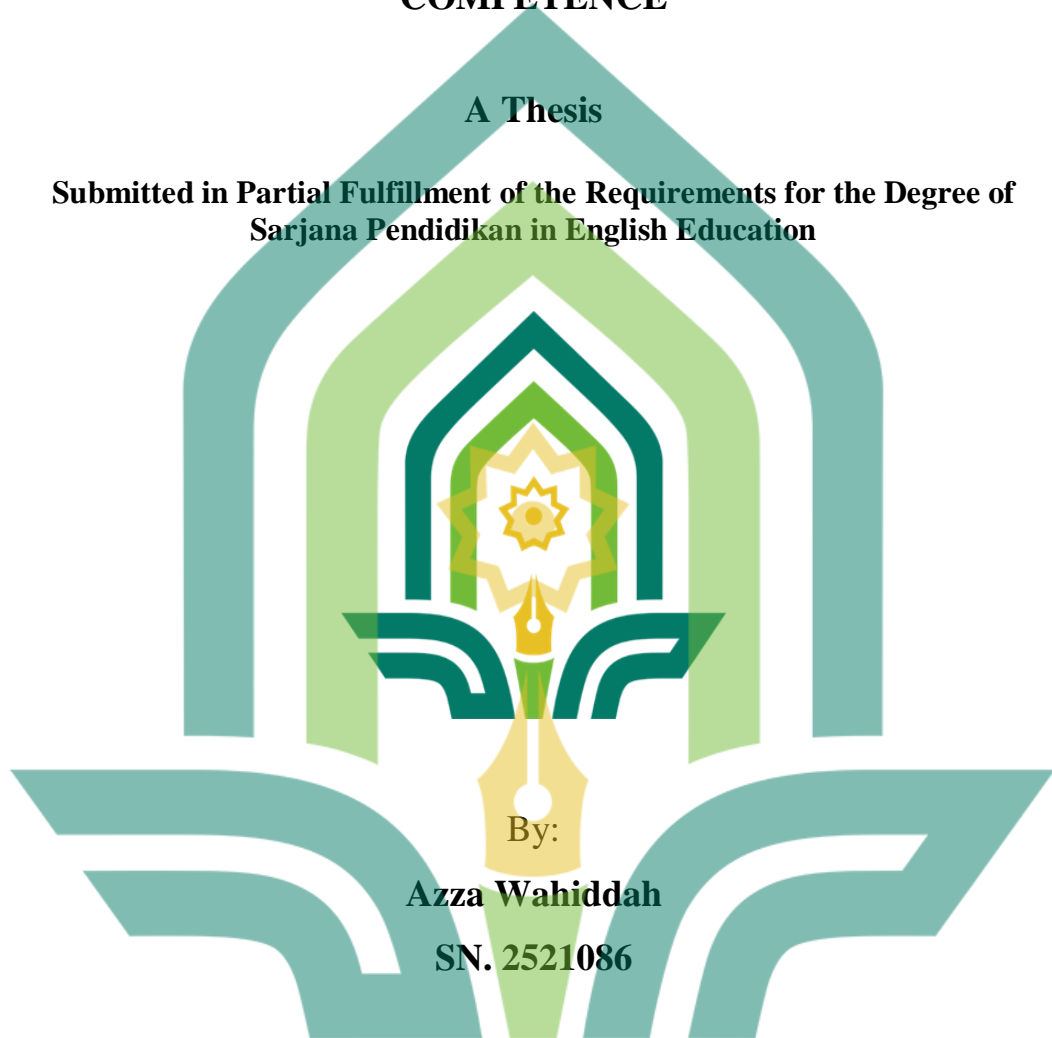


**EXPLORING STUDENTS' EXPERIENCES OF DEBATE
COURSE IN ASSISTING ENGLISH-SPEAKING
COMPETENCE**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



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FACULTY OF EDUCATION AND TEACHER TRAINING
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2025**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“EXPLORING STUDENTS’ EXPERIENCES OF DEBATE COURSE IN ASSISTING ENGLISH-SPEAKING COMPETENCE”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya. Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 20 Juli 2025

Yang menyatakan,


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di Pekalongan

Assalamu 'alaikum Wr.Wb.

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Judul : Exploring Students' Experiences in Debate Course in
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.


Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.

Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 06 Mei 2025

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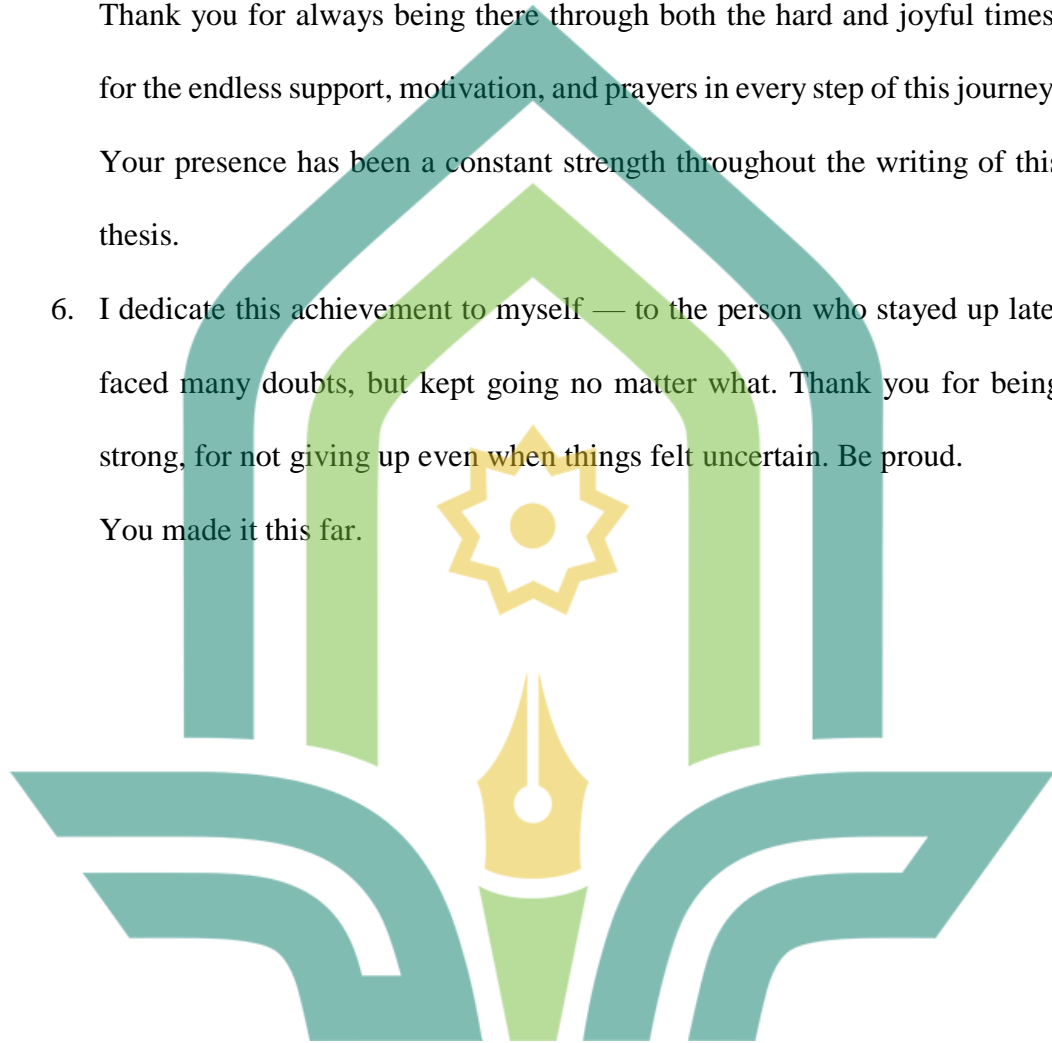
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MOTTO

“Dan segala nikmat yang ada padamu (datangnya) dari Allah, kemudian apabila kamu ditimpa kesengsaraan, maka kepada-Nyalah kamu meminta pertolongan”

(Q.S An-Nahl: 53)

“Ketika perjalanan penuh tantangan, maka penantang akan terus berjalan”

(Anies Rasyid Baswedan)



ABSTRAK

Penelitian ini mengeksplorasi pengalaman mahasiswa dalam mata kuliah debat dan bagaimana pengalaman debat ini membantu mahasiswa mengembangkan kemampuan berbahasa Inggris mereka. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus dengan empat mahasiswa semester tujuh dari program pendidikan bahasa Inggris di sebuah universitas di Pekalongan yang dipilih sebagai partisipan. Data dikumpulkan melalui analisis video dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa mahasiswa menunjukkan dua perasaan, yaitu positif dan negatif. Perasaan positif yang dirasakan oleh mahasiswa antara lain rasa percaya diri, kesenangan, kenyamanan, dan kepuasan. Adapun perasaan negatif yang dirasakan oleh mahasiswa adalah gugup, tidak percaya diri, dan tidak puas. Penelitian ini menyoroti pentingnya dukungan emosional dan metode debat untuk membantu mata kuliah debat menjadi pembelajaran yang lebih efektif.

Keywords : Debate course, English-speaking competence, Students' experience

ABSTRACT

This research explores students' experiences in the debate course and how these debate experiences help students develop their English-speaking. This research used a qualitative approach with a case study method, with four seventh-semester students from an English education program in a university in Pekalongan selected as participants. Data were collected through video analysis and semi-structured interviews. The results showed that students showed two feelings, namely positive and negative. The positive feelings felt by students included self-confidence, pleasure, comfort, and satisfaction. The negative feelings felt by students are nervousness, insecurity, and dissatisfaction. This research highlights the importance of emotional support and the debate method to help the debate course become a more effective learning.

Keywords : Debate course, English-speaking competence, Students' experience

PREFACE

Praise and gratitude to the presence of Allah SWT, who has provided His grace and blessings. His grace and blessings upon me, guidance, health, and patience throughout the writing process of my thesis entitled “Students’ experience in debate course in assisting English-speaking competence.” Can finished. This was conveyed to the Department of English Education at UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the Bachelor’s requirements Education degree in the English Education Department, Faculty of Education and Teacher Training at UIN K.H Abdurrahman Wahid Pekalongan. This is proposed because the researcher could be carried out due to the large amount of support from several parties. Because of that, on this occasion, I would like to express my sincere thanks to :

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6. My two beloved parents, who have provided a lot of support, prayers, encouragement, and suggestions in writing this thesis.
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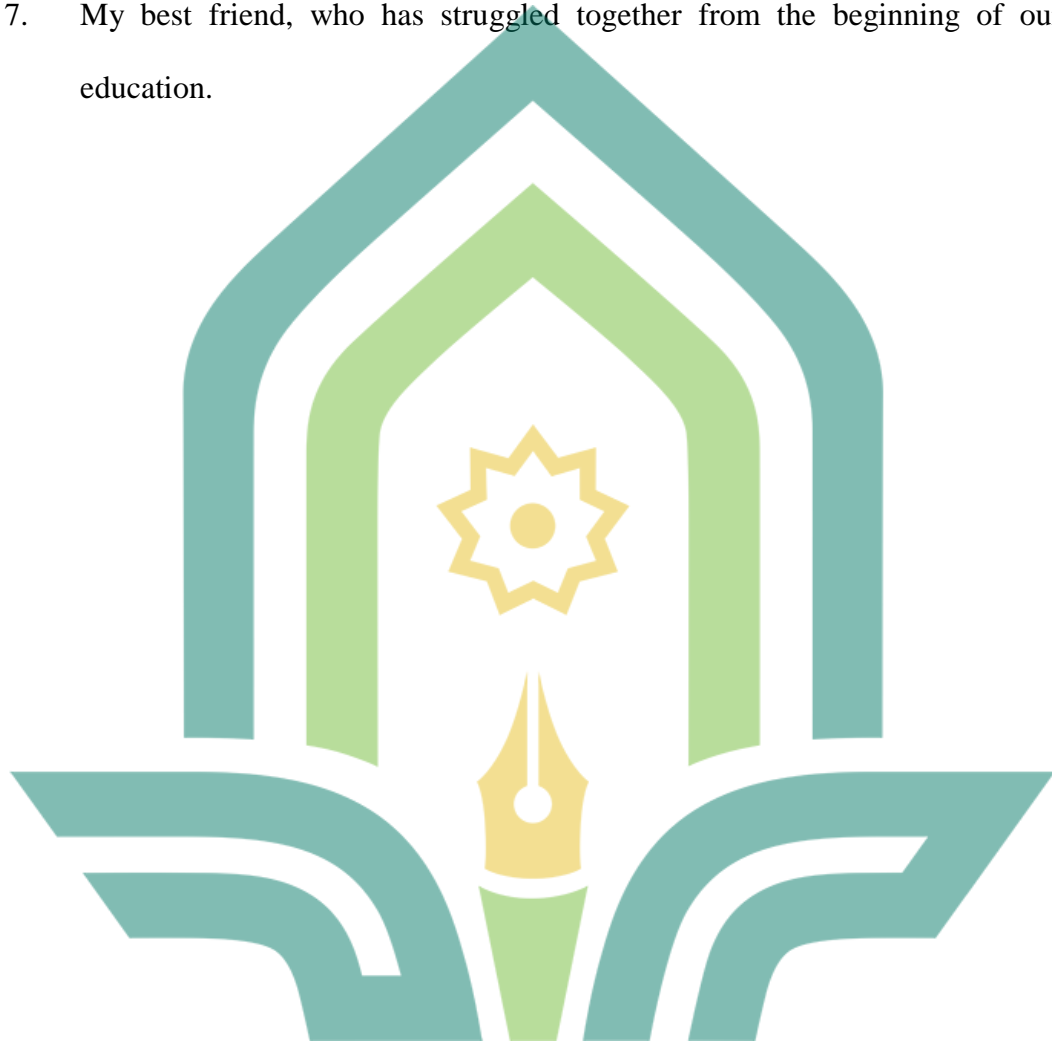
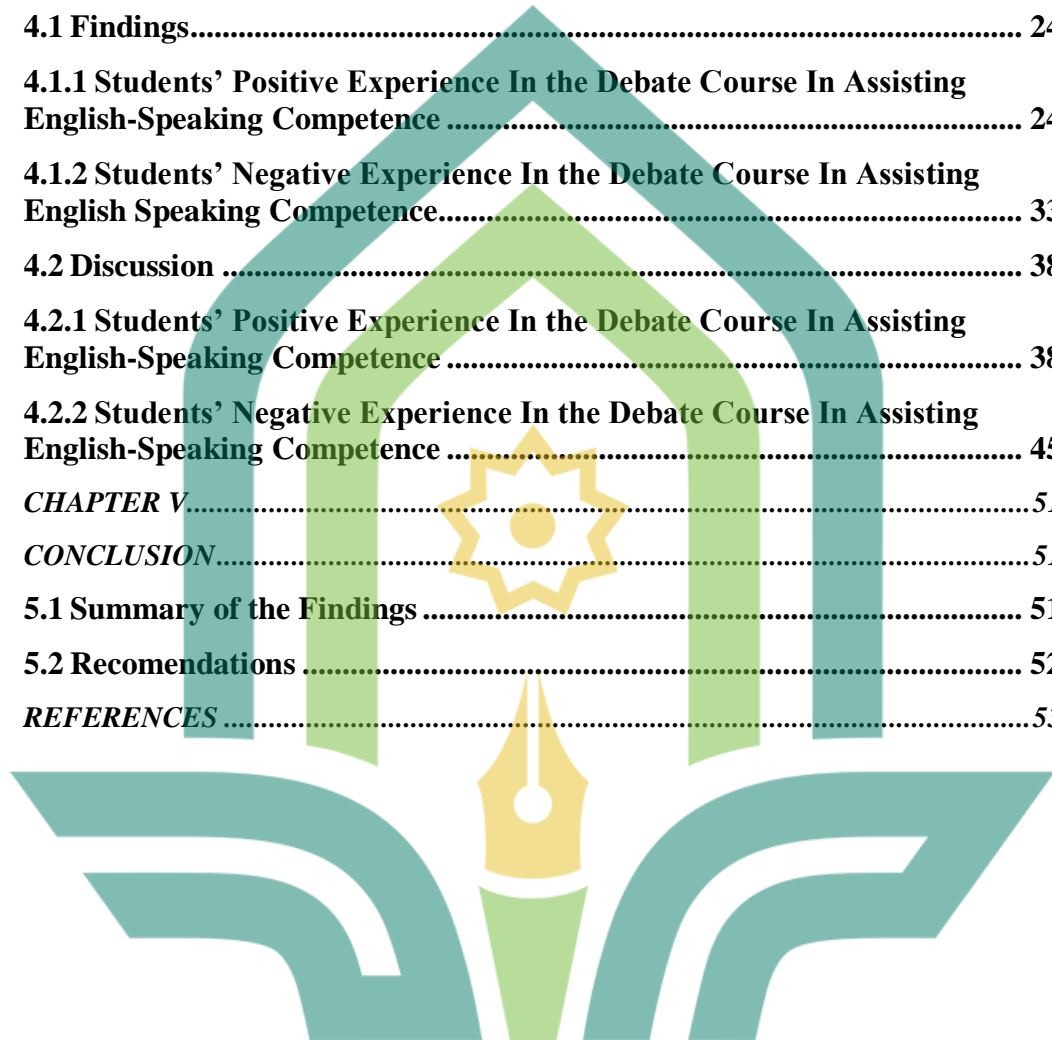


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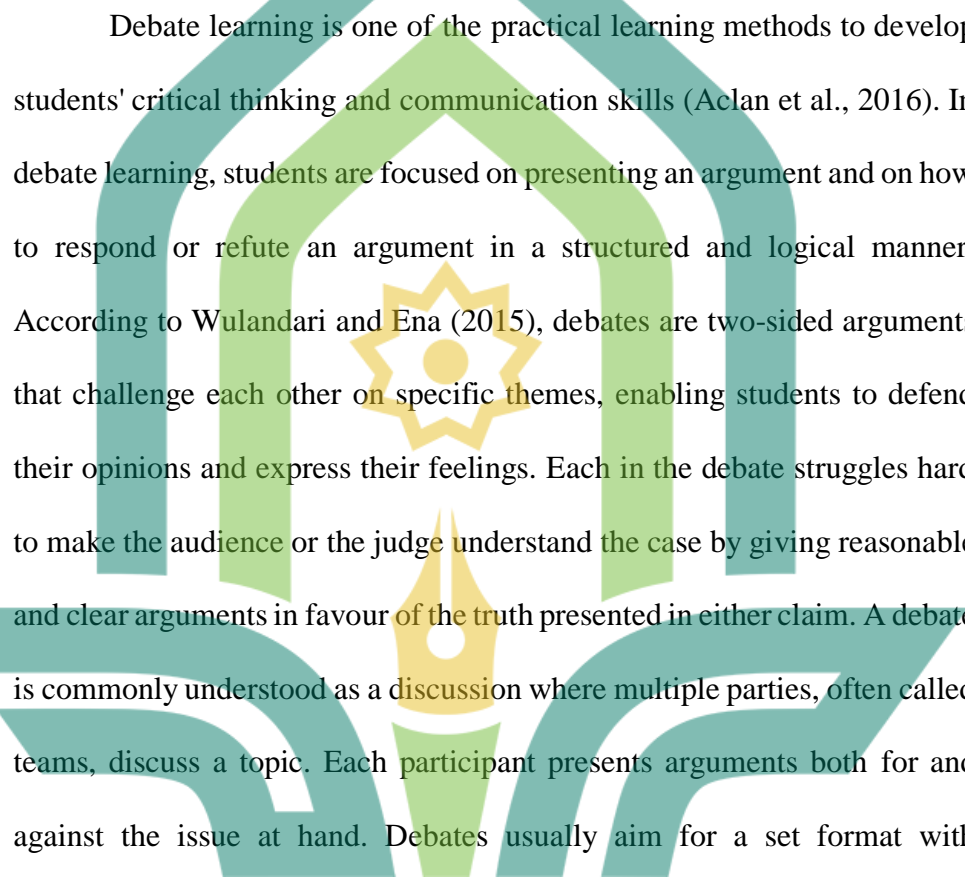
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

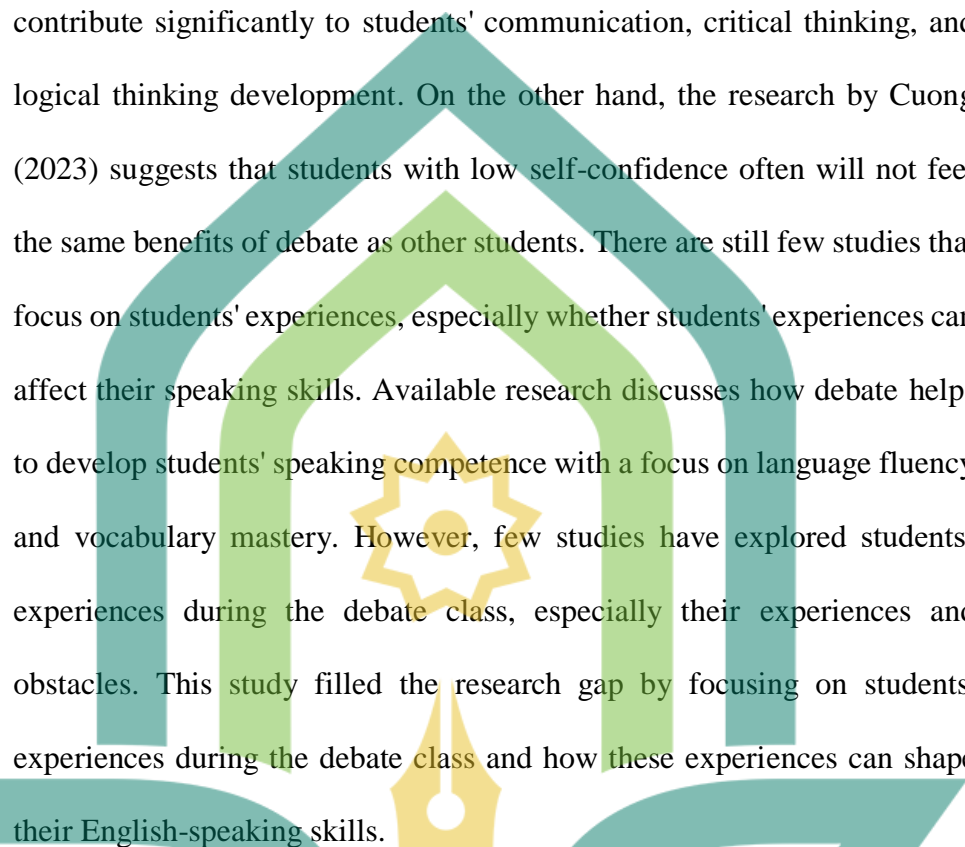


Debate learning is one of the practical learning methods to develop students' critical thinking and communication skills (Aclan et al., 2016). In debate learning, students are focused on presenting an argument and on how to respond or refute an argument in a structured and logical manner. According to Wulandari and Ena (2015), debates are two-sided arguments that challenge each other on specific themes, enabling students to defend their opinions and express their feelings. Each in the debate struggles hard to make the audience or the judge understand the case by giving reasonable and clear arguments in favour of the truth presented in either claim. A debate is commonly understood as a discussion where multiple parties, often called teams, discuss a topic. Each participant presents arguments both for and against the issue at hand. Debates usually aim for a set format with opportunities for objections, rebuttals, and further discussions. The primary goal of a debate is to sway the audience's or jury's opinions by presenting logical and persuasive arguments.

As we know, speaking is one of the skills that must be mastered as a student. Thornbury (2005) stated that speaking competence relates to an individual's ability to communicate verbally or in writing in a specific language in a clear, concise, and effective manner. This calls for clear

communication techniques, truthful language, appropriate tone, and the ability to convey ideas and facts through persuasive and self-evident language. It is essential to have a positive attitude in several contexts, such as daily life, the workplace, social and academic interactions, etc. McCroskey et al (2015) stated that speaking is a student's ability to clearly and concisely convey ideas, information, or observations to peers or audience members. This can help with developing self-confidence in general, using appropriate linguistic structures, and having the ability to communicate effectively in a variety of situations.

In general, speaking and debate skills have a strong relationship. Participating in debates often helps individuals become more self-aware when interacting with others because they learn to identify uncomfortable feelings and interact with strangers in public. The debate explains how to draw coherent and logical arguments, including the ability to draw strong arguments, moderate arguments, and draw attention to as well as weak arguments. They work as a team very competitively, making them more active in speaking (Arung, 2016). In a debate, participants should also learn to appreciate tone, diction, and speed of speech to ensure their points can be understood correctly. Furthermore, the debate is not just about being polite, but also about being disrespectful. Debate participants should use caution when handling rank arguments to respond effectively. As a result, the ability to handle these kinds of reactions should be crucial in all forms of communication.



Debate is an effective learning tool, especially in assisting English-speaking competence. Zare and Othman (2013) stated that debate can contribute significantly to students' communication, critical thinking, and logical thinking development. On the other hand, the research by Cuong (2023) suggests that students with low self-confidence often will not feel the same benefits of debate as other students. There are still few studies that focus on students' experiences, especially whether students' experiences can affect their speaking skills. Available research discusses how debate helps to develop students' speaking competence with a focus on language fluency and vocabulary mastery. However, few studies have explored students' experiences during the debate class, especially their experiences and obstacles. This study filled the research gap by focusing on students' experiences during the debate class and how these experiences can shape their English-speaking skills.

This research was conducted on seventh-semester foreign language teachers at one of the universities in Pekalongan. As we know, this study program emphasizes debate courses as compulsory for mastery-level students. The students felt nervous during the class because of the pressure to speak in public. In addition, students also felt a lack of confidence due to their lack of vocabulary. This indicates that there are emotional and cognitive challenges for students. This research explores how students' experiences during debate classes can assist their English-speaking competence.

1.2 Identification of the Problem

Based on the background of the study described above, the identification of the problem using research is:

1. Students often face emotional and cognitive challenges, which can hinder their speaking participation during debate classes.
2. Students feel nervous during debate class due to the fear of public speaking.
3. Students feel a lack of confidence, which is mainly due to their limited vocabulary.

1.3 Limitation of the Problem

The problem's limitation is focused on the problem to be solved. This research focused on the students' experiences of debate courses in assisting English-speaking competence.

1.4 Formulation of the Problem

This study provides one research question. The researcher explored "How do students' experiences of the debate course assist English speaking competence?"

1.5 Aim of the study

The aim of the study is listed as follows:

1. To explore how students experience the debate class in assisting their English-speaking competence.

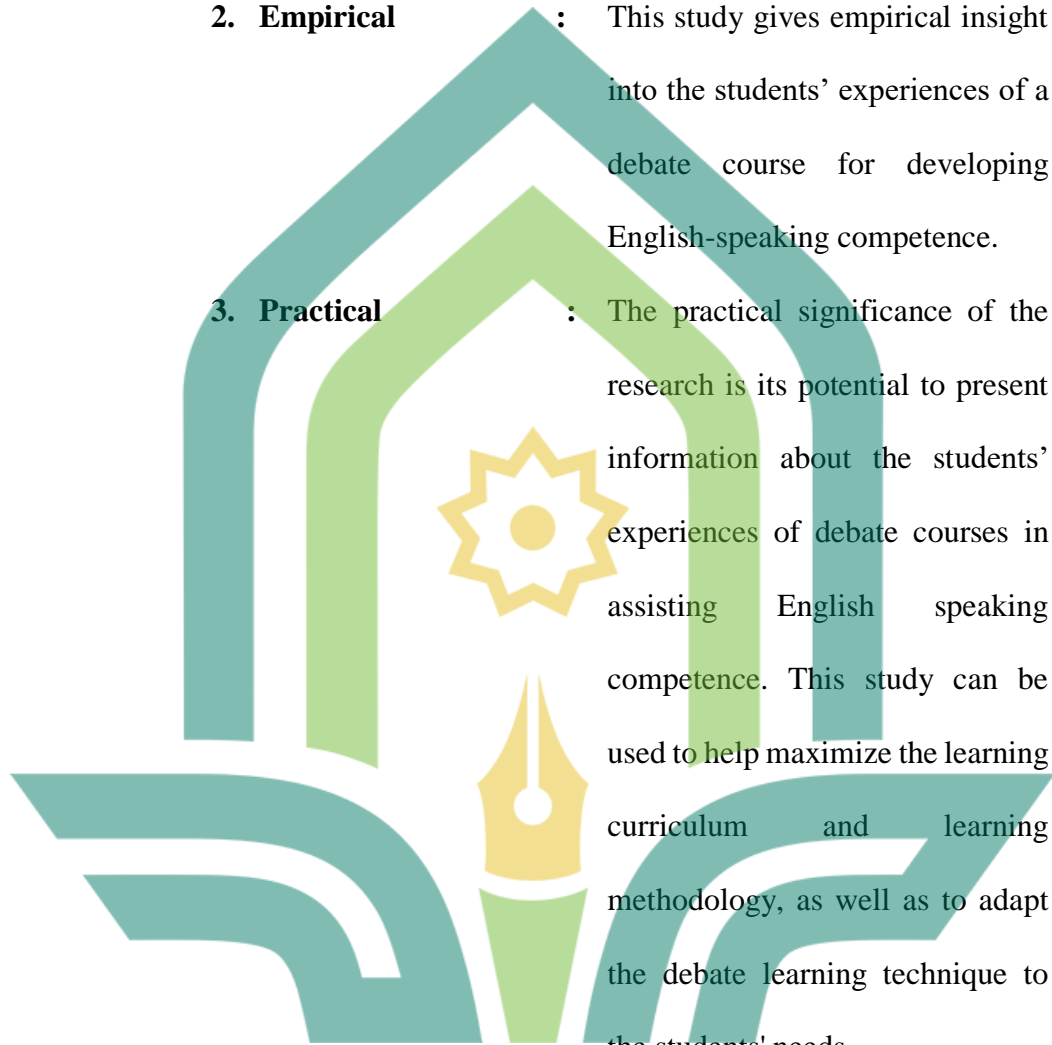
1.6 Significance of the Study

1. **Theoretical** : This study contributed to Martin and White's (2005) study and

supports theories related to students' experiences.

2. Empirical : This study gives empirical insight into the students' experiences of a debate course for developing English-speaking competence.

3. Practical : The practical significance of the research is its potential to present information about the students' experiences of debate courses in assisting English speaking competence. This study can be used to help maximize the learning curriculum and learning methodology, as well as to adapt the debate learning technique to the students' needs.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the findings from this research, it can be concluded that each student experienced a unique journey in the debate course while working towards developing their English competence. The personal narratives revealed that participating in debate not only helped their technical speaking skills but also shaped their emotional aspects and self-confidence. Positive feelings such as confidence, happiness, comfort, and satisfaction appeared when the students successfully presented their arguments and actively engaged in the discussion. However, negative feelings such as nervousness, lack of confidence, and dissatisfaction also emerged, especially when the students had difficulties with public speaking and limited vocabulary.

Exploring these experiences provides a rich and deep insight into how each student's challenges, strategies, and emotions affect their speaking development. The findings suggest that a supportive environment, appropriate debate methods, and emotional encouragement play a crucial role in helping students grow and become more fluent speakers. Ultimately, this research shows that personal experiences in debate courses are central to students' progress in spoken English, and that narrative inquiry offers a nuanced understanding of their developmental process in a way that honors individual voices and diverse learning journeys.

5.2 Recommendations

This research still has many weaknesses and requires further development in various aspects. Based on the results of the study, the researcher provides several suggestions. For lecturers or curriculum managers in the study program, they should consider a debate course. Debate can be an activity that helps students have more opportunities to practice speaking English. Future researchers should research with a larger number of participants or use other methods, such as direct observation or longitudinal studies, so that the results are more diverse and in-depth. Future research can also explore the role of debate in other skills, such as listening or writing in English.



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