Indonesian Undergraduate EFL Students' Perception of the Use of Debate as Learning English-speaking Method

Eko Restu Saputra¹, Ira Maria Fran Lumbanbatu²

¹ *Universitas Negeri Malang. e-mail: ekorestusaputraaa@gmail.com*
²*Universitas Negeri Malang. e-mail: ira.lumbanbatu.fs@um.ac.id*

ARTICLE INFO	ABSTRACT
Keywords: *Debate, EFL learners, Speaking English, Students' perception* *DOI:* http://dx.doi.org/10.21093/ijeltal.v9i1.1638	*Debating improves students' speaking abilities and fosters spontaneous critical thinking without the need for prior preparation. In the absence of recent research on the topic, the current study aims to explore the benefits and the challenges the English Department students experienced during the implementation of the debate in the learning English-speaking process. The participants of this study were English Department students of Universitas Negeri Malang who had taken the Speaking for Academic Purposes course. A mixed-method study was conducted, by employing an explanatory sequential design to answer the formulated research questions. The quantitative data were collected through an online questionnaire and were analyzed by using Microsoft Excel. Meanwhile, the qualitative data were obtained from the interview and were analyzed by employing the interactive model data analysis of Miles et al. The result showed that most students have positive responses to the use of debate in speaking class and debate could improve their speaking skill. The challenges they encountered during the implementation such as lack numbers of meeting and the duration, limited time for preparing debate, also difficulty in understanding the debate method caused the insignificant result of speaking skill enhancement. The debate system was varied, depending on the lecturers. The result may be used as reference for English teachers to utilize debate in English-speaking class. Likewise, the future researchers are suggested to conduct action research employing debate in English-speaking class.*
How to cite: Saputra, E. R., & Lumbanbatu, I. M. F. (2024). Indonesian Undergraduate EFL Students' Perception of the Use of Debate as Learning English-speaking Method. *Indonesian Journal of English Language Teaching and Applied Linguistics, 9(1)*, 121-132.	

1. Introduction

Nowadays, there are various methods of teaching English speaking. Familiar methods such as roleplay, storytelling, and monologue are commonly employed in the educational field, especially in university. In the English department of Universitas Negeri Malang, especially in the Speaking for Academic Purposes class, there is also a method to teach English speaking,

which is debate. Debate is a form in which the students argue their opinions about a particular issue. Because it is an argument, students may develop perspectives, create claims and supporting evidence, present responses, and eventually participate in debates (Werdiningsih, 2018). In this class, the students are divided into two groups, the pros and cons. This activity allows the students to perform their speaking English optimally since debate is a student-centered method that offers sufficient opportunities for the students to participate (Rao, 2019). Indeed, debate is usually conducted for educational purposes because it is considered one of the effective strategies to assist students in developing various skills for learning success, such as speaking and critical thinking (Ban et al., 2023).

Many studies have examined debate as a method to teach speaking English. Classroom Action Research (CAR) conducted by Arung & Jumardin (2016) and Astati (2019) who testified debate to improve students' speaking skill resulted positive in two cycles. In addition, it also increased students' motivation to learn to speak English. The researchers believed that employing debate is enjoyable for both the teacher and the students. Astati (2019) also clarified the factors influencing the students' improvement, which were the material, the classroom condition, the teacher, the students' condition, and the rewards. Furthermore, another CAR held in university level by Werdiningsih (2018) assumed that by fostering students' activeness in presenting oral arguments logically and methodically, they could improve their speaking abilities through the application of the debate method. The researcher also believed if students participate in the debate frequently, it will expand their vocabulary, boost their confidence, and enable them to speak English optimally. In addition, during the pandemic, all learning processes were conducted online. A study investigating the use of debate in online classroom by Putri (2022) revealed that the implementation of online debate could improve students' speaking skill, critical thinking, and spontaneous response. Because the media of online teaching was the WhatsApp application, the researcher found it was not that effective to use. Thus, Harahap et al. (2021) investigated online debate in EFL classroom by utilizing Zoom application. Based on the results, it is possible to infer that debate is an appropriate medium for honing students' speaking abilities. Debate is the best way to improve your speaking skills in a short amount of time while also making it easier and more enjoyable. Students at the basic level will also feel at ease and assured while discussing a motion related to the current situation. It will thrill novices and new debaters to express themselves in the debating hall. It also may reduce EFL learners' English-speaking anxiety levels (Ali, 2021; Yaşar & Atay, 2021).

Based on the previous studies which examined the use of debate method to improve students' speaking skill, there is no recent study investigating the EFL students' perception towards the implementation of debate method in the Speaking for Academic Purposes class. Hence, the researchers aim to figure out the perception the students have in learning speaking English by employing debate method. The researchers formulate three research questions to be answered by this study.

1. What benefits did the students obtain during the implementation of the debate method in the Speaking for Academic Purposes class?
2. What challenges did the students experience during the implementation of the debate method in the Speaking for Academic Purposes class?
3. How was the debate method implemented in the Speaking for Academic Purposes class?

2. Literature Review

2.1 Teaching Speaking Methods

Considered as the most complicated skill to master for the EFL learners, teaching speaking insisted innovative techniques or strategies to use. Previous studies have examined many strategies and methods in teaching speaking. One of the effective strategies employed is roleplay. Role-playing is an activity where students are assigned certain roles and are required to speak and act in exactly those roles (Pinatih, 2021). The researcher also assumed that this activity emphasizes 4C skills: communication, collaboration, critical thinking and problem solving, creativity and innovation. The role-playing activity, which Jayanti (2022) believed bridged the gap between academic learning and real-life situations, positively impacted these soft skills. Hence, the students believed that the role-play method can increase speaking abilities because of its potential to make students enjoy conversation as they do in daily instead of experiencing like they are learning (Lestari & Sridatun, 2020). In addition to role-play, storytelling becomes a familiar method in teaching speaking. Zuhriyah (2017) defined storytelling as a teaching method where the students must retell the content of stories in various word constructions while interacting with the storyteller and the listener. Coconi (2013), in Purwasari & Nugraha (2023), classified storytelling in many types: cultural, family, personal, and fabled. The statement about this type of storytelling demonstrates that students can share their stories and information in various ways. Furthermore, in their study, Purwasari & Nugraha (2023) have proved that storytelling in teaching speaking is a suitable method for students to learn pronunciation, vocabulary, and fluency in speaking. Also, it encourages them to learn and practice speaking English, because it provides a supportive environment for the students to perform. Thus, it may decrease the students' anxiety and boost their self-confidence.

2.2 Debate Method in Teaching Speaking

A study by Meldia & Melani (2022) investigated the students' perceptions of the debate method utilizing in developing students' speaking skill. Resulting positive responses, the students viewed classroom debate as an engaging and creative way to get involved. They also felt that participating in debate helped them feel more confident speaking in front of others, reduced their fear of speaking, made them better at communicating, and improved their critical thinking ability. Therefore, the debate is considered an effective learning English-speaking method because it tends to be student-centered during the implementation, increasing the students' speaking ability. In addition to speaking performance, there are also many things influenced using debate in teaching speaking English. For instance, a study by Afri et al. (2021) revealed that the students improved not just in their academic performance but also in their behavior during the learning process. Students are confident in expressing their opinions because they enjoy and focus on participating in the teaching and learning process and are more active, enthusiastic, confident, and cooperative. This study implies that debate allows students to enjoy and engage in the learning process well. This promotes an atmosphere where students may be participating actively in their education (Meldia & Melani, 2022).

On top of that, critical thinking skills also may be developed. The students believed that participating in classroom debates is beneficial for the development of their critical thinking skills because debates help them to think quickly and carefully. The students note that they learned to seek out evidence and arguments to support their viewpoints, explore reasons,

and consider issues from various perspectives, taking multiple angles into account (Zare & Othman, 2015). Iman (2017) believed that the students may develop their critical thinking skills, collaborate with teammates to gather knowledge, facts, and data, and speak out about specific concerns in an academically appropriate manner through debate. The EFL students will finally develop into well-trained and skilled speakers as a result of this. Furthermore, when students engage in English debate competitions, they have the opportunity to practice seeing situations from various perspectives and justifying their positions. In the competition, students do not choose sides but rather must be ready to support either the affirmative or opposing team, which forces them to identify key arguments that could strengthen their team and weaken the opposing side (Saputri et al., 2022).

2.3 English-speaking Problems

Chand (2021) discovered that students have four major speaking problems: personal problems, linguistic problems, social problems, and environmental problems. In the same vein, Jaya et al. (2022) classified the problems that students have when speaking English into three categories: affective-related problems, social-related problems, and linguistic-related problems. Attitude, self-confidence, motivation, anxiety, duration of exposure to the language, classroom settings, environment, family background, and students' and teachers' abilities are examples of affective-related problems. Whereas, understanding to practice English outside of the classroom and understanding in speaking class are examples of social-related problems. Meanwhile, vocabulary, fluency, grammar, and pronunciation are examples of linguistic-related problems. Furthermore, the most common problem encountered by English Education students is linguistic problems (Riadil, 2020).

3. Research Methodology

3.1 Research Design

Researchers conducted a mixed-method study by employing an explanatory sequential design to answer the formulated research questions. According to Creswell & Plano Clark (2011), this design at first gathers quantitative data, then followed by qualitative data to support the quantitative findings. This design guides the researchers to work scientifically from quantitative to qualitative natures (Creswell & Poth, 2018), which the quantitative finding is expected to provide an overview of the research problem, while qualitative data and analysis are expected to further clarify and explain those statistical results by exploring deeper into participants' answers (Ivankova et al., 2006).

3.2 Participants

The study was conducted at Universitas Negeri Malang, with 26 English Department students as the participants. The purposive sampling technique was employed to determine the research's participants, who were the students who had taken the Speaking for Academic Purposes class in 2022/2023 as participants. The researchers chose this type of participant since the Speaking for Academic Purposes class offered students the chance to perform a debate simulation within the learning speaking process.

3.3 Instruments for Collecting Data

The study employed two instruments to obtain the data. At first, 26 students filled out an online questionnaire in form of Likert Scale with four option answers from strongly disagree (1 point) to strongly agree (4 points) to obtain quantitative data. The questionnaire consisted

of two sections; the first was about the benefits of debate, whereas the other one was regarding the challenges in classroom debate implementation. In the second phase, there were two students, one is majoring English Language Education (ELE) and the other one is majoring English Language Literature (ELL), who were going to the semi-structured interview session to elaborate the quantitative data which had been collected. The participants were chosen due to their profound understanding of the issues discussed within the open-ended question provided in the second section. It was also reinforced by their willingness to be interviewed by filling out the consent form in the last part of the questionnaire. In this session, the researchers also figured out how the debate method was implemented in the Speaking for Academic Purposes class.

3.4 Data Analysis Procedures

The quantitative data was analyzed by descriptive quantitative analysis, employing Microsoft Excel 2016 to determine the frequency and percentage, while the three stages of qualitative data analysis by Miles et al (2014) was employed to analyze the qualitative data. In the data condensation step, the data gained from the interview and open-ended question sessions were condensed, selected, sorted, and analyzed. Next, the researchers transcribed the data non-verbatim relevant to the context, referring to the research questions, and then translated it into English since the interview and questionnaire were carried out in Indonesian. Afterwards, the data were coded in order to comprehend and organize it properly. The second step was data display, in which the data were arranged and matched to its category. Last step, the researchers drew conclusions based on the results.

4. Results

4.1. Benefits of Debate in the Speaking Class

The results of the benefits that the participants obtained when participating in classroom debate through the questionnaire can be seen in Table 1.

Table 1: The benefits of debate

Benefits	SD	D	A	SA
	Frequency and Percentage			
Enhancing speaking skill	1 4%	0 0%	5 19%	20 77%
Developing critical thinking skill	0 0%	1 4%	5 19%	20 77%
Encouraging to be active	0 0%	1 4%	10 38%	15 58%
Lowering anxiety level	1 4%	7 27%	10 38%	8 31%
Encouraging to be open-minded towards the issues	0 0%	2 8%	9 35%	15 58%
Increasing self-confidence	0 0%	3 12%	13 50%	10 38%
Making speaking English fluently	0 0%	4 15%	11 42%	11 42%
Making speaking English well-organized	0 0%	5 19 %	11 42%	10 38%
Making speaking English to the point	1 3.8%	6 23%	9 35%	10 38%
Enriching vocabulary mastery	0 0%	0 0%	9 35%	17 65%

It shows that most participants, 25 out of 26 students, perceived the benefits such as increasing their speaking skill. It resulted from their critical thinking, which was enhanced during classroom debates. Critical thinking was developed because they could be open-minded to the issues that they discussed in classroom debates. The finding from the questionnaire was supported by the statements in interviews with an English Language Education (ELE) student and an English Language Literature (ELL) student as follows,

> *".... My critical thinking was enhanced since I knew how to argue properly, knowing what to argue...."* (Student I / ELL)
> *".... My critical thinking also was increased since I learned to analyze the content I wanted to express...I also became open-minded since I learned several new things...."* (Student F / ELE)

Besides critical thinking, 25 students perceived it encouraged them to be active in the class by lowering their anxiety level when speaking, increasing their confidence in speaking English, understanding the debate systematic. The participants said,

> *"....it increased my self-confidence...."* (Student I / ELL)
> *"My confidence was enhanced by understanding the systematic of debate...."* (Student F / ELE)

Furthermore, it made the participants speak English fluently (84%), to the point (73%), and systematically (80%). Likewise, all of the participants, 26 students, considered it might enrich their vocabulary mastery. Participant I stated,

> *"....I learned intonation, also how to argue an opinion...I learned new vocabularies, which were formal vocabulary common in debate...."* (Student I / ELL)

On top of that, the participants also mentioned benefits they obtained in the interview session such as learning jargon and controlling emotion during classroom debate. Here is what participants said,

> *"....I learned jargon as well...."* (Student I / ELL)
> *"....I also learned to control my emotion while debating."* (Student F / ELE)

However, there were some big numbers of participants who did not perceive well toward the implementation of debate in speaking class. 8 out of 26 participants perceived that debate could not decrease their anxiety level when speaking English, also 7 out of 26 participants believed that debate could not make them speak English to the point. Overall, they both believed that the implementation of a debate classroom was beneficial to enhance their speaking skills, yet it was not significant due to some aspects. Participant I claimed,

> *"There is an improvement, yet not significant...."* (Student I / ELL)

4.2. Challenges of Debate in the Speaking Class

The results of the challenges that the participants encountered when participating in classroom debate through the questionnaire can be seen in Table 2.

Table 2: The challenges of debate

Benefits	SD	D	A	SA
	Frequency and Percentage			
Limitation of the meeting to conduct classroom debate	1 4%	4 15%	13 50%	8 31%
Limitation of duration to conduct classroom debate	2 8%	4 15%	13 50%	7 27%
Unsupportive classroom condition	5 19%	8 31%	6 23%	7 27%
Difficulty in understanding the debate system taught by the lecturer	6 23%	11 42%	7 27%	2 8%
Lack of preparation time for the students	6 23%	7 27%	10 38%	3 12%

Most of the participants perceived that the number of meetings (81%) and duration (77%) to conduct classroom debate was limited; also, 50% of participants felt the limited preparation time given. It was believed as the main factor of the participants' improvement in speaking English not significantly. The findings were followed up by the interviews and an open-ended question below,

"...*the limited preparation time provided by the lecturer compounded the issue*...." (Student A / ELE)

"...*the limited time allocated further diminished our opportunities for experimentation.*" (Student D / ELE)

"*In order to improve speaking skill, I think the number of meetings was lack*." (Student F / ELE)

"... *the number of meetings to conduct debates was limited...amount of time was consumed just preparing the seating arrangement*." (Student I / ELL)

"*Preparation time was limited; hence, I could not be ready to participate in the debate....*" (Student F / ELE)

In addition, there were 9 participants who also found it hard to understand the debate systematic since there was lack of further explanation regarding the systematic of debate. This was elaborated through the open-ended question in the second section of questionnaire, also in the interviews. The participants revealed,

"...*I didn't know the content of debate...the material/theory explained was only in general terms and not specifically elaborated.*" (Student F / ELE)

"...*there are a lot of debate types such as parliamentary, presidential, etc...made me confused in organizing the material....*" (Student W / ELE)

"*As a beginner, there were numerous theories that confused me....*" (Student A / ELE)

"...*we did not know how about the implementation of it, due to the lack of examples given.*" (Student F / ELE)

"*The lack of examples provided by the lecturer resulted in us debating solely...without clear guidelines on how to present opinions....*" (Student B / ELE)

Besides, problems such as anxiety and lack of self-confidence were commonly encountered by the participants. In the open-ended questions and interviews, the participants claimed,

> "*Lack of experience to debate made me anxious and sometimes confused to respond the motion given.*" (Student A / ELL)
>
> "*... I was not confident to express the ideas...I was not confident with the quality of my opinion.*" (Student I / ELL)
>
> "*I was not confident of performing debate...I was blank...I was not confident with my friends who were well-knowledgeable in debate.*" (Student F / ELE)
>
> "*I also struggled to organize my ideas and tended to speak in circles due to nervousness....*" (Student A / ELE)

4.3. Debate Implementation

The way of how lecturers implemented classroom debate were investigated through semi-structured interview with two students as participants from different majors, English Language Education (ELE) and English Language Literature (ELL). Overall, the systematic of classroom debate were different; it depends on the lecturer. The ways of the lecturer accounted for the material were quite similar, by introducing debate to them generally to specifically. They said,

> "*.... At first, the lecturer explained material from general to specific to the debate....*" (Student I / ELL)
>
> "*Firstly, the lecturer explained debate material....*" (Student F / ELE)

However, the lecturer taught the ELL class further elaborated the explanation by presenting a debate video, whereas the ELE lecturer conducted a trial session by the participants as the example. Participants I and F stated,

> "*.... Afterwards, the lecturer presented a video regarding how debate worked....*" (Student I / ELL)
>
> "*..., there was a trial session, discussing a topic to be discussed in front of the class....*" (Student F / ELE)

Likewise, the projects participants did were different, which the ELE lecturer conducted a one-vs-one debate, instead of establishing all the projects in a group form like the ELL lecturer did. Participants I and F argued,

> "*.... first, the students worked in groups, ... The second project, classroom debate conducted by one-vs-one, ... In the final project, the students worked in groups ... perform debate in front of the classroom.*" (Student F/ ELE)
>
> "*..., the lecturer divided the students into 6 groups, then determining who the pros and cons, ...*" (Student I / ELL)

5. Discussion

The present study's findings showed that the benefits of using debate participants experienced such as improving their speaking ability, sharpening their critical thinking skills, motivating them to participate actively in class, reducing their speaking anxiousness, encouraging them to be open-minded to the topics they study, boosting their self-assurance when speaking English, teaching them to speak the language clearly, concisely, and systematically, and expanding their vocabulary; which are in line with the studies done by Afri

et al. (2021), Iman (2017), Meldia & Melani (2022), and Werdiningsih (2018). Most participants were encouraged to study the issues that they were discussing, which resulted in their ability to express the idea properly. This finding is in line with the previous study by Zare and Othman (2015) in which debate may assist them to consider the things they want to convey quickly and carefully. It is because they must support their opinion by finding arguments to reinforce their opinion and consider issues from different perspectives. Therefore, their critical thinking was trained and sharpened during classroom debate. Moreover, the participants experienced getting involved in class discussions by being active. Afri et al. (2021) discovered the students were confident to share their viewpoints. They enjoyed and focused on participating in the learning process, and they became more active, enthusiastic, confident, and cooperative in their participation. This implies that the use of debate method in the teaching and learning process influences the students' behaviour toward it.

On the other hand, there were quite a big number of participants in questionnaire, as well as a participant in the interview session, who did not perceive debate may decrease their anxiety level significantly. That might happen due to the English-speaking problems they encountered when practicing classroom debate. Chand (2021), elaborated by a study by Jaya et al. (2022), categorized the three major speaking problems commonly faced by the participants which are affective problems, linguistic problems, and social problems. According to the researchers, anxiety is categorized as an affective problem that may be influenced by social problems. Furthermore, the participants in the interview session assumed that the number of meetings to implement classroom debate was lack, as well as the debate method employed by the lecturers which was not genuinely effective to build debate scheme, particularly to the participants who have no previous debate experience. Hence, in this study, it can be concluded if the significance level of the speaking improvement the participants obtained is relied on the teaching method and the duration of language exposure, which are categorized as social problems (Chand, 2021; Jaya et al., 2022).

Based on the findings regarding the implementation of classroom debate, which was investigated through interviews, it showed that the participants had different methods of debate during the implementation. It relied on the lecturers who taught the class. The systematic debate used in Speaking for Academic Purposes (SAP) class that the participants experienced was different to other studies. In this class, the systematic relied on the lecturer, which means that it might be different even to other SAP classes. The utilization of technology was only in English Language Literature (ELL) class by providing video examples of debate from YouTube that were presented in front of the class, as introduction to debate. Whereas the English Language Education (ELE) class only employed technology in presenting the materials and scoring rubric for the judges, utilizing PowerPoint slides and Google Sheet. Furthermore, based on previous Classroom Action Research (CAR) studies held by several researchers, the debate systematic was divergent with one another. Werdiningsih (2018) organized a classroom debate by asking students to debate current issues using the news item text at first. The debate topics were chosen based on the text provided. Afterward, the researcher assigned more complex topics to the students as topic in classroom debate which they did. Fauzan (2016) elaborated debate and peer assessment to enhance the students' speaking skills. Meanwhile, Astati (2019) set classroom debate by preparing the controversial topic to be discussed. After that she prepared the controversial topic/motion. Before beginning the debate, the researcher elicited the students'

understanding of the topic's language by displaying a picture. The researcher also offered the students more time to prepare and speak before the discussion. The researcher also offered students the opportunity to ask questions if they didn't know how to build a statement or a sentence. The students were then divided into pro and con groups. During the debate, the researcher wrote new vocabulary on the whiteboard. The researcher also encouraged students to express their opinions. The debate activity's winner was announced by the researcher at the end of the debate. The researcher chose the winner based on the students' participation in providing opinions. Before wrapping up the discussion, the researcher directed the students toward a conclusion regarding the topic.

6. Conclusion

As aiming to figure out the perception that the English Department have toward the utilization of debate in enhancing their speaking skill, this study has found positive results experienced by the students. The students felt that debate may sharpen their critical thinking skills, lower their anxiety when speaking English, train to control emotion during debate, learn jargon, as well as enrich their vocabulary mastery. Besides, it also made them speak English fluently, to the point, and systematically. As a result, these all affect to their overall English-speaking skill; yet not significantly due to several things challenged them during the implementation. The challenges were the lack of meeting numbers, the limited time to conduct classroom debate and preparation time given. Likewise, the difficulty in understanding the debate systematic taught by the lecturers led them to anxiety and self-distrust to speaking English, especially in front of other students. Regarding the debate systematic, this study found that each lecturer had their own systematic; hence, the debate systematic taught to the students was different, depending on the lecturer itself.

The small number of participants did not allow the researchers to explore numerous data regarding the benefits of classroom debate, as well as its challenges, implemented in English-speaking in addition to the data obtained. The researchers believe that there are many more benefits which the students experienced toward their speaking skills. Despite its limitations, the results of this study may be useful as an overview for English teachers implementing the debate technique in their English-speaking classes for the English Department students. In a similar vein, the researchers advise the next researchers to carry out action research to employ the debate technique in English-speaking classes; even in English club, in which the activity offered should be attractive for the students. Hence, the future researchers have to design the debate method as appropriate as possible to be implemented in the learning English-speaking process.

References

Afri, E., Marpaung, E. E., & Maulina, I. (2021). Enhancing students' speaking skills through debate techniques. *IJEAL (International Journal of English and Applied Linguistics), 1*(2), 141-146. https://doi.org/ijeal.v1n1.1121

Ali, H. (2021). Using a program based on online debate to develop EFL majors' speaking skills and reduce their speaking anxiety. *CDELT Occasional Papers in the Development of English Education, 76*(1), 169-203. https://dx.doi.org/10.21608/opde.2021.226280

Arung, F., & Jumardin. (2016). Improving the students' speaking skill through debate technique. *Journal of English Education (JEE), 1*(1). http://usnsj.com/index.php/JEE/article/view/JEE010

Astati, E. (2019). The use of debating activities to improve students' speaking skill. *Journal Polingua: Scientific Journal of Linguistics, Literature and Education, 8*(2), 57-65.

Ban, B., Pang, S., & Em, S. (2023). Debate: One of the key factors to improving students' English language speaking skills. *Journal of General Education and Humanities, 2*(2), 107-120. https://doi.org/10.58421/gehu.v2i2.69

Chand, G. B. (2021). Challenges faced by bachelor level students while speaking English. *Indonesian Journal of English Language Teaching and Applied Linguistic, 6*(1), 45-60.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd ed.)*. SAGE Publications.

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.)*. SAGE Publications.

Fauzan, U. (2016). Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment. *EFL Journal, 1*(1), 49. https://doi.org/10.21462/eflj.v1i1.8

Harahap, A. Z., Harefa, Y., & Siregar, M. S. (2021). Virtual debate in EFL classroom: Impacts on the students' speaking skill. *Journal of English Language Pedagogy, 6*(2), 28-35.

Iman, J. N. (2017). Debate instruction in EFL classroom: Impacts on the critical thinking and speaking skill. *International Journal of Instruction, 10*(4), 87-108.

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods, 18*(1), 3-20. https://doi.org/10.1177/1525822X05282260

Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking performance and problems faced by English major students at a university in South Sumatera. *Indonesian EFL Journal, 8*(1), 105-112. https://doi.org/10.25134/ieflj.v8i1.5603

Jayanti, L. N. (2022). Role play for fostering young learner's soft skill in speaking English. *Vivid: Journal of Language and Literature, 11*(2), 127-131. http://dx.doi.org/10.25077/vj.11.2.127-131.2022

Khan, R. M. I., Radzuan, N. R. M., Farooqi, S. H., Shahbaz, M., & Khan, M. S. (2021). Learners' perceptions on WhatsApp integration as a learning tool to develop EFL vocabulary for speaking skill. *International Journal of Language Education, 5*(2), 1-14. https://doi.org/10.26858/ijole.v5i2.15787

Lestari, F., & Sridatun, F. A. (2020). An analysis of student speaking skill using role play method. *PROJECT (Professional Journal of English Education), 3*(1), 114-119.

Meldia, P., & Melani, M. (2022). Students' perception in using debate technique to develop students' speaking skills. *Journal of English Language Pedagogy (ELP), 7*(2). https://doi.org/10.36665/elp.v7i2.625

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook (2nd ed.)*. SAGE Publications.

Pinatih, I. G. A. D. P. (2021). Improving students' speaking skill through role-play technique in 21st century. *Journal of Educational Study (JoES), 1*(1), 103-108. DOI: 10.36663/joes.v1i1.159

Purwasari, R. M., & Nugraha, S. I. (2023). The use of storytelling in speaking instruction. *PROJECT (Professional Journal of English Education, 6*(2), 361-374.

Putri, S. C. (2022). Using debate technique for online speaking class during covid-19 pandemic. *Edu LINGUI, 1*(2), 21-28.

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ), 2*(2), 6-18.

Riadil, I. G. (2020). A study of students' perception: identifying EFL learners' problems in speaking skill. *International Journal of Education, Language, and Religion, 2*(1), 31-38. http://doi.org/10.35308/ijelr.v2i1.2256

Saputri, M. R. A., Indah, R. N., & Rasyid, F. (2022). Debate, critical thinking disposition, and self-confidence: Do they contribute to speaking proficiency?. *Premise: Journal of English Education and Applied Linguistics, 11*(1), 189-2017.

Werdiningsih, I. (2018). The use of debate method to improve students' speaking skill. *Journal of English Teaching, Literature, and Applied Linguistics, 2*(2). http://dx.doi.org/10.30587/jetlal.v2i2.623

Yaşar, M. Ö., & Atay, D. (2022). Emergency remote teaching and the effects of online debate on L2 speaking anxiety: Pre-service English language teachers' perspectives. *English as a Foreign Language International Journal, 2*(6), 80-104. https://doi.org/10.56498/423262022

Zare, P., & Othman, M. (2015). Students' perceptions toward using classroom debate to develop critical thinking and oral communication ability. *Canadian Center of Science and Education, 11*(9), 158-170. http://dx.doi.org/10.5539/ass.v11n9p158

Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *English Education: Jurnal Tadris Bahasa Inggris, 10*(1), 119-134.