

Analyzing Indonesian EFL Students' Communication Skill in Debate Classroom

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Abstract—EFL students always think that the ability to communicate with others in English is one of the most uneasy skills that must be gained. The previous studies found that debate is implemented as one of techniques used by lecturers and teachers to improve students' speaking skill. Yet, the fact showed that EFL students of Universitas Muslim Nusantara Al Washliyah remained have negative self-concept that led to the lack of speaking skill eventhough they had been continuously given debate subject for two semesters. This research aimed to reveal EFL students' communication skill through debate classroom. Qualitative research method with case study was applied in which 9 students with three different speaking skills; 3 students with higher communication skill, 3 students with moderate communication skill, 3 students with lower communication skill were chosen as the subject of the research. The comprehensively structured observation was carried out to collect the data, and all the data found that the students with higher communication skill were able to meet three factors of effective communication, namely; listening actively, asking question, and delivering trust in which all of them can be clearly seen from the way they express the idea, opinion, and argument during debate activity. In short, EFL students who are enthusiastically in participating debate classroom activity smoothly boost communication skill by using English.

Keywords: Debate, Communication skill, EFL Students

1. INTRODUCTION

Debate is a formal method of interactive and representational argument aimed at persuading audience which refers to the process of considering multiple viewpoints and arriving at a judgment (Fauzan 2016, Freeley & Steinberg 2005). Through debate, the students are required to participate for developing active listening skills and it brings the students to know how interact with other students during the debate process as it stimulates greater cognitive development (Roy and Macchiette 2005, Tumposky 2004). In United States, it is believed that healthcare students are demanded to improve critical thinking and professional communication skill to meet the professionals' needs in which it will be taken from structured debate classroom that is highly suggested applied by the lecturers as teaching strategy in healthcare classroom for opening up students' ability to analyze, increasing knowledges and listening skill, and engaging the students to involve in the classroom activity (Hall, 2011).

In Malaysia, the main purposes of applying debate for the students in the classroom does not only enhancing critical thinking skill but it is also leading to multiple benefits needed by the students, namely; mastering the course content, developing self-confidence, overcoming stage fright, and improving team work skills (Zare, Othman, 2013). Furthermore, the successful of Parliamentary debate as pedagogical tool used by Asean debaters in EFL/ESL context has gained effective communication skill that is necessary by the students in order to remain exist in the 21st century professional standards (Aelan, Aziz, 2005). In Indonesia, debate was applied as technique to boost students' speaking skill in which the students are able to express their own opinion based on the factors affecting students speak, such as; vocabulary, pronunciation, grammar and fluency through debate practice, therefore, the students have much more opportunities to be familiar with creativity (Fauzan 2016, Arung 2016).

Clearly, it could be assumed that debating process involvement commences the students' effective communication skill. There are three factors affecting students' ability to communicate in oral presentation, such as; the interaction with the audience, the language appropriateness, and the quality of, voice clarity (Ottoshi & Heffermen 2008). EFL students' communication skill is affected on the teaching models in which there is the interaction occurred between project-based learning and experiential-based learning that give a great impact to the students' creativity and communication skill (Lubis, Lubis, Ashadi 2018). Yet, EFL students of Universitas Muslim Nusantara Al Washliyah still face many difficulties in determining self-concept that shows communication by using English is still the hardest skill to require (Lubis, Ashadi, Setiawan 2019). In short, Speaking skill that lead the students being able to communicate is the most anxiety provoking skill faced by English students (Tanveer, 2007). Based on the explanation above, this research is carried out to analyze EFL students' communication skill through debate classroom as debate is known as debates require listeners and participants to evaluate competing choices (Freeley & Steinberg, 2005), yet it is one of the most effective method to eager students to communicate in English in Universitas Muslim Nusantara Al Washliyah.

2. METHODOLOGY

In order to achieve the objectives of the research, qualitative research method with case study research design was applied to investigate the circumstances, conditions or other terms that was mentioned, the results were presented in the form of research reports (Arikunto, 2010). The subject of the research chosen were nine students of English Education student Universitas Muslim Nusantara Al Washliyah with three different communication skills, namely; 3 students with higher communication skill, 3 students with moderate communication skill and 3 students with lower communication skill. In order to collect the data, observation was carried out in which observation sheet designed by authors was used as the instrument of the research.

The observation sheet include five indicators of effective communication, namely; active listening, asking question, clarifying and summarizing, developing trust and rapport, and being empathetic (Edward, 2010). Then, all the data were collected through observing three students selected during debate class. In order to undertake the observation, three stages were completely conducted, namely: the researchers attended the debate subject process, the researcher chose the subjects of the research based on their activity in debate subject, the researcher carried out admission filling of observation sheet for 4 days by giving some questions toward the subject of research about the benefit of debate subject and their improvement after studying and participating in debate which is refer to filling the observation sheet, furthermore this activity was doing after the subject class was over.

All the data found were analyzed by Technique of analyzing data based on Sugiyono (2006) technique of analysis data is inductive, which is an analysis based on the data obtained in which the students' answer based on the theory of the effective communication.

3. RESULTS AND DISCUSSION

Based on all the data, this research found that there were nine students chosen as the subject of the research, namely: AT, SP, SS, VO, PU, ST, AM, NC, and BT that they were 3 students with higher communication skill, 3 students with moderate communication skill and 3 students with lower communication skills. The 3 students with higher communication skill were AT, SA and SK who were chosen because they were active in debate classroom and the competition was related with debate and also they had participated in debate club. In addition, students with moderate communication skill were VO, PU, and ST, who were chosen because they were active in debate class also they have joining the debate competition. In the other hand, they have able to listen to what the teacher asking for them, but they cannot answer fluently as the students with higher communication did. Last, students with lower communication skill were AM, NC and BT who were chosen because they were passive in debate class moreover they difficult to understand an English language. Based on the observation, it was found that the chosen students as the subject of the research showed that some of students in the classroom were being active to answer and respond the presenter. The lecturer strategy for students whose inactive is asking them directly in the other hand all the students in the classroom should communicating that students change from a passive approach to an active one while learning by participating than on learning by being lectured at. Yet, Some seems to be afraid or unconfident to speak up, but lecturer using presentation as their task for score, which is giving a pressure for students to decrease their frighteners.

Based on the data found, the students' effective communication skill was analyzed through three factors of communication skill: active listening, asking question and developing trust (Edward, 2010).

For active listening, the students with different level of communication skill showed varied answer given by the lecturer, as seen as data 1.

Data 1

Question : does social media give a great impact or harm ?

SA: I think.. in my opinion, it is depend on the person whenever she or he using the internet, I think media social is can bring good too and can bring harm too. like we can get many information, like we use instagram and we have an account we can get information from outside, overseas and another country too. whenever the harming, i think the harming of social media is whenever we can't control their life like uum spend a long time with the mobile I think and then I think it is bad because status quo right now, people searching on the internet is for the bad thing like pornography. So it is based on the person (**student with higher communication skill**)

VO: for me social media is good. Because social media I can communication with all people in the world if I were friend with them and then I can improving my English because they talk in English too. So I very... I very mendukung social media. I also can share the task with my friend from the group of class in the facebook and this is help me to finish my homework person (**student with moderate communication skill**)

NC: according to me it's bring good. Because from social media we know about knowledge and perkembangan about the world. Itu sih sebenarnya based on the user. If good ya good. If bad ya bad. Gitu. (**student with lower communication skill**)

From the data above, students with moderate communication skill could express the idea comprehensively, in the other hand, the student with moderate communication skill can be understand what the opponent said, but it is still abbreviate for replay the opponent. It is showed when students with moderate communication skill try to replay the opponent even though they still hard to make a statement in English, based on the research students know what they

want to say but their tongue is rigid to make a statement in English, meanwhile student mix their English language with Indonesia language. Macchiette (2005) that debate formats creativity because participants must think about not only what will be said but also how it will be said. In case for student with lower communication skill, they can understand the meaning of some statement, but not for the whole statement. It was showed when student was asked by the lecturer, they seemed confused composing the question, and they tend to use Bahasa Indonesia.

For asking question, Active listening also proven by how the student answering or replay the opposite statement and asking question as shown in data 2.

Data 2

Question: how if the user of social media do bullying for others people?

SA: we think, bully like artist like lucinta luna, we think that is , she have her own life, so actually why people do bullying her in fact she have right for her social life.i think the bully in social media is very harmful why? I think that is a spent time to gossip people like that. So actually I think social media is not good. But nowadays we have a smart netizen,which is they do some stalking for someone who got bully in the other word, our netizen is not consume the news without a real source. Even the bully still exist, we as a smart people just need to ignore it. **(student with higher communication skill)**

PU: we should looking for the sebab akibat from that bully. So,when we see a bully in social media, we should not ikut ikutan bullying too. **(student with moderate communication skill)**

BT: bully is a thing like kelakuan yang kelewatan batas. Because in social media like crime, itu kan udah keterlewatan batas. So that is so bad **(students with lower communication skill)**

The data above showed that the students with higher communication skill can sharp the statement which in the statement there was the rebuttal and the specific answer whereas the statement is come from 5W1H to make a concrete statement, related with the Parcher that student in higher communication skill giving a detail statement, include cause and effect, reason for their answer then highlighted their answer to affirm their statement Students with moderate communication skill students are able to use question for the opposite, but they can not make sharpening statement, they replay the opponent with an answer without describe their answer in details meanwhile students just give the big line for the answer but not as specific as the students in the higher communication skill The last for the students with the lower communication skill whereas students should process the question in their brain first then answer without describe the detail of the answer Students with lower communication skill only mentioned the point of the answer because they were lack of vocabulary.

Last, students' effective communication in debate classroom can be seen from the way students create developing trust and rapport that refers to the concept or proposition that student seek to prove, start with some analysis of why the idea is likely to be true, why it is logical and reasonable to believe it. The data found can be visually seen in data 3

Data 3

SS: I think.. in my opinion, it is depend on the person whenever she or he using the internet, I think media social is can bring good too and can bring harm too. like **we can get many information**, like we use instagram and we have an account we can get information from outside, overseas and another country too. whenever the harming, i think the harming of social media is whenever we can't control their life like uum spend a long time with the mobile phone I think and then I think it is bad because status **quo right now, people searching on the internet is for the bad thing like pornografi**. So it is based on the person. **(student with higher communication skill)**

VO :for me social media is good. Because social media I can communication with **all people in the world if I were friend with them and then I can improving my English because they talk in English too**. So I very... I very mendukung social media. **I also can share the task with my friend from the group of class in the facebook and this is help me to finish my homework**. **(students with moderate communication skill)**

BT: **bully is a thing like kelakuan yang kelewatan batas**. Because in social media like crime, itu kan udah keterlewatan batas. So that is so bad. **(students with lower communication skill)**

It clearly showed that the student with higher communication skill can express the idea orally through giving the reasonable though and logical idea to developing trust, student also use nowadays fact about something, how is it going and the effect in the end of the day not only that, the reason were followed by the example to convince their opponent, sometimes students in the higher communication skill using analogy to make their statement more clearly and can be understood by their opponent. While, students with moderate communication skill use some analysis to developing trust, relate the cases with their experience, then . It offers them an unparalleled opportunity to perfect the techniques of effective oral communication. Student with the moderate communication skill also can convince by using the status quo right now and relate it with their answer to propose their statement. In contrast, students with

lower communication skill unfortunately cannot describe the trust detailly, and they seemed hard to communicate in English.

Based on the data above, students' communication skill and debate always come together the students' with higher communication skill can communicate effectively during debate process in which they were able to compose the arguments based on the question given since they actively joining debate activity for both inside and outside the classroom. In other words, debate practice results students' communication skill (Zare, Othman, 2005). In contrast, students with lower communication are still lack of vocabulary that makes them seemed difficult to compose either the answer or the argument. It was similar with the finding of the research by Fauzan (2016) and Arung (2016) who revealed that debate is suggested to implement in English classroom for creating students' speaking skill that lead to the ability to communicate effectively with others by English with the factors affecting, namely; vocabulary, pronunciation, grammar and fluency through debate practice, therefore, the students have much more opportunities to be familiar with creativity (Fauzan 2016, Arung 2016). Similarly, students' speaking skill is progressively increased because of the implementation of debate in which the students' speaking skill become higher in cycle II by 76,6 (Rubiati, 2010). Another research carried out by Ottoshi, and Hefferman (2008) found the students' communication skill is affected by three factors, namely; the interaction with the audience, the language appropriateness, and the quality of, voice clarity. Language appropriateness is one of the most frequent factors occurred in this research since students' with moderate and lower communication skill use Bahasa Indonesia in responding the arguments. To engage students' communication, debate classroom can be designed as the project in EFL classroom since the comprehensive project completion definitely affected on how EFL students communicate with others by using English not only appropriately but also creatively (Lubis, Lubis, Ashadi 2019)

4. CONCLUSION

In conclusion, debate is one of the approach for engaging students to involve in the communication situation, to practice both English speaking and listening skill, and to level up the language appropriateness. Through debate classroom, students with higher communication are able to give a specific answer by using language appropriately, students with moderate communication skill are willing to participate with the debate process even though their ability to arrange the statement in English is still mixed with Bahasa Indonesia. It means that, student need to pressure themselves to practice English, for instance, become active in the debate class and all the club about debate. Last, students with lower communication skill showed that their answer dominantly used Bahasa Indonesia and they are still lack of listening that make them cannot respond the argument.

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