

Overcoming Speaking Barrier: The Dynamic of English Debate

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SUBMISSION TRACK	A B S T R A C T
Submitted : 31 October 2023 Accepted : 20 November 2023 Published : 25 November 2023	English as a communication has a big role for EFL students. English debate as subject preparation for following national competition among national universities. It provides a challenging to be a good critical speaker. This study was purposed to prove the effectiveness of Debate class implementation as the solving problems of low English Speaking skills. A qualitative research method was implemented by using triangulation as the instrument. The speaking barrier would be the dominant focus that invite more analysis. The research finding showed that there are some speaking barrier owned by students, namely anxiety, articulation, pronunciation, elaborating ideas, vocabulary. The students need a good English speaking competency and convey many ideas in their argument critically. Some phenomenon occurs during the learning process include the confidence and anxiety, vocabulary chosen and also the appropriate statement used in building the argument. The challenge derived the researcher to identify a further research which focus on the tendency found in the learning phenomenon. It answered the curiosity about some problems appear in conveying the argument during the debate chamber.
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Introduction

There are many previous research which supported Debate could enhance the students speaking skills critically and significantly, such as (Iman: 2017), Hasibuan & Batubara (2012), Maryadi (2008), Walker and Warhust (2000), Dobson (1987). The findings agreed that a well regulation of Debate practical intensively could accelerate the students' competency in speaking English. The implementation of debate as one provides a complete solution for speaking problems. The challenge of learning debate such a regulation which allocate the whole aspects of language.

There's something incredibly captivating about watching a well-executed debate. A contest of words, full of wit, wisdom, and a twist of wordplay. It's an art, a dance, an intellectual duel. Unwrapping the layers of this discourse masterpiece presents a cornucopia of language insights. It also happens to be a phenomenal way of mastering English.

Some problems indicated as the speaking barrier during the debate performance like as the sweaty palms, the suddenly dry mouth, scrambling for the argument as the focus somehow simultaneously narrows and scatters in the face of an opponent. Speaking in English debate class can be the most nerve-wracking part of academic life. The content of debates truly scare the students. It was the common phenomenon of speaking barriers argue in this article.

The correlation between debate and Speaking competency

Students' speaking quality can be accelerated by Debate practice as proven by several researches. Basically, Debate context concern on speaking and thinking critically. Based on some debater interview showed that anxiety, appropriate vocabulary and

manner control become a big challenge. The fluency of English communication as point most influenced. The debate process in this case has problems in preparing their arguments as their rebuttal conveyed to the debater. Another thing that also categorized as a big challenging for students are determining the correct pattern, the variety of vocabulary based on the motion in chamber and a clear articulation. Comprehension of the arguments content from the opponents in chamber should be gotten to avoid misunderstanding. Emotional should be expressed by every speaker to show the manner of debate. It is not talking about negative emotional, but the expression concern to emphasize the focus of arguments content.

Speaking Skills

Speaking skill should be implemented in ELT learning process to enable them in English communication, which useful for instruction, discussion, and arguments presentation. There are several matters derives in speaking learning process, students got anxious and pressure in presenting idea spontaneously within limited time, students keep silent because they lack self-confidence, lack prior knowledge about topics, and because of poor teacher learner relationship. Students' limited knowledge and low self-confidence or anxiety could be solved by asking questions related to topics under discussion giving them tasks in small groups.

Classroom Debate method enable students to speak a better English by acquiring more vocabulary, gave more chance to speak in English and support them to be more confident in public speaking. It is improving students speaking ability: students pronounce the word in a right way, students even convey their impromptu idea while giving rebuttals. (Cesarina: 2019)

Students will be much helpful through debate, to find the confidence to explain, justify, and provide confidence that is translated into oral and written communication skills.

Debate Phenomenon and Critical Thinking

Debate is definitely one of the most exciting and valuable experiences for college students. Those who learn to debate well learn how to research and gather a significant question in depth. They also learn how to organize research or arguments into a meaningful and persuasive presentation. In addition, the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Thus, the good debater should know how to search and research the data, build the constructive arguments, present and defend the arguments, refute and rebut the opponents' arguments.

Debate is one of the speaking classroom activities which requires two teams consisting of two or more speakers speak out their arguments and oppose the opponent's arguments in terms of the topic or motion given.

There were some aspects of critical thinking achievement were influenced by debate such as context, issue, implication, and assumption. The correlation between debate and critical thinking was very strong and the aspect that was most influenced by debate was context. This might be caused by the process of debate especially pre-debate session and while debate session in which requires the students as the member of debate team to think critically and deliberately in relation to the context recognition to case and arguments pertaining to the debate motion such as they want to bring their case and argument from the context of educational, economic, cultural, political, and so forth.

The contribution of debate did not emerge in the aspects of perspective and evidence because the value of perspective and evidence aspects did not show up. This

might be caused by the learner who tended to bring their personal perspective, opinion, and even belief in the process of debate. They also probably delivered their arguments with no evidence in it or their evidence did not really represent the context of the arguments. On the other hand, in the aspects of speaking skill all the aspects of speaking skill achievement were influenced by debate such as fluency, grammar, pronunciation, comprehension, and vocabulary.

There are some challenges during the implementation of Classroom Debate Method. Most of the challenges were in debate aspect, meanwhile in English language aspect, the language barrier was not a big challenge. His researcher showed that the students seemed clueless about the material that explained in English. The learner immediately re-explained the material in Bahasa Indonesia. In this treatment the students allow to access dictionary either online or offline digital (Cesarina: 2019)

Critical Thinking

Critical thinking as “reflective thinking active, persistent, and careful consideration of a belief or supposed form of knowledge in light of the grounds which support it and the further conclusions to which it tends. The necessity for individuals to actively and persistently participate in their own thinking process through reflections, giving reasons and interpretations to the conclusions and evaluate it. Dewey (1993).

Critical thinking model strongly recommended to the debate regulation. The Language learner who run a debate chamber will have many contributions about debate motion because when the process of brainstorming occur, then the information will be exchanging immediately. English debater team should choose the most relevant ideas or information according to the debate motion. Another cases, when the students achieve in the phase of problem definition, then the definition of the problem from the issues of the debate motion word by word and as a to overcome the debate process would not be out of track. Critical thinking has five phase in relate, namely (a) suggestions, the students will have many suggestions based on the debate motion because when they have brainstorming then the information exchanging so that the debate team should select the most eligible ideas or information according to the motion. (b) problem definition, the debater define the problem or issues of the debate motion in order that the debate running will not be out of track. (c) hypothesis generation, the debater should yield the ideas or explanation and provide some solutions on the basis of the fact or evidence to support the arguments (d) reasoning, debater had to critique and give vivid or strong reason supported by examples and data then, interpret it for pertaining a logical and relevant argument to the reason and case being proven. and (e) hypothesis testing, the debater should make an evaluation of the arguments and present them accordingly.

Learning improves in the process of reflective thinking

Bloom in Iman (2017) terms critical thinking as the ability to gain knowledge through the exploration of ideas concerning the following six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge and comprehension belong to the low level of thinking skills, while the other elements belong to the higher level of thinking skills.

Critical thinking includes not only critical thinking skills (containing both a process of thinking and thinking ability), involving analysis, interpretation, inference, explanation, evaluation and self-regulation but also critical thinking dispositions including clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, fairness (Iman in Scriven and Paul, 2017). Critical thinking is a

process of thinking or an important thinking ability that the students must possess to gain knowledge, such as analysis, interpretation, inference, explanation, and evaluation to encounter and cope with various problems, formulate the questions, and provide possible solutions and plans effectively.

Based on the research did by Iman: 2017, there are some solution for English speaking barrier in the context of debate:

1. More exposure opportunity in the speaking expression, either in the classroom formally or out of it. For example the Debate community for preparing the completion among students (WSDC). According to him, by open this chance could invite speak more based on the topic critically, The purpose of this program could support the confidence and motivation.
2. The second solution is about teachers skills improvement. They should prepare the technique and instructional material. The staff also need to be skillful in operating the digital library to provide data source for students.
3. The teachers should be joined in may training to reach the professionalism.

The previous researches informing so many classifications of Debate useful in the context of EFL learning particularly related to the speaking practice. In this portion narrates that the context of speaking barrier did not discuss clearly yet. The current study tried to clarify kinds of speaking barrier and its relation to the Debate practical in the classroom. Debate was proven effectively to support students in improving their English speaking competency as mention above. This following discussion will clearly explain about the urgency of Debate in the implementation of speaking fluency and some problems faced by EFL students that called as speaking barred.

Research Method

Data analysis used in qualitative research is carried out during data collection, and after completing data collection within a certain period. The technique used to analyze data in this research is descriptive techniques or more specifically using interactive methods. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it can be easily understood, and of course can be communicated to other people.

The data analysis model used by researcher is the interactive model of Miles, Huberman, and Saldana (2014: 12-14). The components in data analysis by Miles, Huberman and Saldana (2014: 12-13) are as follows; Data condensation Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming data that approaches the entirety of written field notes, interview transcripts, documents and empirical materials. The conclusion is that this data condensation process was obtained after the researcher conducted interviews and obtained written data in the field, which later the interview transcripts were sorted to obtain the research focus required by the researcher. 2. Data Presentation (data display) Data presentation is an organization, unification and conclusion of information. Data presentation here also helps in understanding the research context because it carries out a more in-depth analysis. 3. Drawing conclusions (Conclusions drawing) Drawing conclusions here is carried out by the researcher from the beginning of the researcher collecting data such as looking for understanding that does not have a pattern, noting the regularity of explanations, and the flow of cause and effect, which in the final stage concludes the entire data obtained by the researcher.

The triangulation implemented in present study as the instrument of validity by comparing several source of information taken from the subject of research. The students of English Department were coming from used as the subject research. The interview used to achieve more real information as the basic cases of this research focus. Another information also taken from the evaluation of subject learning. This observation would lead an assumption and also real information related to the policy of subject learning based on the level or semester in the English Department. Here the researcher tries to clarify by using theories that have been proven successful, then the researcher analyzes the new findings so that they become clear by using components of data analysis, namely data condensation, data display, conclusion drawing."

Finding and Discussion

The research finding showed that there are some speaking barrier owned by students, namely anxiety, articulation, pronunciation, elaborating ideas, vocabulary. The students need a good English speaking competency and convey many ideas in their argument critically. Some phenomenon occurs during the learning process include the confidence and anxiety, vocabulary chosen and also the appropriate statement used in building the argument. The challenge derived the researcher to identify a further research which focus on the tendency found in the learning phenomenon. It answered the curiosity about some problems appear in conveying the argument during the debate chamber. Based on the linguistics aspects, the speaking barrier include the portion of vocabulary and pronunciation aspects. The confidence of controlling nervous as the part of public speaking also found in the debate implementation. The analysis result found that intonation and also the voice control classified as the factor of this barrier.

Fear of Mistakes

There are many considerations caused the students unable to speak up confidently. It is not only about the English fluency but also relate to the connecting sentence stated into the motion debated. Students have much worry about producing mistakes, either the language pattern and also the correct vocabulary chosen. The phenomenon can be derived as the lecturer instructed by saying "Please raise your hand if you've ever scared yourself into silence" the situation became more quiet. It was caused by the students were petrified of misspeaking or mispronouncing something. They make mistakes and sometimes those mistakes are hilarious, and it will bring the students to get a process of learn. Remember, nobody ever lost a debate because they said "tomayto" rather than "tomahto". Basically the situation that face by students is the fear of errors is about as real as a phantom, the should be solved through many practice of control anxiety.

Lack of Confidence

Picture this; you're staged for your debate. You know the topic inside out. But then, poof! Your confidence disappears faster than a snap from Thanos. Doubting oneself is a stark reality that can put a damper on even the brightest minds. Confidence in conveying ideas of speaking English will support students in communicating interactively with others in the context of debate. Factors that causes the lack of confidence for English debater prevent them to express the issues relate to the motion maximally. The phenomenon occurred should be overcome by having stronger determination of English interaction. The phenomenon can be pictured by this; students are on staged for their debate and already know the idea of issues inside out. Then, confidence disappears

faster than a snap from Thanos. Doubting oneself is a stark reality that can put a damper on even the brightest minds.

Some previous researches stated that interaction with native speakers greatly influences EFL self-confidence in learning English. The research explains various classifications, such as differences in class and age, then gender, and also regarding interests and desires in communicating with native speakers. This research has not shown or identified anything further regarding what media is used and the duration allocated for EFL each day. How strong the implementation of online communication activities is carried out every day or at a certain time. It has not yet been identified how many native speakers he spoke with. So, self-confidence can be cultivated by a natural process along the way.

1. it is just natural to expect that their self-confidence will also increase along the way
2. The students who reported having the experience interacting with NSs that have a higher level of self confidence
3. The students who have never met NSs have the intention to communicate with them at some point in the future, also reported a higher level of self-confidence.
4. “males and females are equally confident” There were notable distinctions detected in the self-confident level of students who are:
 - a) It is neither gender nor year of enrollment (in the first, second, and third year) dictates respondents’ self-confident level.
 - b) It is whether or not they have previous experience interacting with NESs
 - c) It is whether or not they have the intention to be involved in social interaction with NESs at some point in the future.

In essence, this research shows that communicating with native speakers has a significant effect on boosting self-confidence for EFL students, whether in direct or face-to-face communication or online using various online communication media. So this research informs us that communicating with native speakers can enable language learners to have a natural process of increasing their confidence in learning languages.

According to Alberth, A. (2023), a teacher should ensure that extensive support is particularly provided (make a scaffolding or special arrangement) for unconfident students to enable them to do the task until they have gradually improved their level of confidence. This brilliant suggestion was given based the implementation had been done by Cadd, 2012, teachers of English as a foreign language need to encourage their students to interact and communicate with NESs by assigning them (by chat or interview). It is strongly informing that unconfidence students can be given a big support by directing them into English communication to the NSs. It is similar to the finding of this research which particularly providing an opportunity to the students in touching real English communication through English debate. The challenge found in this context is not only about the linguistics issues but also merely relevant to the controlling of emotional and critical thinking. The English learners faced big challenging in expressing their idea related to the motion release. The information related to the variety of aspects such as economics, politics, health, education and many more.

Keys to Overcoming Speaking Barriers

Talking all fancy-schmancy won't mean a thing if the speaking barriers still stand tall. Grab a metaphorical hammer were bringing down walls today. These are some solution for overcoming the students speaking barrier, namely: Encouraging interaction, embracing erros, practice intensively. Encourage interaction by engaging conversation is like a good game of catch. Throw ideas with clarity and precision, but be willing to catch ideas from others too. Active interaction fuels a conversation, ensuring it doesn't turn into a monologue. Embrace errors sounds like crazy advice, but clearly that making mistakes is a part of learning. Consider each error as a checkpoint. The more checkpoints the EFL cross, the closer they get to mastering English conversation. Practice intensively is important enough to be emphasize. Practice with a friend, record their own voice of practice, or shadow speakers from movies. Surround themselves with English and let it seep into daily life. Students will be speaking English as easily as they breathe. The right techniques and a bit of perseverance, students can brush aside those barriers and conquer the world, one debate at a time. It is time to bring out that inner English speaker, the world needs more of us.

Conclusion

Speaking utterances and skills performance always derived an interesting issue to be research further. The students' speaking barrier are mostly cause the minim opportunities given. The formal exposure has its own portion to be concerned. Indonesian language as the alternative language which had been placed as the dominant preferences create an English weird atmosphere. Students felt so hard to be accustomed in using English during learning process. The speaking barrier supported from low quality of basic English grammar and vocabulary mastery. Beside chances, the motivation should be growth either internal or external. Students need to find more information about the crucial things should be achieved through English. The environment, facility, and also atmosphere entailed as the English policy. The regulation truly essential established in English department about the obligation in using English as language communication.

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