

**EXPLORING STUDENTS' PSYCHOLOGICAL PROBLEMS
OF SPEAKING IN BRITISH PARLIAMENTARY DEBATE
PRACTICE AT AN INDONESIAN UNIVERSITY: A
NARRATIVE RESEARCH**

AN UNDERGRADUATE THESIS

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



By:

ABIYASA SAKTI NIAGARA
SN. 2519012

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC
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Wassalamu'alaikum Wr.Wb.

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MOTTO

العُسْرُ يُسْرًا

“Maka sesungguhnya sesudah kesulitan itu ada kemudahan”

(QS Al-Insyirah: 5)

"Akan selalu ada jalan menuju sebuah kesuksesan bagi siapapun, selama orang tersebut mau berusaha dan bekerja keras untuk memaksimalkan kemampuan yang ia miliki."

Bambang Pamungkas

“Tidak penting soal dimana kita berada. Selama kita mampu berproses dan berkembang ke arah yang lebih baik, disitulah tempat terbaik untuk kita”

Farah Farhatus Soimah

“Magic happen when we refuse to give up”

- A -

ABSTRAK

Penelitian ini mengkaji tentang bagaimana masalah psikologis yang mempengaruhi keterampilan berbicara mahasiswa dalam praktek debat British Parliamentary atau Parlemen Inggris. Secara spesifik, penelitian ini mengkaji pada permasalahan psikologis berbicara mahasiswa dan strategi penanganannya untuk mengatasi problema psikologis berbicara dalam praktik debat. Untuk mencapai tujuan penelitian, peneliti menggunakan metode inkuiri naratif dengan wawancara semi terstruktur. Sebanyak tiga mahasiswa telah berpartisipasi dalam penelitian ini dan berbagi pengalaman serta permasalahan yang mereka hadapi saat mengikuti praktik debat. Hasil penelitian ini mengungkapkan bahwa ketiga partisipan mengalami rasa kurang percaya diri, kecemasan, dan rendah diri. Ketiga masalah psikologis tersebut paling berpengaruh terhadap keterampilan berbicara siswa selama praktik debat. Selain itu, temuan dari wawancara menunjukkan bahwa ada tiga strategi, seperti berpikir positif, strategi coping, dan efikasi self-talk. Peneliti berharap bahwa penelitian ini dapat menjadi bahan refleksi dan evaluasi pembelajaran bagi para pembaca; dosen dan mahasiswa, untuk dapat melakukan penyesuaian-penyesuaian yang berguna bagi kebutuhan pembelajaran yang lebih baik di masa depan.

Kata Kunci: *Problema psikologis, keterampilan berbicara, Debat Parlemen Inggris*

ABSTRACT

This study examines how psychological problems affect students' speaking skills in British Parliamentary debate practice. Specifically, this study examines psychological problems of student speaking in debate practice and provide some useful strategies to overcome psychological problems of speaking in debate practice. To achieve the research objectives, the researcher used a narrative inquiry method with semi-structured interviews. As many as three students have participated in this research and shared their experiences and problems they faced while participating in debating practice. The results of this study revealed that the three participants experienced a lack of self-confidence, anxiety, and low self-esteem. These three psychological problems most influenced students' speaking skills during debate performances. In addition, the findings from the interviews indicate that there are three strategies, such as positive thinking, coping strategies, and efficacy self-talk. The researcher hopes that this research can be a material for reflection and learning evaluation for the readers; lecturers and students, to be able to make useful adjustments for better learning needs in the future.

Keywords: Psychological problems, speaking skills, British Parliamentary Debate

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research **“Exploring Students’ Psychological Problems of Speaking in British Parliamentary Debate Practice at an Indonesian University: A Narrative Research”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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Pekalongan, 11 April 2023

The Researcher

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The use of debate in higher education classrooms has increased over the last few decades. This is reflected in the various disciplines that now use debate as part of their pedagogical tools, especially in education scope (Rodger & Stewart-Lord, 2019). The existence of debate in the scope of education can be said to have its own place. It is said that the ability of students to argue is a special thing and not everyone can master it. Oros (in Snider and Schnurer, 2006) argues that debate requires the use of skills that are not easy. Therefore, debate is able to encourage students to take responsibility for their own learning, especially in speaking skills.

Debate is well known as a method of discussing opposites in the form of an argument. In the EFL class, debate can be used as a tool to practice English skills; especially in speaking and critical thinking, so students are able to reflect on real life situations. This is because communicative interactions that involve perspectives in critical arguments will occur in debates. The key to the success of a debate cannot only be measured from critical thinking skills, but good speaking is also taken into account. However, the fact that students' inability to express their ideas traps them in unexpected conditions. Most of them are unable to convey their ideas easily; especially in English. As a result, mother tongue is the middle way they choose to continue to convey their ideas, even in the form of simple

conversations (Juhana, 2012). This problem can be influenced by several factors, but the major is the psychological problem.

Speaking in a foreign language, including in debate requires not only linguistic proficiency, but courage is also taken into account in this regard (Krismanti & Siregar, 2017). This shows that psychological readiness plays an important role in the success of speaking. Even though English has been taught for many years, it is still possible for students to be reluctant to speak. Therefore, in some cases students have difficulty in expressing their arguments, and tend to be passive because they do not have the courage when trying to express their opinions or arguments in English. (Desita, Supardi, & Suhartono, 2017).

In the process of learning a foreign language, psychological factors are the main things that determine success. As stated by Dörnei (as cited in Umisara et al., 2021) that psychology is determined as a consistent predictor that can determine a person's success or failure in learning a foreign language. Unfortunately, in the real condition, it is also challenging for Indonesian learners to perform their English skills regularly especially in speaking. Several possibilities, such as lack of confidence, anxiety, fear, shyness, and so on, are some examples of the problems faced by EFL students (Xinghua, 2007). These problems can be classified as psychological problems.

Based on observations, the researcher saw various kinds of psychological problems faced by participants. These problems have their own impact on the participants' ability to present their best performance during debate practice. Therefore, the researcher is interested in focusing the debate as the focus of the study. This is intended to understand the phenomenon of psychological problems of speaking in depth by looking at students' experiences during debate practice. This research needs to be carried out with the aim that the results of this research can be used as a reference for lecturers teaching debate in conducting learning evaluations.

1.2 Formulation of Problems

Based on the context of the research discussion, the researcher tried to explore

1. What are student's psychological problems of speaking in British Parliamentary debate practice?
2. What strategies do students use to overcome psychological problems of speaking in British Parliamentary debate practice?

By implementing this formula, the researcher hopes to better understand the students' psychological problems of speaking in British Parliamentary debate practice and provide an overview of how to overcome these problems which will be very useful for the learning evaluations.

1.3 Operational Definitions

To simplify and avoid misunderstandings, the researcher provides some several definitions of each terminology as follows:

1. Debate : Debate is define as a pedagogical method for developing critical thinking and oral communication skills (Doody & Condon, 2012).
2. Speaking skills : The ability to apply linguistic knowledge in actual communication is referred to as speaking ability (Hornby, 2000).
3. British Parliamentary Debate : British Parliamentary Debate, or BP is a style of intercollegiate debate used at the annual World University Debate Championships (WUDC) (Lestari & Awalludin, 2018).
4. Psychological problems of speaking : Psychological problems are a condition characterized by disturbances of thoughts, feelings, and behaviors that are troublesome and mentally damaging to a person. In this case, psychological disorders refer to speech problems characterized by anxiety, loss of self-confidence, and shame (Krismanti & Siregar, 2017).

1.4 Aims of The Study

The aims of this study are to explore and understand the phenomenon of psychological problems of speaking in depth by looking at students' experiences during debate practice and provide useful strategies in dealing with psychological problems of speaking.

1.5 Significance of Study

1. Theoretical : This study will contribute to Xinghua theory, which states that psychological problems as emotional and physical health issues have an impact on students' speaking performance as well as academic performance, and will support other related theories about students' psychological problems of speaking in debate practice.
2. Empirical : This study will give the empirical insights about student's Psychological problems of speaking in debate practice and can be used as one of the references for lecturers in conducting learning evaluations.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussions, the findings revealed that the three participants struggled with lack of confidence, anxiety (fear and shyness), and low self-esteem. Those three psychological problems were the most influential on students' speaking skills during debate performances. Therefore, it is necessary to have strategies that must be applied by students to overcome these various psychological problems. The findings from the interviews show that there are three strategies, such as positive thinking, coping strategy, and efficacy self-talk. Each of which has a positive impact on self-evaluation for a better future.

5.2 Recommendation

Based on the results of the research, the researcher realizes that this research is not completely perfect. Considering that this study only took stories from the experiences of three participants, the researcher really hopes that future researchers will be able to develop research topics regarding psychological problems in speaking in various topics. The researcher hopes that later on, this topic can be reviewed again with a different focus, diverse student experience backgrounds, as well as adding reliable reference sources.

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