

## AN INDONESIAN TEACHER'S STRATEGIES FOR PREPARING STUDENTS' DEBATE TEAMS FOR COMPETITION

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### Abstact

In an ELT environment, English debate is a good extracurricular activity. As a result, it is becoming a noteworthy event in school or university. The goal of this study is to investigate an English teacher's debate teaching approach in an Indonesian high school. The training method utilized was crucial since it improved students' understanding of the knowledge acquisition process (Wegner e. al., 2013). Observation, interviewing, and documenting were used to obtain data, which was then reviewed qualitatively using a case study technique. The findings revealed that the instructor used successful teaching strategies to help the students' debate team win the competition. Regular debate practice, brainstorming, using the 3M concept, and encouraging students were among the teacher's training strategies. Meanwhile, the students' reaction has been positive.

**Keywords:** *debate training, English debate, extracurricular, school program, teacher's strategy*

### INTRODUCTION

English debate currently is highly considered as one of the ways of improving students speaking competency. It gives the essential experience in this current English, even though there an issue that the English classroom debate create the uninvolved students are inactively to speak in the target language (Treme, 2017). Language teachers on the world compete to make a significant achievement over the word on the English teaching environment. Education in

Indonesia has simultaneously advanced in recent years dealing with the English teaching strategies. Numerous teachers have employed unique tactics to help pupils improve their English abilities, one of which is speaking. Speaking is one of the skills that should be incorporated into the English language learning process. Speaking becomes a critical skill since it operates concurrently in real-world circumstances. The purpose of speaking is to promote good oral communication. This will ensure direct and authentic connection (Sadiku, 2015).

Debate is one of the tactics used by the instructor to help students develop their speaking ability.

Debate is one of the most prominent high school events. Along with discussions in class, debates occur at the high school or university level in teams of two or three persons (Jerome and Algarra, 2006 in Othman et al., 2015). Two teams discuss the motion in front of a third party and adjudicators during the debate competition. The team that delivers the strongest arguments as judged by third parties receives preference (Neil, 2011). Many high schools in Indonesia have a debate team that competes every year. Each teacher has a method for coaching the debate team to victory. As a result, it is not uncommon for high school to be the debate competition's favored winner.

The teacher has devised a method for coaching the debate team to victory. Prior to the start of the debate tournament, the teacher often educates pupils on the debates that will be contested. Additionally, the instructor prepares for debates. Active listening and speaking are critical components of debate preparation and strategy; active listening and speaking can sway students' opinions; this tactic enables students to address their antics appropriately as a defense during debate; then, the teacher requires students to engage in a discussion about problem-solving skills, which includes understanding the scope of the problem (Hall, 2015).

The senior high school that has consistently been the favored winner in debate competitions is a state senior high school in Karawang, Indonesia, owing to the school's inclusion of debate as an extracurricular activity. This school has an excellent English teacher who coaches the debate squad. The teacher employs a number of effective methods in order to win the

debating battle. This institution utilizes the Asian Parliamentary debate method since it is commonly used in senior high school debate competitions. Cuwiarsih (2016) states that in the Asian Parliamentary System, two teams of three speakers each faced off in a debate. One squad is referred to as an affirmative team, while the other is referred to as a negative team. Additionally, the Asian Parliamentary Format is a refinement of the earlier debating system utilized in Asian tournaments. In this approach, interference may be introduced after the opposing speaker has delivered his case for one minute and one minute before the time limit expires. Intrusion may be made only during the main argument and not during the closing argument.

There is some prior research conducted regarding to the English debate both as the classroom teaching technique and advanced skill which is contested. The outstanding research such as the impact of classroom debate to the speaking skill improvement and students' critical thinking (Iman, 2017), and Speed rounds to encourage greater participation (Treme, 2018). Micro-debates are used in English schools to encourage, speaking skill improvement, critical thinking, self-expression, and plurality of view (Iman, 2017). This debate style has the ability to push pupils beyond their comfort zones merely by approaching the target language (Codreanu, 2016). In more research, it was reported that there are several strategies for coaching debates: coaching the fundamentals of understanding what an argument is, coaching to win clash battles, coaching the mechanics of having a debate, coaching the lifeblood of debate, coaching the speech, coaching disadvantages, and coaching counterplans (Richard, 2015). Even though there are several research on the debate, it is still needed of the information how teacher conduct the

training in the debate preparation. To get a portrayal of teacher's strategy in preparing the debate team, the researchers conducted the research to determine how it affect students' debate teams and also to ascertain students' reactions to teachers' training strategies on students' debate teams, as these strategies do not yet exist or require additional attention and research.

Taking part in debate is a good educational experience for students in high school and university (Williams, et al., 2001 in Zare and Othman, 2013). According to Bellon (2000), debate is an activity that provides a number of advantages for students, including the following: 1) Improve the critical thinking abilities of students. Each student should approach the discussion with an open mind and a critical mindset. 2) Improve the ability of students to communicate with one another. Debaters spend several hours researching and practicing the sources for the issue they are debating. In the face of loss and tragedy, one's ability for self-reflection and bravery are strengthened. The ability to defend educated judgements concerning complex situations that are not immediately connected to their field of expertise is something they demonstrate on a regular basis. In addition to providing students with an opportunity to interact meaningfully with academic themes, debate may also provide students with an opportunity to reintegrate with public life if they have been isolated due to feelings of alienation. In particular, policy discussion teaches children how to appreciate differing points of view, which is one of the most important problem-solving skills.

There were a number of points raised during the debate. Mellshalliha (2008) asserted that there are various issues of disagreement, including the following: The first thing to think about is motion. A motion

is the term used to refer to the issue of contention. Ordinarily, motion is introduced by the words "this house" (TH) or "this house believes that" (THBT). When debating a motion, both the positive and negative teams should be able to make compelling arguments while being objective. The second point to evaluate is the definition. Debaters should maintain a "realistic" perspective and take into account the current status of society. It is possible to complete the definition in one of two ways: either by performing a word-by-word analysis or by conducting a global analysis. Lastly, there is a topic line to consider. To be effective in supporting or opposing a motion, the reasons must be persuasive and capable of addressing all conceivable counter-arguments. The fourth element is discussion. Debates are comparable to argument clashes in that each party criticizes and defends their own point of view over the course of the debate. The sixth portion is devoted to providing a response. Non-debaters should not only make a persuasive argument, but they should also critique their opponent's arguments and prepare a strong defense against any counter-arguments. The sixth portion serves as a summary and conclusion. Everything that has been done is summarized in the conclusion. Debating participants should be aware of the aim of the discussion before they begin so that they may conduct a successful argument.

### **Training Strategy under Discussion**

To achieve this goal in a way similar to that of the Englishman, teachers were enlisted to help students understand the language. The training approach was essential since it increased students' understanding of the process of knowledge acquisition. It was necessary for students to exhibit enhanced comprehension and involvement in the learning process, discussion of learning materials, and

discussion of topic material through the application of modern educational approaches in order to pass the course (Wegner et al., 2013). The teacher's role in a classroom debate should be one of encouragement. It is the major job of the teacher in teaching debate, according to Kooran (2015), for him or her to aid students in overcoming communication barriers and to encourage them to participate actively in speaking activities. In response to both expert judgments in the teaching disagreement, this declaration established that instructors should adhere to solid principles and perform their duties properly.

A variety of coaching strategies were addressed. To summarize, there are three types of debate coaching: general debate coaching, coaching to understand what an argument is, coaching to win clash battles, coaching to understand the mechanics of having a debate, coaching the lifeblood of a debate, coaching the speech, and coaching disadvantages and counterplans (Richard, 2015). In addition, there is another train-discussion strategy to consider. Micro-debates are utilized in English classrooms to promote critical thinking, self-expression, and a diverse range of points of view among students. Simply by addressing the target language in this manner, this argument method has the power to push students beyond their comfort zones (Codreanu, 2016). Teachers should train students frequently while coaching debate since argumentation is a difficult talent to learn, and this is especially true when English is a second language. When students practice on a regular basis, they may strengthen their ability to produce new thoughts and responses, develop their minds, and become more easily able to convey the information they have learned. As a consequence, it is straightforward to apply to a variety of settings (Othman, 2013 in Brown, 2015).

Upon repeated exposure to the material, students will develop an inborn capacity to make a sound argument that is supported by relevant evidence. Not only that, but when professors regularly engage in debate practice, students will be well prepared to participate. Other strategies include encouraging students to participate in debates. Because motivation has a substantial influence on the debate training process, it was essential to motivate pupils. The job of the teacher should be to encourage students' desire to study; instructors should be knowledgeable about a range of strategies for enhancing the motivation of all students (Vero and Puka, 2017). It was the teacher's obligation to excite students using a range of tactics in order for them to create an interest in debate practice in general. When students pay attention to the topic, immediately begin working on the project, are involved in asking questions and offering answers without being led, and demonstrate excitement, the instructor will have succeeded in encouraging them to do their best job (Vero and Puka, 2017).

### **Competition in Debate**

Debate competitions have previously been held in the educational system, notably in high school debate tournaments. Traditionally, the Asian Parliamentary Debate System is used in high school debate contests in Indonesia. Cuwiarsih (2016) explains that in the Asian Parliamentary System, two teams of three speakers each faced off in a debate, according to the author. One squad is referred to as a positive team, and the other is referred to as a negative team in the context of sports. Aside from that, the Asian Parliamentary Format is a modification of an earlier debating method that was used in Asian championships in the past. For the purposes of this strategy, interruption may be introduced one minute

after the opposing speaker has finished presenting his or her case and one minute before the time limit ends. Intrusions may only be made during the main argument and not during the closing argument, according to the rules.

The winner of the debating competition was determined by a combination of three factors. Ambrose (2012) asserted that there are three aspects must be considered while evaluating a piece of work: matter, technique, and manner. In actuality, affirmative teams should give arguments in support of the topic, whilst negative teams should present arguments in opposition to the topic. Not only should the negative team be able to say that the positive team is erroneous, but they should also be able to provide persuasive evidence to support their claim. The term "manner" relates to the manner in which a speaker communicates. It includes the speaker's voice, stance, gestures, appearance, language structure, personality, persuasiveness, and eye contact, among other aspects of his or her performance. It should be composed of two major components, the first of which should be the structure of the speech.

## **RESEARCH METHODOLOGY**

This research operated a qualitative approach based on the case study method. To achieve its qualitative study goal, participants were asked to complete an in-depth analysis of debate training strategies in daily terms, in addition to particular scenarios that they had experienced as individuals or as a group.

The researchers performed their research at a state senior high school in Karawang. Six students and one English teacher took part in this research project. These students are participants in a debate squad that meets after school. Student

athletes in their tenth and eleventh grades who were involved in the program on a regular basis formed the backbone of the squad. In order to recruit participants for this study, the researchers utilized deliberate sampling; individuals were chosen or sought out based on predetermined criteria that were related to the research subject.

The researchers gathered material using a combination of observation, interviews, and written documentation. They had the opportunity to observe debate training in action. The most important objective was to maintain track of both the instructor's skills and the interaction between the class of pupils as a whole. Afterwards, the researchers conducted in-depth interviews with a large number of students in order to supplement the information collected from observation of the teacher training tactics for students debate teams as well as to elicit responses from the students. Later on, the data were reported by the researchers, who also included visual and aural components that might be used in future research to further strengthen the study's conclusions even more.

To obtain information, the researchers employed an observational technique, field notes, and interview instruction as research instruments to gather information. The investigator carried out his or her investigation in accordance with the research guidelines. It was decided to divide the procedure into three steps in order to standardize it: orientation, exploration, and member verification.

One strategy that was employed by the researchers was data reduction, and data visualization. A conclusion was also reached by the researchers (Miles and Huberman (1994). Condensing information was accomplished via the use of techniques such as summarization, attention on the basics,

discovery of themes and patterns, and the exclusion of superfluous information. By supplying a figure of documentation, the researchers are able to transfer the data into a more comprehensive piece of written documentation. Following that, the researchers proceeded to draw conclusions from the data they had collected.

## **FINDING AND DISCUSSION**

### **The teacher's strategies for guiding the kids' debate team to success are described here**

The techniques outlined below were developed within a single conference session. Teachers collaborate with debate teams to design and develop an argument from a planned motion by fusing concepts and material together in new ways. This type of information may be obtained through study. Cuwiarasih (2016) defines research as the process of acquiring knowledge in order to prepare for the presentation of a well-supported argument in front of an audience. These activities can be carried out through internet reading, newspaper and magazine reading, television and news viewing, library reading, and school instruction. Brainstorming is important at any time, but it is much more important during a disagreement. Students may benefit from brainstorming since it may help them produce ideas, improve their creative and critical thinking abilities, and identify solutions. Brainstorming encourages critical thinking (Iman, 2017; Treme, 2017), which in turn encourages everyone to argue; someone may come up with wonderful, unique ideas, and everyone is encouraged to contribute fully; they also aid in the development of a variety of inventive solutions; and they help in the creation of a variety of inventive solutions (Mutairi, 2015).

Following are the methodologies that were connected with 3M: (matter, manner, method). The 3M component is one of the assessment rubrics used by the adjudicators. Students should participate in debate competitions to display and refine their 3M talents. As a result, the children received excellent grades in school. Amborse (2012) defined matter is an evaluation of arguments; the opposing team must give adequate evidence to demonstrate why the positive side is erroneous in their position. In order to illustrate how and why the positive team was incorrect, negative teams must provide convincing proof. In communication, the term "manner" refers to a speaker's own particular style, which includes his or her voice, demeanor, gestures, physical appearance, language structure, personality, persuasiveness, and eye contact. These criteria should be used in conjunction with one another to ensure that the speaker captures the attention of the audience. Both the structure of the speech and the tactics and debating techniques that are employed should be separated from the method. Teachers have included 3M characteristics (Amborse, 2012) into debate training as a strategy because they believe that if students learn 3M qualities, they would be able to easily win the debate tournament.

The last strategy was to foster a sense of excitement among the debate squad. It was critical to keep pupils motivated since their abilities are inversely proportional to their levels of motivation. Throughout the debate, the teacher encourages students to participate enthusiastically in the debating activity. It is the teacher's responsibility to excite pupils at each meeting, and this must be accomplished. In order to build a desire for learning in pupils, teachers must employ a variety of motivational tactics that are effective across all learning styles and levels (Vero and Puka, 2017). According to the

findings of the study, the students appeared to be extremely interested in their studies. The lecturer is effective in her aim to persuade students to participate in class discussions. The lecturer also motivated the students by employing effective strategies such as sharing and discussion. The finding also indicated that the students responded positively. Additionally, in order to keep pupils' attention, the teacher had them participate in debating exercises against the senior debate team.

Codreanu (2016) asserts, on the basis of earlier research, that a micro-debate approach was used in a particular situation. Micro-debates are utilized in English classrooms to encourage critical thinking, self-expression, and a diversity of points of view among students. This argument style has the ability to push learners out of their comfort zones simply by addressing them in the target language of the argument. It was not the same as the research that was done in this institution. An examination of the teacher's teaching methods revealed that the instructor did not employ any specialized techniques, such as the micro-debate strategy, but instead relied on generic strategies. Several coaching argument methods have been identified in past study, according to Richard (2015): Coaching the concepts of argumentation, coaching to win clash battles, coaching the mechanics of debate, coaching the lifeblood of debate, coaching the speech, coaching disadvantages, and coaching counterplans are all things that may be learned via debate coaching. It was in accordance with the findings of the inquiry. There was a contrast between the two studies in that they both looked at the teacher's debate training tactics. According to the findings of this study, the instructor used four different tactics to teach the students not only the skill of debate, but also a good attitude toward teaching.

### **The reactions of the students to the teacher's debate team training methods**

The researchers discovered the reactions of pupils to the teacher's methods to debate team training in the classroom. Students were enthusiastic as they participated in debate training. During the debate training, the participants expressed their joy. Furthermore, from the beginning to the finish of the training, the students appeared to be rather familiar with and understandable of the argument style. They appeared to be rather engaged while brainstorming and presenting ideas, as well as when practicing debates against the senior debate team. A successful application of argument techniques by the teacher contributed to this outcome. It is essential that the argument strategies utilized by instructors be based on strong concepts and roles. Student debate teaching has a primary goal of educating them on effective ways to overcome communication hurdles while also encouraging them to participate actively in public speaking events (Kooran, 2015). During the training sessions, which were moderated by well-known professors, trainees were taught effective communication techniques. We were in disagreement because the ability to communicate effectively and appropriately was at the heart of the issue. Additionally, effective instructional tactics must be implemented in order to instill a strong desire to study in students. Aside from that, the techniques were well-suited to the children's debate squad, and the students appeared to be at ease and excited when they traded section and debate practice during the exchange session. The teacher's method of motivating students means to engage in physical activity. It was easy to understand the techniques because each argument training session was typically amusing while yet being serious, despite the fact that there were various activities to discuss and be

familiar with. At one point during the sharing phase, the teacher appeared to be extraordinarily close to the students, delivering knowledge to them as well as to their friends. When children paid attention, quickly began working on the assignment, ventured to ask questions and acquire answers without being guided, and appeared pleasant and pleased, the techniques showed to be successful in motivating youngsters to do well academically (Vero and Puka, 2017), such as improving the speaking skill and critical thinking (Iman, 2017).

## CONCLUSION

The children' debate team used teacher-led strategies to win the event. The first step was to regularly practice argumentation. Due to the fact that debate is an extracurricular activity, the teacher gave once-a-week debate instruction. This boosted students' familiarity with and skill with the conversation. Brainstorming was the second activity. The lecturer assisted students in locating resources or knowledge on motion. Following that, the teacher facilitated a brainstorming session with the students in order to construct a compelling case. This taught children to think critically. Students gathered data and ideas in order to develop a compelling argument. Thirdly, there were 3 million distinct aspects. Matter, manner, and method were the three M's. The teacher lectured the students' debate team on suitable topic, manner, and method, since the 3M feature was used as a criterion for adjudicator evaluation during the debate competition. Students who behave themselves appropriately in terms of subject, manner, and approach will easily win the debate competition. Finally, there were children who inspired. By developing a favorable connection with kids via activities such as sharing and conversation, the instructor motivated them. Additionally, the teacher engaged students in debate practice

against the senior debate team in order to peak their attention.

Positive responses were received by students. Students expressed a high degree of comfort with the teacher's training methods. Students had a strong drive to disagree as a result of the teacher's training approaches. Additionally, when the teacher's training techniques are applied, pupils quickly absorb all knowledge presented. The strategies were well-suited for the children's debating team. Students looked to be at ease and excited as they exchanged section and debate practice. The teacher's technique for persuading students to exercise.

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