdalena Citra. 2018. The English Department Students' Perception of Debate as A Speaking Activity in Speaking III Course. Surabaya. English Department of Faculty of Teacher Training and Education, Widya Mandala Catholic University.

Advisor : Dr. V. Luluk Prijambodo, M.Pd.

Speaking is one of four language skills which is difficult to learn because learners have to produce it by themselves. Some learners must face some difficulties in learning it. Therefore, the role of a teacher is really important for the students to help them overcome their difficulties in learning speaking. There are many activities that the teacher can use to help the students to learn speaking. One of the activities is debate. Debate is very useful for the students to improve their speaking skill and their critical thinking. In the English Department of Widya Mandala Catholic University Surabaya, debate is learnt by the students in the second half of semester after the mid-term of Speaking III course. In spite of the fact that debate has many benefits for the learners, the English Department students seem uninterested in the debate activity in their Speaking III. While in fact, debate is beneficial for their speaking skill development. In connection with this reality, the researcher is interested to dig deeper the students' perception of debate in their Speaking III class by answering the formulated research question: What perceptions do the English Department students have on debate as Speaking activity in Speaking III course?

This research was a descriptive qualitative study. To collect the research data, the researcher used questionnaire (with 41 items of open-ended question and one closed-ended question) and interview. The respondents of this research were 45 English Department students of Widya Mandala Catholic University of the fourth semester who joined Speaking in the academic year of 2016/2017.

The data analysis led to the research findings that 95.7% (43 out of 45 students) perceived debate as speaking activity in Speaking III positively. Debate activity in Speaking III helped the students not only develop their speaking skill but also their critical thinking because debate process demanded them to argue critically.

Based on the research findings, the researcher gave suggestion for the English Department of Widya Mandala Catholic University Surabaya (WMCUS) to keep using debate as speaking activity in Speaking course. In addition, the researcher also gave suggestion for the lecturers of Speaking III course to make sure that all students are able to play all roles during the debate practice in the classroom. For the students of Speaking III course, the researcher suggests them to have initiative to learn debate. For the future investigator, the researcher suggests to find the students' perception before and after they learn the subject.

Keywords: Perception, Debate, Students