

**EXPLORING DEBATERS' SELF-DEVELOPMENT IN ENHANCING
SPEAKING PERFORMANCE AT ZEC OF IAIN LANGSA**

SKRIPSI

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Langsa, 26 Juli 2022

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UMI SAKINAH

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ABSTRACT

Suzucy Yanelda, 2021. Exploring Debaters' Self-development in Enhancing Speaking Performance at ZEC of IAIN Langsa

Supervisor (1). Muslem, S.Pd., M.Pd., M.TESOL **(2)**. Husnul Khatimah, M.Pd

This study was about exploring debaters' self-development in enhancing their speaking performance and was conducted at Zawiyah English Club (ZEC) of IAIN Langsa. This study was aim to know the debaters' strategy in developing their speaking performance or autonomous learning. The problem in this study was analyzed by using qualitative descriptive method. The data were collected by interview and documentation which the aim is to find out the difficulties they have faced and also how they applied autonomous learning during the learning process. In this study, the researcher found that the debaters' strategy in developing thmselves to enhance speaking performance is by doing an autonomous learning and the problems they have faced during the process are the lack of vocabulary, the confidence during the speech, and case building. Based on the explanation above, it can be concluded that the debater speaking performance was enhanced because they used autonomous learning strategy. In this term they identified their own learning needs, then they also fond out the learning materials, furthermore they also evaluated the learning process. There were several problems during the process and they already mentioned what was the factors of the problems as well as they also found what was the solution to solve the problem.

Keywords: *Self-development and Autonomous Learning*

CHAPTER I

INTRODUCTION

A. Background of Study

English is the most popular language that people all over the world wanted to master. Since English as the international language, it makes English became a tool to connect all people in this world who has different languages one to other. For those countries which are English is their mother language, it is their luckiness because people were not facing the difficulties in learning English. Furthermore, there are some countries which are already use English as their Second language (ESL). For instance, Malaysia, Singapore, and so on. People in these countries use English beside their mother language in order to communicate in daily life. It means that English is familiar for people there and it makes people easier in learning English. Otherwise, there are some countries which use English as a Foreign Language (EFL) and one of these countries is Indonesia. Indonesia is a multicultural nation with more than a hundred languages. Indonesia citizen mostly speak in their local language for daily life and use Bahasa Indonesia as national language. English is not familiar for Indonesia citizen so it makes English learner in Indonesia faced difficulty in learning English especially in finding a partner to practice English as well.

To overcome this problem, some people decided to find an English private course in order to find an English teacher or even just wanted to seek a partner to practice English with. In another side, some people choose to take English as

their major study and almost all of universities in Indonesia provide English major whether it is a big university or it is the small one. For instance, IAIN Langsa is the university where the researcher studying and also conducted this study. It is located in Langsa Town, Aceh province. English education department of IAIN Langsa has a hundred students now and besides learning English as a language to communicate, they also learn how to be a good English teacher. Talking about a good English teacher, Wichadee and Orawiwatnakul as cited in Mahmoud journal said “*a good English teacher at least need to be able to speak in English whether it is during the lesson or even also in daily life.*”¹ It means that, from four English skills which are listening, speaking, reading, and writing, speaking is the most needed skills to be mastered.

Overcoming the above problems, the researcher came to the real situation in the field and conducted a mini research. The researcher just wanted to know how is speaking quality of English student of IAIN Langsa. The researcher decided to came to the fifth grade students because in this level the students already took the second level of speaking class since there were three speaking levels for English students. As the researcher wanted to know how much their speaking progress after passing the first speaking class when they were in the fourth semester. Based on the informations the researcher found by the lecturer, at English speaking level one the students learned about vocabularies building, simple sentences like daily use sentences, how to introduce self in English, and so on. Based on this informations, the researcher believed that English students at

¹ Mahmoud Al-Maqtri and Thabet Ahmad, “*The Qualities of the Good English Teacher as Perceived by Saudi and Yemeni College Students of English,*” *Greener Journal of Educational Research* 3, no. 2 (2013), p. 072–079.

the fifth semester were already good at Basic English speaking. Furthermore, the researcher came to their class and gained them to be in a speaking situation like asking about their self in English, and so on. After listening to their reaction, the researcher shocked because most of them were not ready to speak English as well even a basic level like introducing self. Besides that, during this speaking activity there were several students who had a better English speaking among their friends. Then, the researcher came and asked these students about why and how they could be able to speak English like that good. They said it may be because they joined to a debate club that made them practice speaking more than other friends. Finally this reason was what ultimately the gap in this study became.

English debate is one of some speaking activities used by many teachers in order to enhance students' speaking performance. Hasibuan and batubara as cited in Iman's journal assert that "*debate is a method of language learning which is applicable not only to improve students' speaking skill but also critical thinking*".² So it makes sense if debaters had better english speaking rather than those who were not joined to a debate club. It does not stop here, the researcher still curious on why and how debate activities could enhanced their speaking performance? Was it because of the debate mentor who taught them a plenty tips to improve speaking through english debate? Or it was because the students push themselves to practice more and more? after asking this question to the debaters, the researcher got the answer. The answer was not because of the debate mentor or even not because of the debate itself, but it all could be happened because of

² Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill" 10, no. 4 (2017), p. 87-108.

their self-development. To improve their speaking performance they need to push and develop themselves. Since we know that speaking is a productive skill so no one could help you improve this skill if you do not wanted to practice it.

Based on this issue, the researcher wanted to explore more about debaters' self-development in enhancing their speaking performance. The researcher would chose some students who have been joined to a debate club to help this study. Regarding to the discussion above, it gives inspiration to the researcher to conduct a research entitled "*Exploring Debaters' Self-development in Enhancing their speaking performance At ZEC Of IAIN Langsa*".

B. Research Questions

Based on the background of the problem, as well as the affirmation of the term the researcher has mentioned above, the researcher gives the following research problems:

1. How do debaters' self-development to enhance their speaking performance?
2. What are debaters' problems in self-developing to enhance their speaking performance?

C. Objectives of Study

Based on the statement of the problem above, the study had the following specific objectives:

1. To find out how do debaters' self-develop and enhance their speaking

performance.

2. To find out debaters' problems in self-developing and enhancing their speaking performance.

D. Purposes of Study

Based on the Research Question above, the purpose of this research is to explore the debaters' self-development in enhancing their speaking performance and to find out debaters' problems in self-developing to enhance their speaking performance.

E. Significances of Study

By doing this research, the researcher hopes to contribute some advantages:

Theoretically, for the English teachers, it is expected that the results of this study can inspire the teacher to use English debate as a technique to help students in enhancing their speaking performance and also to teach students about self-learning style. It also hopes the finding of this study can contribute to the abroad literature or set of abroad educational problems especially in English learning field.

Practically, the researcher hopes that the students will find information about how to self-developing and enhancing their speaking performance through debate. The researcher also hopes that the lectures can take this research paper for their reading in order to improve their knowledge about how to enhance students'

speaking ability as this study provides several theories about debate, autonomous learning, and so on. For English department faculty the researcher hopes this study can give inspiration to the department in conducting more activities like debate in order to enhance students' speaking performance. The last, for other researchers, it hopes this study can inspire the researchers to conduct other studies related to this topic.

F. Scope of the Study

Based on the title of this study "exploring debaters' self-development in enhancing their speaking performance", there are two focuses should be limited in this study, so the first one is debate. The researcher wants to underline that debate in this study is only about English debate competition. And the second one is speaking performance. Since this research is study about debate so speaking in this context only limit on the debate speech. By this limitation, the researcher hopes that this study will be focused and straight to the point.

G. Terminology

1. Speaking is one of four English skills that people wanted to master. Besides using speaking skill to communicate in their daily life, some people also use English for speech in a certain contexts or condition and speaking in this study is speaking for debate speech.
2. English debate contest is an activity in which students take up positions on issue and defend their position. Debate is one of technique which has

many benefits for students especially in enhancing students' speaking skill.

3. Self-development is a conscious process of improving oneself in various aspects of life. It's a constant pursuit of growth by developing skills, competencies and knowledge. The ultimate goal for self-development is to be a self-fulfilled person. Self-development in this context is how the debater developing their self to enhance their speaking performance through debate.

CHAPTER II

LITERATURE REVIEW

This chapter reviews some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

A. Previous study

There are several previous studies related to this study. Some of those previous studies are supporting this study, and some of them are not. The researcher wants to display this previous study in comparison and contrast way. This is where we depend on comparing between the previous studies and the study the researcher is performing. The researcher will recognize the similarities between the previous studies and her, display them, and in the end show the differentiation.

As we know that there are several keywords that would be focus on this study. Which are debate, speaking, and self-development. Because this study would focus on how do debaters self-develop themselves to enhance their speaking performance. First, the researcher found out several studies related in using debate to enhance speaking performance. There were many researchers talked about this. The first study entitled “improving the students’ speaking skill through debate technique”. This previous research is really support this study because the finding of this study showed that using debate technique could enhance students’ speaking performance. This proof by students’ test score that

improved in every cycled.³ Furthermore, other studies that related to this topic said, debate is not only could be used to improve speaking performance but also to enhance critical thinking as well. This study also mentioned how much the debate improve fluency, grammar, pronunciation, comprehension, and also vocabulary.⁴

The researcher also believed that debate technique is really give a big impact to English classes especially for EFL learner. Maryadi as cited in Wahyuni's journal stated that "debate can motivate student to think, and they should defend their opinion which aimed to convince other individuals".⁵ Since we know that EFL students need more motivations to make them practice English and through debate it can bring them into a real situation of speaking practice so it is really good for EFL learner. This case is not only happened to the university students but also happened to senior high school students which is also learn English as a foreign language. There is one study has proven that using debate can help senior high school students improve their speaking skill. It was proven by the test score. The pretest score was 70% good and the post test score was 90% good and it is increased almost 100%.⁶ That was a really big improve so far. Based on the researcher experience, debate can make the speaker speak spontaneously and it hides the nervous feeling that usually happened to the learner who is studying a

³ Article Info, "Improving the Students' Speaking Skill through Debate Technique" 1, no. 1 (2016), p. 70–78.

⁴ Iman, "Debate Instruction in EFL Classroom : Impacts on the Critical Thinking and Speaking Skill." p.68-72

⁵ Sri Wahyuni et al., "Critical Thinking Skills : British Parliamentary Debate System to Improve English as Foreign Language (EFL) S Tudents' Critical Speaking" 2, no. 3 (2019), p. 429–433.

⁶ Michael Tianame, "The Implmentation of Debate Technique to Enhance Students' Speaking Skill,"vol. 3, no. 2 (2014), p. 180–195.

foreign language. As Fauzan said “speaking is about to manage conversation and to speak spontaneously so that the speaker can be in a real speaking situation”. this study is really supports this topic.

Speaking seems intuitively the most important skill to master. The success is measured in term of the ability to carry out a conversation in a language. To be able using a language to speak, a speaker also needs to build a personal confidence. Based on the study entitled “function of speaking as a success means of communication”, prove that debate could be used to develop students’ personal confidence in speaking.⁷ However, talking about enhancing speaking skills, some researchers chose to explore another technique of teaching speaking. For instance, the researcher from Aceh named Iskandar. He chose to use podcast as a media in learning speaking skill. And the finding of his study showed that there was improvement on the students’ speaking skill after using podcast as their learning material.⁸ Furthermore, on another side Novita the researcher from Malaysia, chose to use video blog as a learning material to improve speaking skill. She conducted this study at one of Indonesia Universities with 5 samples and the finding showed that there was significant progress showed by the students after using video blog as their learning media.⁹ It means that, this research wanted to say that there are many techniques that can be used to enhance speaking skill.

⁷ Abdullaeva Lola Sadullaevna and Avezova Nigora Safarovna, “*Functions of Speaking as a Successful Means of Communication*” 3, no. I (2020), p. 126–128.

⁸ Iskandar Abdul Samad, Ahmad Bustari, and Diana Ahmad, “*The Use Of Podcasts In Improving Students ’ Speaking Skill*” 3, no. 2 (2017), p. 97–111.

⁹ Novita Lestari, “*Improving the Speaking Skill by Vlog (Video Blog) as Learning Media : The EFL Students Perspective Improving the Speaking Skill by Vlog (Video Blog) as Learning Media : The EFL Students Perspective Novita Lestari*” 9, no. 1 (2019), p. 915–925.

Furthermore, the researcher found a previous study which studied about what was the factor that influenced learners' English speaking skills. This study conducted by Lai-mei Leong and friends. The finding showed that there were six factors, those are pertinent to performance condition factor, the effectiveness, the listening ability, topical knowledge, and the feedback during speaking activities.¹⁰ The researcher believes that a teacher should know first what are the factors behind speaking skills improvement because without knowing the factors, it will be impossible to the teacher can be able to help the problems that are facing by the students in speaking skills. Overcoming all of these factors, here is a study that focus on students' perspective of improving English speaking skills. The findings revealed that all respondents viewed speaking important and they were willing to the deal with the necessities to master it. Although they got interesting materials, creative ideas from the teacher, they still need to take more time to practice. In addition, some respondents tended to avoid speaking due to their fear of lecturers or even their classmates laughing.¹¹ Because of this the researcher wanted to say that besides finding a creative method of teaching English speaking, a teacher should learn how to create a friendly and conducive learning environment in the classroom.

Since we know that speaking is a productive skill, it means that to improve this skill the students need to take time to practice. There are no other ways to improve a productive skill except practice it out. In this case, the students which succeed in improving their speaking skill, of course they put so much efforts and

¹⁰ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, "C r v i h o e f c F" (n.d.), p. 34–42.

¹¹ Situjuh Nazara, "Students ' Perception on EFL Speaking Skill Development" 1, no. 1 (2011), p. 28–43.

also they pushed their self to practice. Holec as cited in Jihui Wang claimed that “the final aim of foreign language teaching is to awaken in students how to learn the language”.¹² In this case the function of teacher is not as that much as the function of the student his self. In education field we called it learning autonomy as Holec as cited in Victoria said that “learner autonomy is seen as an issue principally of student taking greater control over the contents and method of learning”.¹³ By using this autonomous method of learning, the researcher beliefs that the students will be an independent student. David white bread in his research entitled “developing independent learning in the early age” is already gave a proof that as a teacher we need to make the students as independent as they can since the early age around 3 to 5 years old. Because the aim of a good teacher should, of course, be to make themselves redundant.¹⁴

By pushing the students being independent since the early age, it seems became a pathway for student self-development. Because as a teacher we need to realize that after gradate from school the students need to face a work world, the real life.¹⁵ Seem if the teacher did not taught them about self-development they would not know how to deal with their real life. Autonomous, not alone it means that learner autonomy does not involve secluding one-self in a cork-lined room with a mountain of learning materials. Computer interaction can help the

¹² Jihui Wang, “How to Develop College Students’ Autonomous English Learning Skills - --Take Reading Course in Joint-Program in HCFT as An Example” 3, no. 3 (2010), p. 221–228.

¹³ Victoria Chan, Mary Spratt, and Gillian Humphreys, “Autonomous Language Learning : Hong Kong Tertiary Students’ Attitudes” 16, no. 1 (2002), p. 1–19.

¹⁴ David White Bread, “Developing Independent Learning in the Early Years” 33 (2005), p. 40–50.

¹⁵ Bonnie Amelia Dean and Michael D Clements, “Pathway for Student Self-Development : A Learning Orientated Internship Approach” (2010), p. 287–307.

autonomous language learner.¹⁶ There are many ways to build autonomous learning for the students one of that is by using technology. Sohee kim a student from Korea University In his research entitled “developing autonomous learning for oral proficiency using digital story telling”.¹⁷ Has given us another example of using technology in order to developing students to be able to develop their self or being friendly with autonomous learning. And the result of this research revealed that using self-study resources enable learner to develop speaking skill and build considerable self-confident.

Teacher has a pivotal role in building autonomous learning behavior to the students. The researcher found a study that investigated the influence of motivational factors and self-regulatory learning in learning autonomous behavior. Results indicate that in order exploit the affordance of learning technology, a proactive approach to locating and using these learning using resources is necessary.¹⁸

The concept of learner autonomy is now playing an important role in the language learning field. And the main subject in this field is the student. Now let us investigate what is students’ perspective about autonomous learning. The study entitled “an investigation of undergraduate students’ beliefs about autonomous language learning” and the finding revealed that on average, students had a high

¹⁶ Robert Godwin-jones, “*Emerging Technologies Autonomous Language Learning*” 15, no. 3 (2011), p. 4–11.

¹⁷ Sohee Kim, “*Developing Autonomous Learning For Oral Proficiency*” 18, no. 2 (2014), p. 20–35.

¹⁸ Self-regulatory Strategies, “*The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups*” 48, no. 2 (2014), p. 275–299.

level of beliefs about autonomous language learning in a university setting.¹⁹ And what about the teachers' perspective about applying the learning autonomy strategy for learning language. A study from Malaysia University has searched about this. 35 English teachers was selected to ask their perspective. And the finding said that the teachers are very positive towards the implementation despite the discouraging situation of all among students.²⁰

The researcher has reviewed more than twenty studies that related to this study. Some of those studies searched about using debate in EFL classroom to improve speaking and those studies always focus on how much this method improve students' speaking skill. Some of them also studied about students' self-development or autonomous. But none of those previous study is similar to this study. Because the focus of this study is quite different from the other. This study would focus on how do debaters' could enhance their speaking performance through self-development. As we can say this study wanted to explore more how the debaters' used autonomy learning strategy to enhance their speaking skills by using English debate as the learning media. Hence, this study should be continued.

¹⁹ Orawiwatnakul and Wichadee, "A n Investigation of Undergraduate Students ' Beliefs Ab out Autonomous Language Learning." p. 55-60

²⁰ Melor Yunus, Nur Dalila, and Mohd Arshad, "ESL Teachers ' Perceptions toward the Practices and Prospects of Autonomous Language Learning" 11, no. 2 (2017), p. 41-51.

B. Theoretical framework

1. Speaking

Teaching English as a foreign language (TEFL) requires learners' exposure to language skills: reading, speaking, writing, and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities to receive and produce the target language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying learners' language proficiency. Hedge defines speaking as a skill by which they [people] are judged while first impressions are being formed.²¹ That is why the researcher said, speaking is an important skill which deserves more attention in language learning because it manifests peoples' thoughts and personalities. As to the arguments of Harmer, speaking involves interaction with one or more participants. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.²² In other words, speaking is a means to persuade others to do something, to clarify unclear things, and to express an opinion, feeling, etc.

According to Nunan, spoken language consists of short, fragmentary

²¹ T. Hedge, *Teaching, and Learning in the Language Classroom*, (Oxford: OUP, 2000), p. 261.

²² J. Harmer, *The practice of English language teaching. (3rd Ed.)*, (London: Longman, 2001), p. 271.

utterances, in a range of pronunciations as opposed to written language which is characterized by well-formed sentences.²³ On the other hand, Brown defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information.²⁴ Similarly, Harmer states “effective speaking involves a good deal of listening, an understanding of how the other parties are feeling, and knowledge of how linguistically to take turns”. Moreover, Brown defines that speaking is a productive skill that can be directly and empirically observed.²⁵

a. The aspect of speaking

Several aspects must be considered by the speaker. This aspect is very important because this is where someone can judge the way you speak is good or not. Some of these aspects are fluency, grammar, vocabulary, comprehension, and pronunciation. Brown explanation about aspects of speaking:

1) Fluency

It depends on how someone speaks smooth and easy. Fluency can be seen when the speaker can speak clearly without any mistakes such as thinking too long in conveying ideas.

2) Comprehension

²³ D. Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: CUP, 1989), p. 170.

²⁴ H. D. Brown, *Teaching by principles: An interactive approach to language pedagogy*, 3 ed, (Englewood Cliffs, NJ: Prentice-Hall Regents, 1994), p. 169.

²⁵ H. D. Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), p. 160.

Comprehension is a student competence to comprehend all of the speakers says to them.

3) Grammar

Grammar is a way to arrange a sentence that is good and right following applicable reading laws.

4) Vocabulary

Vocabulary is the basic of language. Vocabulary is the most important component in language. Someone can be judged by how they choose the right vocabulary in conveying ideas, feelings, or information.

5) Pronunciation

This component is very important in talking because someone can convey something more clearly if you have good pronunciation.²⁶

According to Hanik's as cited in Anita's journal, rubric of speaking rating:

RUBRIC OF SPEAKING RATING		
ASPECT	SCORE	STATEMENT
	5	Easy to understand and has a native speaker accent
	4	Easy to describe even with certain accents

²⁶ Anita Jati Laksana, *The Effectiveness of Using Chain Story Game in Teaching Speaking*, (Purwokerto: 2016), p. 6-8.

Pronunciation	3	There are pronunciation problems that make the listener have to concentrate fully and often misunderstandings occur
	2	Difficult to understand and often asked to repeat words
	1	The pronunciation problem is serious so it can't be understood

ASPECT	SCORE	STATEMENT
Vocabulary	5	Use vocabulary and expressions like native speakers
	4	Sometimes using inaccurate vocabulary
	3	Frequent use of inappropriate vocabulary
	2	Use wrong and limited vocabulary so that it is difficult to understand
	1	Vocabulary is so limited that conversation is not possible

ASPECT	SCORE	STATEMENT
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Grammar	5	there is no or few grammatical errors
	4	There are grammatical errors but they don't affect the meaning
	3	Make grammatical mistakes that affect the meaning
	2	Many grammatical errors change the meaning and often rearrange sentences
	1	Grammatical errors are so severe and incomprehensible

ASPECT	SCORE	STATEMENT
Fluency	5	Smoothly like a native speaker
	4	Fluency is a bit disturbed by language problems
	3	Fluency is much disturbed by language problems
	2	Often doubt and stop

	1	Talking intermittently and often stops so the conversation is not possible
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ASPECT	SCORE	STATEMENT
Comprehension	5	Understand all without any difficulties
	4	Understand almost everything even though there are repetitions in certain sections
	3	Understanding most conversations despite repetition and intonation is slowed
	2	It is hard to follow what is said
	1	Can not understand even a simple conversation

2. Self-development (Autonomous Learning)

‘Personal development’ is often used interchangeably with ‘self-development’, but they are two different approaches to life. The former focuses on developing new capabilities and adding a new direction to life. The latter focuses on ways to improve things that are already a part of one’s

life. Both processes deal with personal development and complement each other but should not be confused with each other.

Self-development is a conscious process of improving oneself in various aspects of life. It is a constant pursuit of growth by developing skills, competencies and knowledge. The ultimate goal for self-development is to be a self-fulfilled person. The process includes three key components.

a. Skill enhancement

There are two skill enhancement processes, personal and interpersonal effectiveness. Interpersonal skills focus on how you interact with others and develop relationships. Personal effectiveness skills like goal-setting, time management, decision-making and stress management benefit you personally.

b. **Mental Conditioning:**

The process of building and strengthening our minds is known as mental conditioning. We are able to focus on our objectives by visualizing what we want to achieve. This helps maintain a positive focus, improving self-image and self-confidence. Some mental conditioning techniques like meditation, breathing exercises and relaxation activities have proved useful in boosting concentration and bettering performance.

c. **Habit Creation:**

A habit often refers to routine behaviors or tendencies that are automatic and without intention. It is difficult to break out of habits but it

is not impossible. To make our lives more enriching we can also create new habits and bring about positive changes.

The term “self-development” or “self-direction” and autonomy are being use more and more frequently in educational discussion, as can easily be seen from the title of numerous books published in recent years. “Learning is the search of what is not known, a journey that cannot be defined. The path maybe different for each individual but the destination is the same.”²⁷ Spear a personal communication stated this. The word “path maybe different” in this theory made the researcher thought that every learner of course do their own efforts to Achieve the goals and is not only about how the teacher helped them to find the knowledge, but also the way the students developed themselves to reach to the finish line. Learners’ Self-development in educational field usually called autonomous learning. Which means the learner learn by their self to develop the quality of their study. Knowles and others as cited in Wiwat asserted that “autonomous learning is a key of learners. Since autonomous learning is the behavioral expression of learning autonomy, it is critical to be able to assess individual attitudes and beliefs about self and others that affect learner autonomy”.²⁸ Intentionality is essential to learner autonomy, and presupposes the ability to access and direct our power to become the master of our own destinies.

²⁷ Oots Of, “*Chapter 3 Self-Development*” 292, no. 2 (20AD), p. 1–41.

²⁸ Wiwat Orawiwatnakul and Saovapa Wichadee, “*A n Investigation of Undergraduate Students ’ Beliefs Ab out Autonomous Language Learning*” 10, no. 1 (2017), p. 117–132.

Knowles states that “autonomous learning is a process in which individuals take initiative, with or without the help from others, in diagnosing their learning needs, formulating learning goals, identifying human and material learning resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes”.²⁹ Since there is a way on how to measure that the learner is succeed in applying the autonomous learning strategies. A journal from Pakistan already studied about how to measure the autonomous learning and finally they found the scale by using some procedures.

The following procedures were performed in order to develop the draft scale Studies and scales concerning autonomous learning were examined Interviews were conducted with three experts regarding autonomous learning. A draft scale consisting of 27 items was developed. Items are rated on a five point Likert scale from 1 (never) to 5 (always) with higher scores indicating higher levels of autonomous learning. Learning habits in the autonomous learning process were taken into account while determining the items in the draft scale. These were habits in the planning, performing and evaluating stages of learning. Experts from the Turkish Language Teaching and of the educational sciences were asked for their opinion on the conformity of items for the draft scale in terms of language and expression. The opinions of four lecturers from the foreign language teaching department and two lecturers from the

²⁹ Ralph G Brockett et al., “*International Journal of Self-Directed Learning*,” 2, no. 1 (2005). p. 111-115.

educational programs were consulted for the content validity of the items. Expert opinions revealed that 14 items were appropriate for the measurement of autonomous learning. Accordingly, the items approved by the experts were included in the draft scale form.³⁰

Autonomous Learning Scale (ALS)

Planning	1. I identify my learning needs
	2. I decide on the order of my learning
	3. I decide on my own what to learn.
	4. I arrange my learning environment according to my learning
Performing	5. I use sources that support my learning
	6. I find out appropriate material for my learning
	7. I use various sources, when my learning is not as desired
Evaluating	8. I prepare a list of my learning objectives
	9. I use different method during my learning process.
	10. I evaluate what and how I learn during my learning process.
	11. I evaluate the time of my learning
	12. I evaluate my own learning
	13. I evaluate to what extent I have reached my learning objectives.

³⁰ Aysel, "No Title" 30, no. April (2014), p. 1187–1196.

14. I evaluate to what extent my learning materials have supported my learning.

Winne & Hadwin's as cited in Hayo Reinders stated that there are stages in the development of learner autonomy:

- a. Identifying needs: learner experiences the difficulties in using the language.
- b. Setting goals: contextually determined, relatively flexible.
- c. Planning learning: contextually determined, very flexible.
- d. Selecting resources: self-selection by learners.
- e. Selecting learning strategies: self-selection by learners.
- f. Practice: implementation (language use) and experimentation.
- g. Monitoring progress: self-monitoring, peer feedback.
- h. Assessment and revision: self-assessment, reflection.³¹

3. Metacognitive Strategy

Psychology in general and developmental psychology in particular are presently awash in a 'meta' flood (metacognition, meta memory, meta perception, metalanguage, and so on). It seems that these contracts a relatively new, stimulating and very attractive research perspective suggested by a number of review articles.

³¹ Hayo Reinders, "Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills" 3, no. 1 (2010), p. 1–17.

‘Metacognition’ is a concept that has been used to refer to a variety of epistemological processes. Seen if cognition involves perceiving, understanding, remembering, and so forth, then metacognition involves thinking about one’s own perceiving, understanding, remembering, etc. These various cognitions about cognitions can be labeled ‘meta perception’, ‘meta comprehension’ and ‘meta memory’ with ‘metacognition’ remaining the superordinate term.³² Moreover, a definition of ‘metacognition’ according to Paris & Winograd as cited in Eleonora ‘captures two essential features ...: self-appraisal and self-management of cognition’. Self-appraisals are people’s personal reflections about their own knowledge states and abilities, and their affective states concerning their knowledge, abilities, motivation, and characteristics as learners. Such reflections answer questions about ‘what you know, how you think, and when and why to apply knowledge strategies’. Self-management refers to ‘metacognition in action’, that is, mental processes that help to ‘orchestrate aspects of problem solving’ including ‘the plans that learners make before tackling a task’, ‘the adjustments they make as they work’, and ‘the revisions they make afterwards’ It is important to note here, that ‘theoreticians seem unanimous the most effective learners are self-regulating’. Key to effective self-regulation is accurate self-assessment of what is known or not known Only when students know the state of their own knowledge can they effectively self-direct learning to the unknown.

³² Eleonora Papeleontiou-Louca, “*The Concept and Instruction of Metacognition*,” *Teacher Development* 7, no. 1 (2003), p. 9–30.

The important metacognitive experiences or strategies that have to be known by the student are:

- a. Identifying what you know and what you do not know
- b. Planning and organizing strategy
- c. Generating questions
- d. Choosing consciously
- e. Setting and pursuing goals
- f. Evaluating the way of thinking and acting
- g. Identifying the difficulty

However, in order to reach the stage of self-regulation, the individual should be able to control his or her own cognition with the help of inner speech, through the process of internalization. To reach this stage, one has to experience first the stage of egocentric speech, which 'serves mental orientation, conscious understanding; it helps overcoming difficulties; it is speech for oneself, intimately and usefully connected with the child's thinking'.

4. English debate competition

A debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a

vote. Debate is data in which people take up positions, sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their positions. Debate is one of technique which has many benefits for students:

- a) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
- b) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
- c) Questioning skill developed in and struggle-often in the face of disappointment and defeat.
- d) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
- e) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
- f) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem

solving skills.

Because of some benefits above, the researcher argued that debate really needs to be practiced in speaking classroom. It is one of better ways for students to improve their speaking skill. There are some items related to debate:

1. Motion

The topic debated is called a motion. Usually, motion starts with word like “this house” (TH) “or “this house believes that (THBT)”. Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it does not incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. Both teams need to prove or justify whether e-book really can contribute for developmental education.

2. Definition

Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.

3. Theme Line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line is what a team needs to prove, it is also the main reason why a team attacks the opponent’s case.

4. Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5. Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That is why, rebuttal is one of the keys to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent’s case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6. Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable. Before starting debate, debaters should know

these parts of debate in order to be a good debater. It also hoped that debate will run success.

There are some models of English debate, but this research is not focus on that. This research just explained about British style debate competition because the researcher chose the students who already experience that model of debate to ask their perspectives on how far their speaking skill enhanced. Debating usually consist of three members in every team, although sometimes four members in many debates. Debates are varies in use, sometimes it used based on the number of students in the classroom and the level of students.³³

³³ F. Duke Hadad, *The Importance of Debate* (London: Taylor & Francis e-library, 2018), p. 1-7.

CHAPTER III

RESEARCH METHOD

A. Research design

This research is a descriptive research which used a qualitative approach. According to Sandelowski qualitative descriptive study is to retrieve information from stakeholders about their own experiences with the institutions in order to reconstruct the actual governmental design of public policies or organizational management system. Thus, the method employed has to faithfully draw the picture upon which most of the interviewees from a given setting will agree.³⁴

The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. The researcher decided to use qualitative descriptive to conduct this research because this research would be focused on how do debaters' developing themselves and it is related to what the theory said that the goal of this method is to summarize what was individuals or individuals groups experienced.

According to Sandelowski, qualitative descriptive research: should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative

³⁴ Sandelowski M. *What Ever Happened To Qualitative Description?* (*Res Nurs Health*, 2000), p. 334-340.

designs.³⁵ In summary, a qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place.

B. Research Setting

This research would be held in the Zawiyah English Club (ZEC) of IAIN Langsa, located on Meurandeh Street, Langsa Lama, Kota Langsa, Aceh, Indonesia which consists of four faculties with 18 different majors. Zawiyah English Club is an organization that existed since 2012. This organization is under the auspices of IAIN Langsa. All students in IAIN Langsa can join as members. This organization was formed by the creativity of English students who want to make IAIN Langsa a university that speaks both English and Indonesian. Therefore, with the agreement of the university officials, this ZEC was finally formed and it is still active until now.

The purpose of forming this organization is to make ZEC a forum for students to learn English from each other and find friends who have the same goal, namely to make English a part of their life. Not only those who have a good speaking skills who can join this club, but also those who cannot. In this organization we will hand in hand to help each others.

Since started in 2012 till now ZEC has conducted a plenty English events also received many rewards both from national or international. The rewards are

³⁵ Vickie a. Lambert and Clinton E. Lambert, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim International Journal of Nursing Research* 16, no. 4 (2013), p. 255–256, <http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>.

the winner in English speech contest, English debate contest, international conference, and so many more. To achieve these rewards, of course ZEC and team have done lots of effort. They conducted English classes depends on the members' passion. If the members' passion is about speech, so they provide the speech class. If the passion is about debate, they will provide debate class. Talking about English debate, ZEC has made a very wonderful history. In 2019, ZEC sent two debaters to take part in national English debate contest held in Malang, East Java. And they got first place in the province of Aceh. Since that time till now ZEC has a great debate team and they also have weekly debate class.

Therefore, the researcher wanted to explore the debaters' self-development in enhancing their speaking performance. The researcher believed that ZEC's debate team right to be the object of this research since the researcher found many improvements in speaking skill especially after they joined this debate club.

C. Research Participants

Zawiyah English club has more than 20 active member now. But only 4 of them which focused on developing debate skill and they also already joined to many English debate competitions. Since they focused on this debate club, the researcher realized that their speaking performance is better than other students who on the same semester. The researcher believed that those four debaters are right to be the object of this research. The researcher also wanted to explore more what and how they enhance their speaking performance. So that the researcher

decided, the participants for this study would be consists of four EFL learners from ZEC's debate club.

According to Giorgi as cited in Lambert, "the descriptive method in human science recommends that one uses at least three participants. Because one or two subjects would be too difficult for the researcher to handle in terms of their imagination." He further points out that, "Research-based on depth strategies should not be confused with research-based upon sampling strategies." This implies that the number of participants may vary from three or twenty; nonetheless, the amount will not greatly affect the outcome of the research. For this reason, four participants were chosen to be the subjects of this research. In choosing them, several main criteria were put into consideration, namely their English learning experience, their speaking ability, and their ability to talk about their experiences.

D. Data and Data Source

The aim of the research is to get data. The data are the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher would know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research would be in the form of descriptive qualitative data and used qualitative data procedure for the data analysis. Data in this research would be obtained from conducting interview with the participants (about their self-development in enhancing the

speaking skill through debate) which was supported by documentation to get validity in what they already told in interview section.

In collecting data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher would get information that is required. Aryetal argued that in qualitative research, there are two sources that can be used to get the data. Those are:

1. Primary source

Sugiyono as cited in Lambert stated that primary source is source which can give valuable information directly. In other words, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of interview. In qualitative research, the result of interview can be used as the strongest source to get the information.

2. Secondary source

Secondary source is additional source to get the data. Given as cited in Lambert argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collect data for

different purposes when conducting research. Here, the secondary source used was document.³⁶

E. Research Instruments

In this research, the researcher uses interview supported by documentation.

1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Aryet.al as cited in Al-Maqtri stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer has to conduct collecting data by doing interaction or communication directly. But, it can be conducted face to face or via electronic. Additional, Syamsuddin as cited in Al-Maqtri stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography.

Then, Creswell as cited in Al-Maqtri also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Based on

³⁶ Lambert and Lambert, “*Qualitative Descriptive Research: An Acceptable Design.*” No. 4 (2011) p. 77.

the types of interview above, the researcher used one-on-one interview. According to him, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. The researcher prepared several questions related to the research question. To collecting data of interview, the researcher made some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

2. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono as cited in Al-Maqtri stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is public records in order to record the debaters' strategic plans, mission statement, students' handbooks.³⁷

F. Procedures of Data Collection

There were some steps to collect the data that has been used in this research, those are:

³⁷ Al-Maqtri and Ahmad, "*The Qualities of the Good English Teacher as Perceived by Saudi and Yemeni College Students of English.*" Vol.6 (2017) p. 90.

1. Plan

Action planning phase in this planning activity, the researcher made some interview questions and those questions should be related to the research questions because interview was the main instrument to collect the data in this study.

2. Implementing

The researcher came to the participants to have face to face interview and to collect the data based on the answers. The researcher also observed the participants by taking some pictures, finding out their learning materials that they used during the learning process, and so on.

3. Reflection

The researcher needs to do a reflection in some parts because it might be some problems that need more attention so this stage the researcher carried out, repeatedly, and continuously until the problems could be overcome by plans, actions, and reflections.

G. Procedures of Data Analysis

After collecting the data, the researcher analyzed the data. Wiersma as cited in Al-Maqtri stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected.

To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Sugiyono as cited in Al-Maqtri there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divided the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher would get much data. Hence, the researcher must select data that would give valuable information in research. Thus, at first the researcher had to do reduction to analyze the data.

Based on the concept of data reduction, reducing the data in this research is chosen by identifying the strategy that debaters used to self-develop their speaking performance through debate, and also to identify the difficulties facing by the debaters and how do they solved problem.

Data display means the process to simplify the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher described data that have been reduced into sentence form. Sugiyono as cited in Al-Maqtri stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranged the data in good sequence of narrative text in order to be easier to understand.

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher does not discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher made conclusion from the data display.

In short, the steps in analyzing the data were: (1) the researcher collected the data through interview and documentation. Then, the researcher selected, identified, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displayed those data into good sentences. (3) After displaying data, the conclusion is drawn.

BAB IV

FINDING AND DISCUSSION

A. Analysis of Research Finding

After finishing the research that was conducted at Zawiyah English Club (ZEC) and this research is about exploring debaters' self-development in enhancing their speaking performance through English debate competition. Furthermore, this study has two research questions. First, how do debaters' self-develop and enhance their speaking performance. Second, what are debaters' problems in self-developing and enhancing their speaking performance. The researcher has took the data to finish this study by doing interview and documentation.

1. Debaters' self-development in enhancing their speaking performance

There were twenty interview questions answered by four debaters as the sample of this research. The following were the results of the study:

In order to explore ZEC's debater self-development in enhancing their speaking performance, the researcher needed to know first how long they have been already join to the debate club. First Interviewee said that she has already joined to the debate club since two years ago. Second Interviewee said that she have joined for one year. Third Interviewee have been joined for two years, and the fourth interviewee joined for 1 year. Furthermore, the researcher also asked what makes them wanted to join to the debate club. From those all answers, the researcher took a conclusion that the main reasons why they joined to the debate

club was because they wanted to improve their speaking skill. Since we know that in debate competition, speaking skills is really matter to win the competition as well as to influence the adjudicators to believe on the debaters' arguments. Moreover, the debater also said that they wanted to improve their critical thinking by joining the debate club.

In addition, the researcher also curious about how much the debate has participated in enhancing their speaking performance. From all the answer of all interviewees, the researcher concluded that debate really helps their English speaking performance since they know that before joining this debate club. Even one of them also said that before joining the debate club, they used to be shy talking using English in front of people but after they joined, they became more confident. Moreover, the researcher asked the interviewee about from 1 to 10 how much their speaking performance enhanced. Two of them answered "I think 8" and two more said 9. From these answers the researcher could make conclusion that their speaking performance has enhanced so much than before.

The next interview question is "how long you spend time daily to practice your speaking and how you do practice?" The first interviewee answered "maybe once in two days, I usually practice with my debate partner by sparring with other team. But I also practice at home in an hour by talking in front of the mirror". Second interviewee responses "1-2 hours per days by talking to my foreign friends by phone. And repeating what I just heard from movies". Furthermore, the third interviewee said that "I have spent at least 2 hours per day to practice two motions in debate. We always connected in the debate club, where the people or

someone who also passionate in the debate”. Last, the fourth interviewee said “about 1-2 hours in a day. With read some news in English, watch Youtube, listen music”.

Based on those answers, the researcher believed that in this term the debaters tried to develop themselves or we can say it as autonomous learning. Related to the theories above about autonomous learning, the debate activities would not help their speaking enhancement if they did not do their own practice like their responses said that they did practice at home from 1-2 hours per day and it is really clear stated that autonomous learning is really matter in this term.

Furthermore, according to Vygotsky mentioned at chapter two that a learner autonomous need to pass several stages to be succeed in learning autonomous. The researcher also asked several questions related to these stages to make sure that the debaters’ speaking performance is really enhanced by their self-development (autonomous learning). Firstly, an autonomous learner needs to have plans about what they will learn and what should they learn. Related to this point, the researcher asked this question “how do you identify your learning needs?”.

The following are responses to the question above. First interviewee said “I reflect on what I’m bad at and then asking people’s feedback”. Then the second interviewee said “by observing my mistake”, furthermore third interviewee said “the way I identify my learning needs is by doing a reflection of each part that makes me low”. And the last fourth interviewee said “based on what I like, I more like speaking and I need something that force me to speak like

debate”.

From those four answers about this question, the researcher concluded that they really know how to identify their learning needs and then they also did it as well. From those statements the researcher believes that all the debaters did a learning autonomous strategy or self-developing their speaking performance. It also means that they really take care of what are their learning needs, and that is what we called autonomous learning strategy.

Moreover, after knowing their learning needs, the debater of course would find out their learning materials and this strategy is really matter in autonomous learning process. Based on this strategy, the researcher also asked one question. The question is “how do you find out your learning materials?”.

The following are responses to the question above: first interviewee said “the internet and youtube really helps me”. Then the second interviewee stated “internet”, next third interviewee said “I find it on internet as well as journals or research”. And last, the fourth interviewee said “it can be by youtube or others”. The researcher concluded that all of the debaters also know how to find out their learning materials. As we know that in this digital era everyone became easier to get an information through a searching machines named “google” everything is just going to be easy and this technology also supported their autonomous learning process.

The next step of autonomous learning is the evaluation of the learning process. To get to know whether the debaters applied this strategy, the researcher asked this question “how do you evaluate your own learning progress?” First interviewee said “by seeing how much I have improved my speaking skill and my confidence”. The second interviewee said “by learning from my mistakes”. Next the third interviewee said “the way I evaluate my learning progress is always after how my speaking or argument getting improve within the debate.” Last, the fourth interviewee said “by change one under word to higher word for formal, I never evaluate it. But I can feel my English has a progress when I speak up more fluent”.

From all those responses the researcher concluded that they evaluated their learning progress by learning from the mistakes they did in the past. If they found mistakes then they would corrected these mistake so that they can improve the speaking performance and this is what the autonomous learner would do.

Furthermore, autonomous learners also need a method during the learning process, so the researcher also asked “do they use different methods during the learning process?”. The responses of all interviewees are yes they used. It is clear explained us that what they did was an autonomous learning strategy.

2. Debaters’ problems in self-developing and enhancing their speaking performance

Autonomous learning strategy pushed the learner to be independent. It means that they need to prepare all the learning needs as well as to find out the

solution if they faced a problem during the learning process. Since the second research question of this study is about what are the problems during self-development in enhancing their speaking performance so the researcher prepared and asked three questions on interview section to collect their answers as the data. Those three questions are included about what the problems or difficulties they have faced, what is the factor of the problems, and how do they solve the problems.

In this term, the researcher concluded the debaters' responses about those three previous questions. The first interviewee said that her problem is about her shyness because she used to be shy to talk in front of people. She also said that the factor of this problem was only because she was a shy person. To solve this problem she just did more practice and now after so many practices her English became better. And then, the interviewees' 2 problem is about the lack of vocabulary. He said that the factor of this problem is because he did not do enough speaking practice and to solve this problem is of course by doing more practice the English speaking as well.

The third interviewee said "the hardest process during debate is I think how to build my critical thinking within the debate motion. In addition, I also find a problem in proven the idea of my argument in the evidence. While sometimes, I also get stuck during my seven minutes speech. Due to the less of vocabulary or knowledge that I have". She also mentioned the factor that causing this problem "the factor is because the involvement of knowledge and vocabulary. To be a debater we have to aware of our knowledge and it can be achieve by reading

references and it is something that is less to me”. She also shared how she solved this problem “I might less in critical thinking but not the analytical thinking. I can overcome this problem by gather as many as references and then arrange it or rewrite it to my own argument”.

Based on the answer given by the third interviewee, the researcher concluded that the problem is about vocabulary and also about critical thinking. Of course debater needs to have a good critical thinking during the debate competition because having a good speaking skill is not enough if they do not have any great arguments to deliver. The researcher believes that the third interviewee already took a great solution to solve this problem is by gathering as many as references to build critical thinking as well as vocabulary.

The last but not least, the fourth interviewee also answered these three questions and she said “build the topic, it is difficult to control what the first that I should say” so the problem is about the case building. “the factor is I seldom practice to build the topic with someone and I need friend to practice it”. Seem the factor is about lack of practice. So she solved the problem then “I try to invite a friend to talk about something new, based on our opinion”.

Besides using interview as a tool to collect the data, the researcher also used documentation to support the data validation. In this term the documentation results would be described into words. After visiting Zawiyah English Club secretariat to see the debater practicing, the researcher took several pictures as the documentation. Besides, the researcher also looked at the way they practice the debate to prove that what they have already answered on the interview section

was really happen in the field.

B. DISCUSSIONS

1. Debaters' self-development in enhancing their speaking performance

Based on the results of research conducted at Zawiyah English Club debate team that it is known that the debater enhanced their speaking performance by developing themselves. As Vygotsky said that self-development in this term is autonomous learning. Autonomous means independent, it means independent learning. In which, the learner needs to be independent to prepare all their learning needs, setting their learning goals as well as to achieve the goals. Based on the results taken by interview and documentation, this was what ZEC's debate team did. They identified the learning needs, they also find out the learning materials, they evaluated the learning progress, they also used several methods during the learning process.

Autonomous learning strategy that they are already applied in this terms are successfully done as we can see through their speaking performance also from the interviews results. This was what made ZECs debater have better English rather than other friends from the same level. By joining the debate club is not enough to improve the speaking skill so the debaters need to work hard to develop themselves by autonomous learning.

According to the expert from Turkish Language, the autonomous learning is similar to metacognitive learning. There are several stages that need to be followed by the students who wanted to use this learning strategy. Those stages

are (a) Identifying what you know and what you do not know (b) Planning and organizing strategy (c) Generating questions (d) Choosing consciously (e) Setting and pursuing goals (f) Evaluating the way of thinking and acting (g) Identifying the difficulty. The researcher also asked these all stages in the interviews section and all interviewees answer “yes” for all stages. In short, it is really clear stated that what they did to enhance their speaking performance is autonomous learning or metacognitive learning and this happened because of self-development.

2. Debaters’ problems in enhancing and developing their speaking performance

Since the debaters applied autonomous learning strategy during their learning process, they of course need to find out their problems during the process also how to deal with those problems. Four debaters told that they found some problems and they already solved the problems as mentioned above.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this paragraph the researcher wanted to draw several conclusions. There are two research questions of this study and both of those questions already answered and find the results. The first question is about to explore debaters' self-development in enhancing their speaking performance, and the results was clearly drawn on the previous chapter that debaters' used autonomous learning as the learning strategy to enhance their speaking performance. The debater find out their learning needs and also find out the learning materials. Furthermore, debater also practicing and evaluating the learning process. These are the way they self-develop their speaking performance.

The second question is about what is the problem that debater have faced during the learning process. in short, the problems they have faced is related to the vocabulary building during the speaking performance on debate activity. Moreover, the debater already found what the factor of the problems is and they also found the solution to solve the problem, this is what we called autonomous learning as the expert said.

B. SUGGESTIONS

In this paragraph, the researcher provided several following suggestions: first for the English teacher, the researcher suggests that using debate in order to

improve students' speaking performance is a great idea since we know that there are a plenty research already proved this. Second for the students, joining the debate club is really good to improve the speaking performance, but the researcher suggests the students to pay attention on their learning needs. Because the more practice then the better it will be. The last but not least, suggestion for the other researchers is, the researchers need to think twice before taking this study as their reference because this study is not perfect as well as need many comments and suggestions from the other researchers.

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INTERVIEW SHEET

Interviewee 1

1. How long have you been joined to the debate club and what makes you wanted to join to?

Answer: I have joined debate club since two years ago, because I'm interested to improve my critical thinking and speaking skill.

2. How much the debate has participated in enhancing your speaking performance?

Answer: debate really helps me in improving my public speaking. I used to be shy to talk in front of people and now I'm confident.

3. How long you spend time daily to practice your speaking and how you do practice?

Answer: Maybe once in two days, I usually practice with my debate partner by sparring with other team. But I also practice at home in an hour by talking in front of the mirror.

4. What are the difficulties you have faced during the process?

Answer: my struggle is I'm usually shy to speak in front of people.

5. Based on your mind, what are the factors of the problems you have faced during the process?

Answer: I think the problem is I'm just a shy person and I'm not used to have to speak in front of people.

6. How do you solve the problems?

Answer: I keep practicing, trying to fix my speech to be structural to speak in public.

7. In your opinion if I give you rate 1 to 10, how much your speaking performance enhanced?

Answer: I think maybe 8.

8. How do you identify your learning needs?

Answer: I reflect on what I'm bad at and then asking people's feedback.

9. How do you find out your learning materials?

Answer: the internet and youtube really helps me.

10. How do you evaluate your own learning progress?

Answer: by seeing how much I have improved my speaking skill and my confidence.

11. Do you use different methods during your learning process?

Answer: no, I do not.

Did the learning process of enhancing speaking skill through debate make you aware of:

1. Identifying your learning needs? Yes.
2. Setting your learning goals? Yes.
3. Selecting your learning resources? Yes.
4. Selecting your learning strategies? Yes.
5. Identifying what you know and what you do not know before start the learning process? yes.
6. Planning and organizing your learning strategy? Yes

7. Pursuing your learning goals? Yes.
8. Identifying the difficulties you have faced during the learning process? yes.
9. Evaluating your learning progress? Yes.

Interviewee 2

1. How long have you been joined to the debate club and what makes you wanted to join to?

Answer : 1 year.

2. How much the debate has participated in enhancing your speaking performance?

Answer: So much I think.

3. How long you spend time daily to practice your speaking and how you do practice?

Answer: 1-2 hours per days by talking to my foreign friends by phone. And repeating what I just heard from movies.

4. What are the difficulties you have faced during the process?

Answer: vocabularies shortage.

5. Based on your mind, what are the factors of the problems you have faced during the process?

Answer: not knowing what the words I want to say in english.

6. How do you solve the problems?

Answer: look the words in the dictionary.

7. In your opinion if I give you rate 1 to 10, how much your speaking performance enhanced?

Answer: 9

8. How do you identify your learning needs?

Answer: By observing my mistake.

9. How do you find out your learning materials?

Answer: Internet.

10. How do you evaluate your own learning progress?

Answer: I do not.

11. Do you use different methods during your learning process?

Answer: Nope.

Did the learning process of enhancing speaking skill through debate make you aware of:

1. Identifying your learning needs? Yes.
2. Setting your learning goals? Yes.
3. Selecting your learning resources? Yes.
4. Selecting your learning strategies? Yes.
5. Identifying what you know and what you do not know before start the learning process? yes.
6. Planning and organizing your learning strategy? Yes.
7. Pursuing your learning goals? Yes.
8. Identifying the difficulties you have faced during the learning process? yes.
9. Evaluating your learning progress? Yes.

Interviewee 3

1. How long have you been joined to the debate club and what makes you wanted to join to?

Answer: I have joined the debate club since 2018. The reason why I joined the debate club is because I am so passionate about speaking english. I believe trough debate I can explore more about my speaking skill. Nonetheless, debate also help me to build critical thinking since I know that there are the motions provided. However, it makes me land to think and speak at the same time as well as convince the audience about my argument.

2. How much the debate has participated in enhancing your speaking performance?

Answer: Debate helped me a lot to improve my speaking skill. In normal conversation we have to speak naturally without have to focus on the certain topic. Meanwhile, in debate, I have to be conscious about topic related to the motion. In addition, within the debate, especially in british parlementary style, I shoud doing a speech in 7 minutes to give my argument. So practicing debate makes me use english whether in thinking and speaking.

3. How long you spend time daily to practice your speaking and how you do practice?

Answer: I have spent at least 2 hours per day to practice two motions in debate. We always connected in the debate club, where the people or someone who also passionate in the debate.

4. What are the difficulties you have faced during the process?

Answer: the hardest process during debate is I think how to build my critical thinking within the debate motion. In addition, I also find a problem in proven the idea of my argument in the evidence. While sometimes, I also get stuck during my 7 minutes speech. Due to the less of vocabulary or knowledge that I have.

5. Based on your mind, what are the factors of the problems you have faced during the process?

Answer: the factor is because the involvement of knowledge and vocabulary. To be a debater we have to aware of our knowledge and it can be achieve by reading references and it is something that is less to me.

6. How do you solve the problems?

Answer: I might less in critical thinking but not the analytical thinking. I can overcome this problem by gather as many as references and then arrange it or rewrite it to my own argument.

7. In your opinion if I give you rate 1 to 10, how much your speaking performance enhanced?

Answer: I think from 1 to 10, it is 9.

8. How do you identify your learning needs?

Answer: the way I identify my learning needs is by doing a reflection of each part that makes me low.

9. How do you find out your learning materials?

Answer: I find it on internet as well as journals or research.

10. How do you evaluate your own learning progress?

Answer: the way I evaluate my learning progress is always after how my speaking or argument getting improve within the debate.

11. Do you use different methods during your learning process?

Answer: yes, I am. Because when one learning method does not makes me improve so I tend to use another methods that help me improve and get better,

Did the learning process of enhancing speaking skill through debate make you aware of:

1. Identifying your learning needs? Yes.
2. Setting your learning goals? Yes.
3. Selecting your learning resources? Yes.
4. Selecting your learning strategies? Yes.
5. Identifying what you know and what you do not know before start the learning process? yes.
6. Planning and organizing your learning strategy? Yes
7. Pursuing your learning goals? Yes.
8. Identifying the difficulties you have faced during the learning process? yes.
9. Evaluating your learning progress? Yes.

Interviewee 4

1. How long have you been joined to the debate club and what makes you wanted to join to?

Answer : two years ago. The thing that makes me wanted to join were first, I think debate can help me improve my english. Second, I feel more have critical thinking when follow debate club. Third, I can force myself to be more convidence when speak up about my opinion.

2. How much the debate has participated in enhancing your speaking performance?

Answer: 70%

3. How long you spend time daily to practice your speaking and how you do practice?

Answer: about 1-2 hours in a day. With read some news in english, watch youtube, listen music.

4. What are the difficulties you have faced during the process?

Answer: build the topic, it is difficult to control what the first that I should say.

5. Based on your mind, what are the factors of the problems you have faced during the process?

Answer: the factor is I seldom practice to build the topic with someone and I need friend to practice it.

6. How do you solve the problems?

Answer: I try to invite a friend to talk about something new, based on our opinion.

7. In your opinion if I give you rate 1 to 10, how much your speaking performance enhanced?

Answer: 8.

8. How do you identify your learning needs?

Answer: base on what I like, I more like speaking and I need something that force me to speak like debate.

9. How do you find out your learning materials?

Answer: by try everything that come to my life. Wkwkwk it can be by youtube or others.

10. How do you evaluate your own learning progress?

Answer: by change one under word to higher word for formal, I never evaluate it. But I can feel my english has a progress when I speak up more fluence.

11. Do you use different methods during your learning process?

Answer: yes I am.

Did the learning process of enhancing speaking skill through debate make you aware of:

1. Identifying your learning needs? Yes.
2. Setting your learning goals? Yes.
3. Selecting your learning resources? Yes.
4. Selecting your learning strategies? Yes.

5. Identifying what you know and what you do not know before start the learning process? yes.
6. Planning and organizing your learning strategy? Yes
7. Pursuing your learning goals? Yes.
8. Identifying the difficulties you have faced during the learning process? yes.
9. Evaluating your learning progress? Yes.

INTERVIEW

INTERVIEWEE's NAME :

1. How long have you been joined to the debate club and what makes you wanted to join to?
2. How much the debate has participated in enhancing your speaking performance?
3. How long you spend time daily to practice your speaking and how you do practice?
4. What are the difficulties you have faced during the process?
5. Based on your mind, what are the factors of the problems you have faced during the process?
6. How do you solve the problems?
7. In your opinion if I give you rate 1 to 10, how much your speaking performance enhanced?
8. How do you identify your learning needs?
9. How do you find out your learning materials?
10. How do you evaluate your own learning progress?
11. Do you use different methods during your learning process?

Did the learning process of enhancing speaking skill through debate make you aware of:

1. Identifying your learning needs?

2. Setting your learning goals?
3. Selecting your learning resources?
4. Selecting your learning strategies?
5. Identifying what you know and what you do not know before start the learning process?
6. Planning and organizing your learning strategy?
7. Pursuing your learning goals?
8. Identifying the difficulties you have faced during the learning process?
9. Evaluating your learning progress?

DOCUMENTATION



AUTOBIOGRAPHY

A. Personal Identity

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B. Background of Education

Elementary School : SD N 1 Peureulak
Junior High School : SMP N 1 Peureulak
Senior High School : SMA N 4 Langsa
University : Tarbiyah Faculty/English Department of IAIN Langsa

C. Family

Father's Name : Bachtiar
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Brother's Name : Ricky Bachtiar
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2. Safrida Rianti
3. Sriza Mutia