

STUDENTS PERCEPTION TOWARDS ENGLISH DEBATE OF ENGLISH DEPARTMENT OF FKIP UKI TORAJA

Yizrel Nani Sallata¹, Jesyca Yakobus Wara²

^{1,2}universitas Kristen Indonesia Toraja, Makale, Tana Toraja 91874, Indonesia

ABSTRACT

The objective of this research is to know about the students' perception towards English debate. This research used qualitative descriptive method. In order to achieve the objective of this research, the researcher used qualitative descriptive method through accidental sampling. The participants of this research was the students of English Department of UKI Toraja. The researcher accidentally chooses 8 students whom already passed subject Speaking 4. The instrument that was used to gather the data namely, the semi structured interview. The result of the data analysis indicates that the students' perception towards English debate are: English debate is an academic talk, improving their speaking ability, and improve student's ways of thinking. However, there were also a few students whom have given negative perception towards English debate as their prior inhibition and difficulties in learning English. Based on the result of the data analysis mentioned above, the writer concludes that the English department of FKIP UKI Toraja has positive perception towards English debate. It can be proven by comparing the positive perception and the negative perception. The positive is more perception is more than the negative perception.

Keywords: *Students' Perception, English Debate, Qualitative Descriptive Method*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tentang persepsi siswa terhadap debat bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Untuk mencapai tujuan penelitian ini, peneliti menggunakan metode deskriptif kualitatif melalui accidental sampling. Partisipan dalam penelitian ini adalah mahasiswa Jurusan Bahasa Inggris UKI Toraja. Peneliti secara tidak sengaja memilih 8 siswa yang sudah lulus mata pelajaran Berbicara 4. Instrumen yang digunakan untuk mengumpulkan data yaitu, wawancara semi terstruktur. Hasil analisis data menunjukkan bahwa persepsi siswa terhadap debat bahasa Inggris adalah: Debat bahasa Inggris adalah sebuah akademik, meningkatkan kemampuan berbicara mereka, dan meningkatkan cara berpikir siswa. Namun ada juga beberapa mahasiswa yang memberikan persepsi negatif terhadap debat bahasa Inggris sebagai hambatan dan kesulitan mereka dalam belajar bahasa Inggris. Berdasarkan hasil analisis data tersebut di atas, penulis menyimpulkan bahwa jurusan Bahasa Inggris FKIP UKI Toraja memiliki pengaruh positif persepsi terhadap debat bahasa Inggris. Hal ini dapat dibuktikan dengan membandingkan persepsi positif dan persepsi negatif. Persepsi positif lebih banyak daripada persepsi negatif.

Kata kunci: *Persepsi Siswa, Debat Bahasa Inggris, Metode Deskriptif Kualitatif*

Introduction

The role of English have changed dramatically over time. Over the last decade, English have become the top crucial language must learn during studies to attain a better social place in the general public. Some countries in Southeast Asia, like Indonesia have provided English as a subject to be learned at the schools and universities to be able to compete with other countries that are learning English. However, comparing to other countries, which teach English as a second language, Indonesia's education system only allowed English being teach as a foreign language. This fact, had effect the speaking abilities among Indonesian students. In fact, Kang Shumin (2002:204) mentioned that learning another language is not easy, as the learners are effected by their setting plays and the speaker's gestures during speaking. The nowadays Indonesian education system which consist of English subject which being taught as a foreign language creates an inhibition among the students as it is not their daily language unlike other countries which use English as a second language like Malaysia and Singapore. There are also studies showing the result of learning is the same between younger and older learners, Bongaerts (1999:109). But, Hylstentam and Abrahamsson (2003:68) disagree by pointing that younger learners is even better in acquiring foreign language. However, the English teachers in Indonesia are still trying their best in helping students to help their students in improving their speaking ability.

Literally, English is a worldwide popular language. Moreover, it is even used by not only United States and Britain, but other countries in a massive conference such as AsiaEurope Meeting (ASEM) and United Nations Conference on International Organization (UNCIO). Through the conference which is being broadcast in televisions, the citizens will be occupied with all the diplomats from all over the world conveying their opinion and thoughts in English. In short, English is used as a media to communicate to non-English speaker.

Before the AEC (Asean Economic Community), English debate is not really popular especially in Toraja. But, since the AEC era enters the ASEAN countries, the public have different views as English is used to facilitate the transaction in among businessman and diplomats. In order to help students through their speaking, English teachers and lecturers teach students to have a debate. According to Snider (2011:3), debating is a possible solution to teach students free thoughts and dialogue. Through debate, students will get to sharpen

their ways of thinking and increase their communication skill. There are a few style of debates, such as: British Parliamentary Debate, American Debate and Australia-Asian Debate.

In English Education Department of Christian University of Indonesia Toraja, debate is teach in fourth semester through Speaking 4 subject. The lecturer tend to teach their students to debate in British Parliamentary style as it is the most common debate being used in competitions in Indonesia. Unlike other debate style, British Parliamentary (BP) style consist of four teams arguing two different sides of a motion. The two different sides are called as Government team and Opposition team respectively. Through debate, teachers and lecturers are provided the method to cooperate with students to take responsibility in their own thoughts and dialogue in learning, without only focusing in teacher-oriented. This method also limiting Indonesian students becoming like the students in China which are given direct answers by their English teachers without some debating or further exploring as their preference Turner and Acker (2002:211). However, English Education Department students in Christian University of Indonesia Toraja are not showing any active cooperation either in English debate class or competitions even after numerous enunciation of the benefits students will get from it. Referring to the explanation and problem above, the researcher thinks that it will be a good thing to conducted a research on “Students Perception Towards English Debate.”

Research Method

Based on the research problems, the qualitative descriptive method was used in this research. Qualitative descriptive method is where a detailed data being gathered through open ended questions to be analyzed before, in order to know the main cause of the incident or a problem. The interviewer have the most important part in the investigation (Jacob 2008:8, 73-80). The sampling used were the accidental sampling.

Result and Discussion

The description of the data were collected through interview. In the previous section showed there were students’ perception towards English debate of English Education Department of UKI Toraja. The students’ perception towards English debate were the first is English debate is an academic talk opinion. As stated by Dipoyojo (1982:59), the debaters

were in oral communication by giving excuses with certain tricks which will transfer their opinion through language. Moreover, Turner and Acker (2002:211) reported that Asian students were used to getting answers from their lecturers which limiting them from exploring more their abilities in conveying their opinion academically. But, the lecturers of English Department were trying their best in teaching the students to debate in English because through the English debate, the students can poured all their knowledge to show their emotional intelligence, commitment, assumes personal responsibility and good decision maker in giving and defending their opinion through an oral confidently statement.

The second is English debate enable students to improve their vocabularies and speaking ability. This finding was supported by Yanti (2016:46), whom concluded in her research that by learning English debate, the students would gain more confidence and fluency in speaking English as they would be practicing in conveying their idea. Through English debate, by allowing the students to researched the topic, they can learn new vocabulary to strengthen their case 'for' and 'against' the topic being debated. This statement was also supported by Akerman and Naela (2011:31) that stated debate activities did improve their speaking skill and become a critical thinker. By debating the topic, every debaters would be given certain time to speak their opinion. It could be worrying to speak out loud when learning English as a foreign language, but debating is a great way to both practice speaking English with learning new vocabulary and increasing fluency even if it is to speak slowly but will be understood by others.

The third is English debate enable students to improve their ways of thinking. This statement was supported by Snider (2011:3), whom stated that by using debate as a complex form of communication which can train students in critical thinking and creativity in ways which can train students in critical thinking and creativity in ways which will be important for their success in the information age they will live for their entire lives. On top of that, Somjai and Jansen (2015:57) founded that debate is an important skill to be learned as it can improve the students crucial thinking and speaking ability. It is because the students must advocate, propose and defend their ideas. The students would do a research on the case 'for' or 'against' they are are debating, learn about them, think about what they will propose, what they stand for, and learn about the arguments of their opponents.

The forth is advantages of English debate. According to Snider (2011:3) that debate teaches content as well as process requires information acquisition and management, Darby

(2007:23), reported that English debate only leading students to a greedy personality instead of improving confidence. But, instead based on the answers by the students, most of the students stated that English debate made their self confidence to stand in front of the public to convey their opinion were improved and agreed that it does made them more clever since they became more thorough in looking into certain evidence and incident.

The fifth is prior inhibition towards English debate. In line with the result of journal, Kang Shumin (2002:204) learning another language was not easy. It was understand for Indonesian students because English was only a foreign language subject in their curriculum. The tendency of the Indonesian students for not participating in English debate was because their way of thinking that only students who are better speaker is suitable to be a debater and was very shy to speak in English in the public. But, Bongaerts (1999:109) stated that young and older learners have the same ability in acquiring foreign language and this fact indeed effecting the students of English Department of FKIP UKI Toraja whom only learn English as a foreign language subject.

The sixth Having difficulties in learning English. This situation was a result of lack of English speaking practice. Hylstentam and Abrahamson (2003:68) stated that in learning foreign language, younger learner were better than the older. The main reason for students of English Department of UKI Toraja, were having difficulties in speaking English was because they were used to speak in Torajan which was also their mother tongue. But, according to Kang Shumin (2002:204), the students actually can understand a language through a good speaker's gesture.

The last is disadvantage of English debate. According to Darby (2007:23), English debate was making students focusing solely on winning the competition which can lead to a greedy personality. However, this statement was not agreed by Somjai and Jansem (2015:57) as they stated that debate was a skill that must be learned to improve their critical thinking and speaking skill. These research had similarities in finding. The similarity of this research and the previous researches was English debate improve students' speaking ability and resulting a good perception among students. The difference was on the disadvantage of English debate. According to the finding in this research, the students answered that English debate does not lead them to a greedy personality instead, the prior inhibition of making a mistake during conveying their opinion in English was the main reason that led them on becoming shy to spoke in front of the public.

Conclusion

The researcher draws some conclusions about students' perception towards English debate by English Department of FKIP UKI Toraja. Almost all the perception were positive such as, English debate is an academic talk, enable students to improve their speaking ability, and improve students' ways of thinking. However, there were also a few students whom have given negative perception towards English debate as their prior inhibition and difficulties in learning English. Thus, the writer concluded that the English Departments of FKIP UKI Toraja actually have positive perception towards English debate in general.

Acknowledgment

The researcher would like say thank to English Education Study Program of UKI Toraja and the students who has been willing to be respondents.

References

- Aussubuson, P., Fogouil, S., Barr, R and Perkovic, L. 1997. What Happens When Students Do Simulation Role-Play In Science? *Research In Science*, 27(4), 565-579.
- Akerman, R., Naela, I. 2011. Debating The Evidence: An International Review Of Current Situation And Perception. Research Report. (<https://debate.uvm.edu> > dcpdf)
- Bongaerts, T. 1999. Ultimate Attainment In Foreign Language Pronunciation: The Case Of Very Advanced Late Language Learners. In David Birdsong (ed). *Second Language Acquisition and the Critical Period Hypothesis*. New Jersey: Lawrance Erlabum Associates. 133-159.
- Dipodjoo, A. 1982. *Komunikasi Lisan*. Yogyakarta: Badan Penerbit Kanisius.
- Tran, T. T. 2013. Is The Learning Approach Of Students From confusion Heritage Culture Problematic? *Educational Research For Policy And Practice*, Vol. 12 (1). Pp: 5765.
- Hamka, M. 202. Hubungan Antara Persepsi Terhadap Pengawasan Kerja Dengan Motivasi Berprestasi. Skripsi. Tidak diterbitkan. Surakarta: Fakultas Psikologi Universitas Muhammadiyah.
- Hernandez-Herrero, A. 2005. Content - Based Istructon In An English Oral - Communication Course At The University of Costa Rica. (Retrievedon from <https://revista.inie.ucr.ar/articulos/2-2005/archives/oral.pdf>).
- Helsinki Debating Society. 2012. The Basics of British Parliamentary Debate. (Retrieved from <https://www.helsinkidebating.fi>>2017/02.pdf).
- Interpersonal Relation. Skripsi. Tidak diterbitkan. University of Tartu, Estonia. (Retrieved fro<https://www.ksk.edu.ee>>uploads>2012/12).
- Kilp, A. 2010. The Postive And Negative Functions Of Perceptual Bias In

- Rao, Z. 2010. Chinese Students' Perception Of Native English-Speaking Teachers In EFL Teaching. *Journal Of Multilingual And Multicultural Development*, 31(1), 55-68. (<https://eric.ed.gov>, diakses 18 April 2018, up to date).
- Saks, A., Johns, G. 2011. *Organizational Behaviour, Understanding And Managing Life At Work*. 3(9), 78-117.
- Shumin, K. 2002. *Factors to Consider: Developing Adult EFL Students' Speaking Abilities*. Cambridge, England: Cambridge University Press, Vol 35(18). (<https://doi.org/10.1017/CBO09780511667190.028>)
- Sugiyono. 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan Rn D*. Bandung: Badan Penerbit Alfabeta.
- Tarigan, H, G. 1990. *Retorika*. Bandung: Badan Penerbit Angkasa.
- Uma, H. Persepsi: Pengertian, Definisi, dan Faktor yang Mempengaruhi (Online). Kompasiana. (Retrieved on April, 18th 2018 from <https://www.kompasiana.com>>hasminee).