

THESIS

**THE IMPLEMENTATION OF FREE DEBATE TECHNIQUE IN
TEACHING SPEAKING FOR MEMBERS OF ESADA COURSE
IN YEAR 2024/2025**



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FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITY OF KH. MUKTAR SYAFAAT
2025**

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THESIS

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BY:

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2025

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Declare that:

1. This thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 20th December 2025
Declarator,

MIFTAHUL AHMADAL HADI

MOTTO

“Cukuplah Allah sebagai saksi.” QS.48:28.

“Tetaplah rendah hati dan jangan pernah merasa lebih baik
dari yang lain
“ladamha_hadi””

DEDICATION

I dedicated this thesis

I say thank to myself.

My beloved Mama (Sri Wahyuni), Bapak (Hatip) and old brother (Mas Muhammad Miftahul Munir). For praying me till now.

Don't forget to Esada Course, it had made me like now, the all tutors and members.

All of my lectures who had guided me for making this thesis and supporting me till now.

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Thank you to Allah SWT for blessing me with health, opportunities, hope, and the capacity to finish my thesis. Salutations and salam to our beloved Prophet Muhammad SAW, the final messenger of Allah, who has taught us how to live virtuously and brought human existence from destruction to safety as part of God's plan.

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Banyuwangi, 20th December 2025

The Researcher

ABSTRACT

Hadi, Miftahul Ahmadal. 2024. *The Implementation of Free Debate Technique in Teaching Speaking for Members of Esada Course in Year 2024/2025*

Keywords: *free debate technique, teaching speaking, prespective.*

This research is aimed to describe the implementation of the Free Debate Technique in teaching speaking for members of Esada Course in the year 2024/2025. The Free Debate Technique is essential for improving students' speaking skills by encouraging active participation, fluency, and confidence. It offered students opportunities to express ideas, engage in critical thinking, and expand their vocabulary in a communicative setting as an interactive approach.

This research used descriptive qualitative methods as an approach. The subjects of this research were two English teachers and fifteen Esada Course students. The researchers used triangulation to obtain data, consisting of three parts: interviews, observations, and documentation. The researchers also used data reduction and data display to assess the data.

The researchers found three key findings: first, the application of free debate in teaching speaking ran smoothly; second, teachers and students faced problems during the free debate but were able to resolve them directly; and third, from the students' perspective, following the free debate technique was considered beneficial as it helped them speak English better.

ABSTRACT

Hadi, Miftahul Ahmadal. 2024. *The Implementation of Free Debate Technique in Teaching Speaking for Members of Esada Course in Year 2024/2025*

Keywords: *free debate technique, teaching speaking, prespective.*

Penelitian ini bertujuan untuk menggambarkan penerapan Teknik Free Debate dalam pengajaran speaking bagi anggota Kursus Esada pada tahun 2024/2025. Teknik Free Debate sangat penting untuk meningkatkan keterampilan berbicara siswa dengan mendorong partisipasi aktif, kelancaran, dan rasa percaya diri. Teknik ini memberikan kesempatan bagi siswa untuk mengungkapkan ide, terlibat dalam pemikiran kritis, dan memperluas kosa kata mereka dalam konteks komunikasi sebagai pendekatan interaktif.

Penelitian ini menggunakan metode deskriptif kualitatif sebagai pendekatan. Subjek penelitian ini adalah dua guru bahasa Inggris dan lima belas siswa Kursus Esada. Peneliti menggunakan triangulasi untuk memperoleh data, yang terdiri dari tiga bagian: wawancara, observasi, dan dokumentasi. Peneliti juga menggunakan reduksi data dan penyajian data untuk menilai data.

Peneliti menemukan tiga temuan utama: pertama, penerapan free debate dalam pengajaran speaking berjalan lancar; kedua, guru dan siswa menghadapi masalah selama free debate tetapi dapat menyelesaikannya langsung; dan ketiga, dari perspektif siswa, mengikuti teknik free debate dianggap bermanfaat karena membantu mereka berbicara bahasa Inggris dengan lebih baik.

TABLE OF CONTENT

COVER.....	i
APPROVAL SHEET	iii
AGREEMENT	iv
DECLARATION OF AUTHORSHIP	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	x
ABSTRACT	xi
TABLE OF CONTENT	xii
LIST OF TABLE.....	xiv
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Problem.....	4
C. Research Objective	4
D. Research Significances	4
E. Research Scope and Limitation.....	5
F. Definition of key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Related Literature	7
B. Previous Study	21
CHAPTER III RESEARCH METHOD	26
A. Research Design	26
B. Research Setting	27
C. Research Subject.....	27
D. Data Sources.....	27

E.	Procedure of Data Collection	28
F.	Data Analysis.....	31
G.	Data Validity.....	32
CHAPTER IV FINDING AND DISCUSSION.....		34
A.	Research Finding.....	34
a.	The implementation of free debate in Esada course	34
	They required more time in order to make their points.	43
b.	Students' perspective about Free Debate Technique	43
B.	Research Discussion	44
CHAPTER V CONCLUSSION		52
REFERENCES.....		54

LIST OF TABLE

Tabel 1. 1The Similarities and The Differences between The Previous Research and Nowadays Research.....	25
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CHAPTER I

INTRODUCTION

A. Research Background

English is one of important language in the world, because it is international English. According to. According to Harmer (2001) One of the primary languages used for international communication is English, and even non-native speakers of the language frequently understand words like "bank," "chocolate," "computer," "hamburger," "hospital," "hot dog," "hotel," "piano," "radio," "ball," "taxi," "phone," "television," and "sandal." It indicates that English is spoken in many nations worldwide. English can be found in anywhere such as; on your food, laptop, handphone, cloth, school and also in *pondok pesantren*.

The key to speaking English fluently is to be aware of the materials required. For example, vocabulary, tenses, grammar, pronunciation, etc. But the important material to speak well is vocabulary and someone need enrich our vocabulary for speaking, to give an example, if someone wants to speak English but lacks vocabulary, they will still be able to express what they intend, but there will be miscommunication. Wallace (2007), pointed out that Vocabulary is crucial to learning English. Krashen and Terrell (1985), added that vocabulary is fundamental to communication. It implies that vocabulary is crucial to communication and that we cannot effectively speak without a suitable vocabulary.

Every skill matter and is related to every other skill; for example, good listening skills are necessary when speaking, and good reading skills are necessary when writing for communication. And the key of communication is speaking because speaking is easier skill among reading, writing and listening. But they have correlation each other, such as; speaking and listening, if they speak something they have ever listened it, if we want to write something we ever read something, Therefore, if some people want to be a good speaker, some people need to be a good listener, and if some

people want to be a good writer, some people need to be a good reader. This problem is not surprising. Speaking involves a lot of factors when someone is ready to speak. Such as; idea, how to pronounce words correctly, use proper language, and listen to and respond to others. Most English language learners frequently experience difficulty speaking the language such as; they feel shy in speaking, they are confused in using the terms of grammar and also, they feel nervous in speaking because they feel that their English is not as well as native speaker in pronunciation, intonation and accent.

Students are going to learn pronunciation, vocabulary, and grammar as part of our speaking skills because they will have a positive impact on both our speech and ourselves. As a matter of fact, those who are good speakers are seen as valuable. Because if someone wants to know how far your English is they will be able to know from speaking, it is not from your grammar, syntax, and so on but it is from speaking that they can directly understand about the quality of speaking skill.

Some techniques used in English classes. There are debate, role play, arrange the sentence, word by word, chain drill-simulation, speaking by yourself and so on. The goal is to make speaking English fluently and at the same time, students feel fun in studying speaking English because they find English is not difficult. Debate technique is an effective way in teaching speaking English language. Darby (2007) also believes that debate is a successful instructional technique since all debate students are expected to have a certain amount of responsibility for their education and to participate actively. And the researcher will research about debate technique in ESADA Course.

Fatmawati Laisouw (2019) conducted research about The Effect of Debate Technique to Students' Speaking Ability. Using Walter Bartz's speaking rubric, the researcher conducted an oral test. The coefficient is discovered to be 18.76. To determine whether the difference was significant or not, the researcher looked up the critical value on the t-table after obtaining the t-value. After deducting 1 from the value of n, which is 30, the result is 29. With df 29, there isn't a clear-cut crucial value, though. As a result, the researcher selected 30 as

the closest number and 2.04 is the key value. Given that the t-value obtained ($18.67 > 2.04$) is bigger than the t-table, it appears that the debate style has a beneficial impact on the students' speaking abilities. The researcher's findings indicate that the debate technique has a positive effect on students' speaking instruction.

(Firmansyah 2019), conducted research about improving the students' speaking skill through debate technique. From their result is that debate technique is one of great ways to make strides students' talking aptitude. The change of the students' capacity can too be seen from the comes about of the students' pre-test and post-test which were tired each cycle. In measurement, understudies can development their talking aptitude after being instructed by talk about procedure. The speaking exam results for each cycle demonstrate the students' performance. The students' average winning score in the first cycle was 64.5. For cycle two, the average student accomplishment was 78.4. Pupils' excitement for speaking and concern for talking about everything increased along with their capacity to speak. Result of the investigate appear that the understudies move forward their talking expertise proficiently and successfully.

I found the teaching techniques for speaking English that I experienced when I took part in Esada activities in 2018 namely free debate, this activity always runs in the morning and is handled by a tutor. In the free debate activity, Esada members get lots of opportunities to speak English and this encourages them to get used to speaking. This made me want to look into how free debate activities are implemented, starting with the responsibilities of tutors and members and the steps involved in holding free debates to teach speaking skills.

ESADA is chosen as setting at this research. ESADA Course or Darussalam English Student Association is an English language course located in Blokagung area of *Pondok Pesantren* Darussalam. The course has been running since 2004. The ESADA course has two times for learning. Right after shubuh and maghrib. Every student learning English there goes through 3 classes for graduation, basic class, intermediate class and advanced class. In this era, ESADA plays an important role in

learning English in Darussalam Islamic Boarding School. Year after year, the ESADA course continues to improve, as evidenced by participation in events that have been able to be recognized both regionally and nationally. This study was conducted on ESADA graduate students who memorized more than 1500 vocabulary words.

Although this study is obviously different from other research, prior research suggests that use free debate technique to enhance speaking ability is a useful strategy. This thesis looks at the implementation, time commitment, and essential concerns of teaching English to ESADA students through the free debate technique. It also investigates the students' responses to learning English through this method.

B. Research Problem

The following describes the study's problem in light of the background mentioned above:

1. How is the implementation of free debate technique in teaching speaking for ESADA students?
2. How are students' perspective about free debate technique in teaching speaking?

C. Research Objective

As stated in the research statement, the following were the goals of this specific study:

1. To study the implementation of free debate technique in teaching speaking for ESADA students.
2. To find out students' perspective about free debate technique in teaching speaking.

D. Research Significances

The targeted contribution of the study's outcome is as follows:

1. Theoretically: this research will facilitate the search of researchers references to acquiring new techniques to improve students and speaking skills Researchers can then get more information through this study and teachers is more creative in developing teaching strategies.
2. Practically: Including debate in the classroom is a powerful way for English educators to help their students become more comfortable making arguments. This method improves language competence and critical thinking abilities by creating

a safe space where students are encouraged to express and defend their opinions. Understanding the reasoning behind debating strategies also encourages students to learn English, resulting in more active participation and improved skill. By utilizing research findings, educators can create individual techniques to maximize student participation and language learning, which will enrich the curriculum and promote language competence progress in classes such as ESADA.

E. Research Scope and Limitation

This study has limitations and a scope that are determined by the study's background.

The researcher focuses on the implementation of teaching through debate techniques for fifteen students of the ESADA course, which consists of three classes: Basic, intermediate and advanced in 2024/2025 and every class is taken five people for sampling.

The time that the researcher researches is five meetings in a week based on the ESADA Course' schedule in teaching by debate technique.

F. Definition of key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Free debate technique

Laia (2020) claims that a debate technique is a contest in which two opposed groups argue over a certain subject. Protecting one's position and winning over the opposition are the objectives of each side. This method can engage all students in active learning, not just those who participate in debate. It influences people to communicate their thoughts and views.

2. Speaking skill

Chaney (2002) states that Speaking is the process of two or more people interacting with one another through the development and sharing of ideas in a variety of circumstances using both spoken and nonverbal signals. Speaking is one of the English language's skills or abilities that allows us to ask and answer questions, voice our thoughts, and criticize the opinions of others when they conflict with our own.

3. ESADA members

ESADA Members consist of 43 students divided into several classes starting from basic, intermediate and advanced. And they follow every single activity that had been formatted by ESADA course self.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

There are several contents discussed in this literature review, such as definition of speaking, function of speaking, proficiency of speaking skill, the difficulty of speaking, teaching speaking, the role of teacher in speaking skill, the concept of free debate, definition of free debate, the benefits of debate technique, the part of debate, free debate, strengths and weaknesses of debate in speaking classroom.

1. Concept of Speaking

a) Definition of Speaking

Speaking has been defined by certain specialists. Producing, receiving, and digesting information are all parts of the interactive meaning-making process that is speaking. Speaking also refers to the act of using words to communicate feelings or to transmit information. According to Kayi (2006), Speaking describes the discrepancy between pedagogical approaches and language proficiency. Speaking is a tool that researchers typically utilize in their daily lives to educate or inspire others. An idea is all the researcher has to express or convey to others, whether in official or casual language.

There will be a conversation when someone speaks with someone else. According to Brown (2001), Speaking a language indicates that a person is conversant enough to hold a reasonable discourse. It is clear from the definition above that speech is a tool that students frequently employ. Pupils must be proficient in spoken English and be able to express themselves orally. Students should be fluent in English to let others know what we mean.

In summary, speaking is the vocalization of ideas, thoughts, or facts. Whether you're having a conversation with someone, giving a presentation, or just talking, all these activities involve the fundamental process of speaking.

b) Function of Speaking

Its function is to express one's ideas, feelings, thoughts, and concepts spontaneously and verbally. Speaking is a skill of verbal communication with someone, and mastering it is quite challenging. Speaking skills are closely related to listening skills. Speech acts require students to listen and then speak. This is because when speaking, not only the written text is memorized and stored, but when speaking, the student's ideas are spontaneously expressed orally.

c) Proficiency of Speaking skill

According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. The first is Comprehension, this aspect is the students must understand what topics will be conveyed, so the listener will easily understand the ideas that have been submitted. The grammar, it is required for understudies to organize a adjust sentence in discussion. It is in line with clarification proposed by Heaton (1978) that students' capacity to control structure and to recognize fitting linguistic shape in fittingness. The benefit of language use also includes learning how to acquire proficiency in a dialect both orally and in writing.

The Vocabulary, this means suitable wording utilized in communication. Without satisfactory lexicon one cannot successfully communicate or express one's considerations both verbally and in composing. Constrained lexicon is additionally an obstruction that anticipates learners from learning a language. Without language structure you'll be able pass on exceptionally small, without lexicon you'll pass on nothing. In light of this clarification, the analyst concluded that without satisfactory lexicon, English dialect students cannot talk English or type

in English accurately. The pronunciation, students can use this to communicate with more detail when they speak. It addresses the process of phonology, which is the area of grammar composed of the components and rules that specify the phonological characteristics of different languages. There are two aspects to the pronunciation: phonemes and suprasegmental elements. Based on the aforementioned assertion, the investigator deduced that pronunciation comprises details on the distinct articulation of a language during speech. In order to facilitate simple understanding of the communication process, pronunciation is essential when speaking.

The fluency, it is a skill for clear, flexible, and expressive writing, speaking, or reading. The speaker is thus able to relate meaning and context when reading, understanding, and responding in a clear and succinct manner. Fluency is the ability to communicate clearly and fluidly in speech. For many language learners, speaking fluently is the ultimate goal. Fluency is demonstrated by speaking at a moderate pace and with few stops and "ums" or "ers." These clues suggest that the speaker scanned the language quickly in order to find the words that would best convey the meaning. The researcher came to an understanding that fluidity is yet another crucial element based on the aforementioned ideas. Speaking with precision and ease while utilizing tiny pauses like "ums" and "ems" is referred to as fluency.

d) The difficulty of speaking

Based on the background, speaking is a difficult talent that requires habit to learn, as previously explained. According to Brown (2001) on his book, he indicates eight things that makes difficult in speaking English as follows:

When teaching spoken English, several key elements need attention to facilitate effective communication. Clustering, for instance, goes

beyond mere words, encouraging learners to organize information both mentally and structurally. Redundancy, while seemingly unnecessary, aids in clarity, especially in spoken language, benefiting learners' comprehension. Reduced forms, encompassing contractions and deletions, present challenges, particularly for non-native speakers, impacting their fluency and speech patterns. Performance variables like hesitations and pauses are inherent in spoken language, reflecting the ongoing process of thought while speaking. Mastery of colloquial language ensures students understand and can employ everyday expressions and idioms. Rate of delivery is crucial for fluency, requiring guidance to achieve a balance between speed and clarity. Stress, rhythm, and intonation play pivotal roles in conveying meaning accurately in English, highlighting the importance of mastering these aspects. Lastly, interaction is vital, as language learning thrives in conversational contexts, where negotiation and creativity flourish among speakers.

Those are eight things that makes difficult of speaking English, as English learners cannot get good speaking immediately, it needs process for mastering it. English learners can solve that difficultness above with making a habit in speaking English because in learning language get used to speak that language.

e) Teaching speaking

Speaking instruction is a major focus of many language programs, and it is indisputable that teaching methodologies have an impact on student learning outcomes. Since the objectives of each talent are different, various strategies would be used to acquire an ability to write and talk. Students frequently misunderstand speaking and practicing English. Pupils are reluctant to speak up in class or share their opinions in English. Speaking is a skill that requires daily practice to become proficient. A

learner can compete in this globalized society by learning this skill.

There are several aspects that affect speaking skill rather than just one. These are extralinguistic knowledge, which comprises topic and cultural background, awareness of the context, and acquaintance with the other speakers, and linguistics knowledge, which includes genre knowledge, discourse knowledge, grammar, vocabulary, and phonology. (Thornbury, 2005).

According to Nunan in Kayi (2006), teaching speaking means that the teacher teach the listener to: Generating the English speech pattern and sound involves mastering the cadence, pronunciation, and overall tone of the language. It requires an understanding of how words and phrases are spoken, paying close attention to intonation and rhythm, especially when communicating in a second language. Choosing appropriate words and phrases is crucial, taking into account factors such as the situation, audience, social context, and subject matter. It's important to arrange ideas in a coherent and sensible manner to effectively convey meaning. Additionally, language is a tool for expressing beliefs and opinions, allowing individuals to articulate their perspectives. Fluency encompasses the ability to use language swiftly, confidently, and with minimal pauses, facilitating smooth and natural communication.

f) Speaking Skill

Students can communicate knowledge and convey their emotions through speech. Speaking is the foundation of human communication since it is the most direct means of communication. According to Brown (2004), Speaking is a producing skill that can be examined empirically and directly; at this point, the validity and reliability of an oral production test are inevitably compromised by the

effectiveness and precision of a test-taker's listening ability.

Communicating effectively requires the use of both speaking and listening, two language abilities that are strongly related. Speaking and listening have a relationship which can often be described as a two-way street, with each ability improving and affecting the other. Speaking comes from active listening when people pick up concepts, ideas, and linguistic patterns from other people. Their own speaking abilities are then shaped by this information. Listening is influenced by speaking because people practice using language structures and expressions when they convey their ideas and thoughts. Their ability to identify and comprehend similar patterns when they hear them from others can be improved with this practice.

Speaking has an important role in communication. Many Indonesians have businesses abroad and at home. When they run this business, they must have good speaking skills because they have to present the business to investors, speaking skills are necessary. Speaking ability is crucial to effective communication. Speaking fluency is necessary not just in the language we use on a daily basis but also when utilizing a foreign language (Crisianita & Mandasari, 2022).

Speaking ability can be defined as the capacity to express one's ideas, feelings, and opinions to other people based on the criteria given above.

g) The Role of Teacher in Speaking skill

Teachers are supposed to take on a variety of suitable tasks for overseeing different classroom activities in order to discover greater opportunities for their own instruction in a communicative way. For instance, when organizing exercises, the instructor should be able to carry out the tasks according to the goals that each one requires. For instance, two different teaching responsibilities are

determined by accuracy and fluency tasks. According to Hammer (1991), in some activities that require more teacher action, such as accurate production, one should be able to act as a supervisor, while in communication tasks that require a student group or pair relationship, the teacher should act as a supervisor. supervisor because he is not allowed to act as a supervisor. often missing.

Teachers need to have excellent communication skills, but so do many other professions. Every day, teachers communicate with administrators, parents, coworkers, and kids. Whether a message is sent via public address system, email, paper, phone, or in-person, it needs to be well-crafted and presented in order to be understood. Accurate handwriting, spelling, and punctuation are essential in all written communication. Promdee (2022) states that for the purpose of teaching English speaking, there are four instructor roles;

1. Helping Students

Both speaking and listening are components of communication abilities. Instructors who pay close attention to the concerns and questions raised by their students are better able to address the unique needs of each student and modify the curriculum as needed. Additionally, when a teacher communicates with an open and encouraging body language and tone of voice, students are more likely to be receptive. Additionally, effective use of audio-visual aids can improve presentations and facilitate students' understanding of them.

2. Dealing with Parents

Educators must have regular conversations with parents Rather than wait until the scheduled conferences between parents and teachers. Sharing good news with parents on a regular basis strengthens the relationship between educators and parents and makes it easier to give bad news when necessary. Teachers who are skilled communicators

may convey unfavourable information about their pupils to parents in a sensitive way, without pointing fingers or assigning blame. They can also make sure that their message is understood by the parents. Effective communication can win the parents' respect and support for cooperating to achieve a successful result.

3. Working with Colleagues

Teachers are surrounded by 20 or more pupils for the majority of their working hours, and they frequently experience anxiety when speaking in front of their peers at conferences and staff meetings. Practice makes perfect when it comes to communication abilities. Planning your remarks ahead of time also helps. Developing these abilities can be facilitated by assuming a leadership position in your school as a committee chair or co-chair with other educators. Having these kinds of conversations with coworkers may be quite gratifying and enriching. Additionally, it exudes optimism, which may result in further promotions.

4. Interacting With Administrators

Effective communicators have a higher likelihood of being taken seriously by administrators when they submit requests, like those for authorization for a field trip, student event, transfer, or special leave. Effective communicators anticipate potential objections and are ready to address them, clearly stating their requests and their justifications. Even in the face of disappointment or frustration, they react professionally at all times, never lose their composure, and exhibit emotional control. Administrators are more willing to grant requests from instructors when they observe these kinds of efforts.

2. The Debate Concept

a) Definition of Debate

The researcher should carefully design the instructions. In order to motivate students, the

teaching process needs to be engaging. The researcher looks for a novel approach known as the debate technique, which is also used in speech instruction. It is viewed as an active learning process that involves sharing knowledge, building and creating, and working in groups. Laia (2020) states that A debate technique is a contest in which two opposed groups argue over a certain subject. The objectives of each party are to convince the other and maintain their stance. This method can engage all students in active learning, not just those who participate in debate. It influences people to communicate their thoughts and views.

The purpose of the debate is to disprove the arguments of the other team and persuade the judges or audience that one's position is valid. Each team in an English debate takes turns making an argument, posing questions, and refuting the points made by the opposing team. To make sure fairness and equal opportunity for all teams to present their points, the discussion was guided by rules and time limitations.

Debaters, adjudicators, a chairperson, a timekeeper, and an audience are all required to conduct the debate. Here, the debaters take the floor and are required to present the opposing arguments for the motion alongside their opponent. When delivering the speech, they should consider the delivery style, topic, and strategy. Depending on how well they can debate or how long they have studied the topic, debaters can be grouped.

b) The Benefits of Debate Technique

According to JeremiHarmer (1991), communicating with people who have different views gives several benefits. Among the advantages of debate are:

- a. Train the courage to express opinions
- b. Adding insight
- c. Train critical, logical, and agile thinking

- d. Helping us become more sensitive and responsive people
- e. Get alternative solutions that vary from a problem

c) The Part of Debate

According to (Dale & Wolf (2000) in Apriliani et al., 2021) claims that a debate is an exchange of ideas when competing viewpoints are stated and discussed. This indicates that the discussion centres on whether a topic or motion is discussed based on the team's agreement or disagreement on what is real and what is simulated.

Mellshaliha ((2008) in Apriliani et al., 2021) states that The debate procedure is covered in the debate technical system. The following are some topics up for discussion:

1. Motion

A motion is the subject under discussion. The terms "this house" (TH), "this house believes that" (TH), or "this house believes (THBT)" are typically associated with motion stars. Teams supporting and opposing the motion are debating it; the motion ought to be contested and objective. Debatable refers to the possibility of the motion being rejected in certain circumstances. The term "impartial" suggests that the motion should be neutral, meaning it should not swing to one side. This house, for instance, thinks that the (THBT) e-book aids in developing education. Therefore, it is up to both sides to demonstrate or defend the validity of the claim that e-books can aid in developing knowledge.

2. Definition

Debaters need to be "down to earth" or consider current events in society. There are two approaches to definition: global definition and word-for-word definition.

Since the term "e-book" isn't often used in this sense, let's define it first. In any case, we should give the movement that advocates for "sex education must be socialized in schools" a worldwide context.

3. Theme line

If you agree or disagree with a plan, your reasoning must be sound and encompass the entirety of the argument. The underlying logic that responds to the important question of "why" a certain side of the house supports or opposes a motion is known as the topic line. The fundamental reason a team attacks the opponent's case is to support its theme line, which is what the team must prove.

4. Argument

A debate is similar to an argument fight in which one party takes a stance, challenges its opponent, and defends its own case. Good work can be produced with the application of critical and logical thinking. A point of view that bolsters a theme's progression is called an argument.

5. Rebuttal

Debaters must not only create compelling arguments, but also refute the arguments of their opponents and mount a powerful defence against any attacks. Refutation is therefore essential to winning the crown of victory. There are essentially two kinds of objections. A global rebuttal is an attack on the central argument, or theme line, of the opponent's case. Their case grew worse as a consequence. Thorough refutation: an assault on every claim or illustration

6. Sum-up/closing

Closing is only the act of drawing a conclusion from the past. A well-written synopsis is ideal. To be a good debater, one

must be aware of these components before beginning to debate. Additionally, success in the argument is hoped for.

d) The Free Debate

The Free Debate Technique merges the principles of free theory and debate theory to create a dynamic and communicative approach to language learning, particularly in teaching speaking. This integration ensures that learners engage in meaningful discussions that promote fluency, critical thinking, and argumentation skills.

Free debate emphasizes spontaneity, flexibility, and natural language use in speaking activities. As stated by Brown (2001), "Free activities in language learning refer to tasks that allow learners to use the target language spontaneously without strict guidance from teachers, promoting communicative competence and fluency." In the context of debate, this means that students are encouraged to express their ideas without rigid formats, enabling them to think critically and articulate thoughts freely.

Debate Theory Debate, on the other hand, provides a structured framework for argumentation, where participants present opposing viewpoints. Snider & Schnurer (2002) highlight that "debate is a communicative activity that fosters the development of logical reasoning and persuasive skills, enabling individuals to articulate their perspectives coherently while critically evaluating opposing arguments." When applied in a free debate setting, this structure allows students to engage in discussions that are both logical and fluid, ensuring that their arguments are well-structured yet spontaneous.

Based on the two terminologies, free debate refers to

- **Flexibility in Argumentation:** Unlike traditional debates that follow strict turn-taking and rigid rules, the Free Debate

Technique allows participants to jump into discussions naturally, encouraging real-life conversational skills.

- **Critical Thinking and Fluency:** While the structured aspect of debate ensures logical reasoning, the free aspect encourages fluency and spontaneous responses.
- **Encouraging Natural Interaction:** As Richards and Rodgers (2003) suggest, an open-ended approach in teaching speaking helps students engage in meaningful interactions without predefined patterns.
- **Autonomy in Speaking:** Learners have the freedom to develop their own argumentation styles, making the debate a more engaging and confidence-building experience.

Free Debate is a flexible and dynamic argumentation technique that integrates the spontaneity and fluency of Free Theory with the structured reasoning and critical thinking of Debate Theory. It allows participants to engage in unrestricted discussions, expressing their viewpoints naturally while still maintaining logical coherence and persuasive argumentation. In this approach, learners are not bound by rigid debate formats but are encouraged to develop their own argumentative style, fostering creativity, communicative competence, and confidence in speaking. By combining spontaneous speech with structured argumentation, Free Debate serves as an effective pedagogical tool for enhancing fluency, critical thinking, and persuasive communication skills in language learning.

e) Advantages and Disadvantages of Debate in Speaking Classroom

Every type of technique has some advantages and disadvantages. The debate also has the following advantages;

- 1) Students must verbally convey their thoughts, opinions, and arguments during debates. Proper pronunciation, intonation, and speech clarity are all important aspects of good oral communication in English, and this helps one develop these abilities.
- 2) Students are exposed to a wide range of terminology relating to the issue being addressed when they participate in debates. Students expand their vocabulary by learning new words and phrases and incorporating them into their language repertoire while conducting research and getting ready for the debate.
- 3) In debates, students are forced to examine, assess, and react to the arguments put forward by their opponents, which fosters critical thinking in English. This procedure helps to build advanced language use and calls for the application of higher-order cognitive abilities.
- 4) Students who regularly participate in debates have better English proficiency. As their confidence in their ability to use English in a range of speaking circumstances rises, so does their capacity to express themselves in the language.

While debates are a valuable teaching technique, there are some potential weaknesses to consider:

- 1) In a debate, pupils who are naturally more confident or articulate may dominate the conversation, overshadowing the contributions of more reserved individuals. This may lead to an unequal distribution of

involvement and impede certain students' ability to develop their speaking abilities.

- 2) Debates frequently entail time limits, which can limit the depth of research into complex issues. Time constraints may cause students to oversimplify crucial aspects of a subject and make it difficult for them to dive thoroughly into intricate concerns.

The competitive nature of debates may lead students to prioritize winning the argument over a sincere quest of knowledge. This might cause people to concentrate more on rhetorical devices than on having a solid grasp of the subject.

B. Previous Study

Intan Wulan & Arie (2019) had conducted a study on the application of the debate technique with a rebuttal type in speaking classes, examining its practices and impacts. This research explored how the rebuttal style and argument strategy influenced the dynamics of speaking classroom settings. It was initiated by the observation that EFL students often adopted a passive role during speaking exercises. Using a quasi-experimental design, the study involved 35 vocational high school students from Malang, Indonesia, who were divided into an experimental group and a control group. The findings revealed that incorporating the rebuttal type within debate activities significantly improved the effectiveness and engagement of the learning process. Furthermore, it challenged students' critical thinking skills and introduced widely discussed topics, making the learning experience more enriching. The study also offered suggestions and implications for further research and practice in this area.

Building upon these findings, Firmansyah & Valatansa Vegian (2019) had also explored the use of debate techniques in enhancing students' speaking skills. Their research concluded that the debate method was an effective strategy for improving pupils' speaking abilities. The results from pre- and post-tests conducted

at the end of each cycle indicated notable progress in students' speaking proficiency. Specifically, the average student achievement increased from 64.5 in the first cycle to 78.4 in the second cycle. Additionally, students demonstrated greater enthusiasm and engagement during speaking activities, which contributed to their overall skill development. The study highlighted that mastery of the arguing style could positively impact students' speaking performance and foster a conducive learning environment. These findings underscored the potential of debate as a quick and effective means to enhance speaking proficiency.

Similarly, Laia (2020) had conducted a study titled "Improving the Students' Ability in Speaking by Using Debate Technique" at the Tenth Grade of SMK Negeri 1 Aramo. This research employed Classroom Activity Research (CAR) and followed four stages: preparation, activity, observation, and reflection. Both qualitative and quantitative analyses were performed on the data collected. While the results from the first cycle were unsatisfactory, significant improvement was observed in the second cycle. The final results showed one student at a lower level, four students at a suitable level, and eleven students at a good level, with an average score of 65. Moreover, field notes from the first meeting indicated that 75% of the students were engaged, 69% demonstrated creativity, and 63% were helpful. By the second meeting, active participation had risen to 94%, creativity to 94%, and collaboration to 100%. The improvement in students' performance and engagement demonstrated that debate was an effective and innovative method for teaching speaking, teamwork, and the exchange of ideas.

Further expanding on this approach, Dipta et al. (2024) had carried out research on "Debating as a Systematic Teaching Technique to Promote Higher Order Thinking Skills (HOTS)." Their study concluded that debate offered a fresh perspective for EFL learners, enabling them to engage in discussions and use the

language freely without the constraints of rigid norms. The research emphasized that systematic debate was a powerful teaching strategy as it fostered active student participation. Active learning, in turn, enhanced complex thinking processes, boosted retention, promoted proper application of knowledge, and deepened comprehension of course material. Consequently, students benefited significantly from instructional strategies that encouraged active engagement. The findings also indicated that debate not only developed students' speaking abilities but also enhanced their higher-order thinking skills, making it a valuable pedagogical approach.

Taken together, these studies consistently highlighted the effectiveness of debate techniques in improving students' speaking skills, fostering critical thinking, and promoting active participation in classroom settings. The use of debate as a teaching strategy encouraged students to think analytically, articulate their arguments coherently, and collaborate with their peers, ultimately enhancing their overall language proficiency. These findings suggested that integrating debate into language learning curricula could lead to meaningful improvements in students' speaking performance and critical thinking abilities, thereby contributing to more dynamic and engaging educational experiences.

No	Name/Tittle	Similarities	Differences
1	Intan Wulan & Arie, applying debate technique with rebuttal type in speaking class: practices and impacts, 2019.	- Both studies focus on debate technique. - Both of the discuss about speaking skill.	The research design applied was quasi experimental by involving two different groups: experimental and control groups, and each group consisted of 35 students.

			This study was conducted at SMKN 1 Kepanjen located on Jl. Ngadiluwih Kedung Penjaringan, Kedungpedaringan, Kepanjen, Malang, East Java.
2	Firmansyah & Valatansa vegian, improving the students' speaking skill through debate technique 2019.	- Both studies focus on debate technique. - Both of the discuss about speaking skill.	- This Research was Classroom Action Research (CAR). - The research was conducted at the first year of SMK Fajar Kencana.
3	Laia, improving the Students' Ability in Speaking by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo 2020.	- Both studies focus on debate technique. - Both of the discuss about speaking skill.	- The research method was used qualitatively and quantitatively. - This research was carried out at SMK Negeri 1 Aramo. - It was conducted by using Classroom Action Research (CAR)
4	Dipta, debating as a systematic teaching technique to promote HOTS (Higher Order Thinking Skill) Debating as a systematic teaching	- Both studies focus on debate technique. - Both of the discuss about speaking skill.	- The data was collected by Focus Group Discussion (FGD) - The object of this research is different.

	technique to promote HOTS (Higher Order Thinking Skill) 2024.	3. The research was a descriptive qualitative study.	
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Tabel 1. 1The Similarities and The Differences between The Previous Research and Nowadays Research

CHAPTER III

RESEARCH METHOD

A. Research Design

This thesis used a qualitative research methodology in an effort to gain a thorough grasp of the complex subtleties surrounding a specific phenomenon. Qualitative research is a method of inquiry that aimed to understand, interpret, and explore the underlying meanings and characteristics of a phenomenon in its natural context. It involved a flexible and holistic approach, focusing on the depth of understanding rather than the large.

Case study was one of the qualitative research methods that involved an in-depth examination of a particular instance or case within its real-life context. The purpose of qualitative research in this context was to gain insights into the dynamics, perceptions, and experiences of participants in the implementation of the free debate technique (Creswell & Poth, 2017). The objective of this thesis was to provide a deeper understanding of the phenomenon being studied by exploring the lives of the participants and examining their narratives, thus offering nuanced insights that surpassed mere quantitative measures.

In conclusion, qualitative research using a case study approach enabled researchers to capture the subtleties and complexities of the experience from the perspective of the people involved, allowing them to delve deeply into the application of the free debate strategy.

B. Research Setting

The researcher carried out a study on the implementation of free debate techniques in teaching speaking skills at the ESADA Course, which is an English program situated in the Blokagung area of the Darussalam Islamic Boarding School, specifically targeting the students of the Darussalam English Student Association.

C. Research Subject

The subject of this research was 30 of ESADA members. There were fifteen members in the ESADA course who took in every class, with classes ranging from basic to intermediate and advanced levels. The subjects were boys, and the research was conducted in the year 2024.

D. Data Sources

Selecting the correct information-gathering method was just as important to any research project as choosing the appropriate methodology. Data was an essential part of research since it was necessary for all studies. The data source used was:

a) Primary Data

Primary data were collected by conducting interviews, and observations with members and tutors at the ESADA Course.

b) Secondary Data

This secondary data was collected through interviews and observations to analyze the implementation of the Free Debate Technique in teaching speaking for ESADA Course members in the academic year 2024/2025. The data provided insights into instructors' strategies, students'

engagement, and the overall effectiveness of the technique.

E. Procedure of Data Collection

These procedures involved participant selection, choosing a suitable study design, and developing methods for gathering data via documentation, interviews, and observation. In-depth information about the implementation of this technique in the context of speaking skills was obtained through direct observation of debate sessions, in-depth interviews with students and teachers, as well as the study of documents such as debate notes and student comments.

a) Interview

Conducted interviews with ESADA Course members or tutors by asking a few questions that had been arranged by the researcher. The questions included topics such as the implementation of free debate in teaching speaking skills and points of view about free debate. The tutors were Mr. Faiz and Mr. Ridho. The questions consisted of two types, namely about implementation and perspective. The following were questions regarding the implementation of the free debate technique;

1. How is the free debate technique implemented in teaching English speaking in your educational environment?
2. What is the main objective of using the free debate technique in teaching English speaking?
3. How do you evaluate the effectiveness of the free debate technique in improving students' English speaking abilities?

4. What are the main challenges faced in implementing the free debate technique in teaching English speaking?
5. How do you facilitate students to actively participate in free debates during the learning process?
6. What strategies do you use to prepare students before engaging in free debate sessions?
7. How do you assess students' progress in speaking English through the use of the free debate technique?
8. Do you observe differences in student responses to the free debate technique based on their English proficiency levels?
9. What is the role of the teacher in supporting and facilitating the free debate process in the classroom?
10. Do you have any specific case examples or experiences that demonstrate the success or failure of implementing the free debate technique in teaching English speaking?

The following were questions regarding the perspectives of the free debate technique;

1. What is your opinion on the use of free debate techniques in teaching English speaking?
2. In your view, what are the main advantages of using free debate techniques in enhancing English speaking skills?
3. Do you believe that free debate techniques are effective in motivating students to actively participate in the English learning process?

4. How do you perceive the role of interaction among students in free debates in shaping their English speaking abilities?
5. Do you think that the use of free debate techniques can help students develop critical and analytical thinking skills?
6. What do you see as the potential challenges teachers may face in implementing free debate techniques in teaching English speaking?
7. How do you evaluate the success of free debate techniques in achieving English speaking learning objectives?
8. Do you observe any differences in student responses to free debate techniques based on their cultural or linguistic backgrounds?
9. How do you measure students' progress in English speaking after engaging in free debate sessions?
10. Do you have any suggestions or recommendations to improve the effectiveness of using free debate techniques in teaching English speaking?

b) Observation

The data obtained from data collection supported the primary data. The secondary data in this research involved reviewing existing documentation, such as lesson plans, curriculum guides, or training materials, that offered insights into the structured implementation of the free debate technique in the ESADA Course.

Researchers developed a strong and thorough understanding of the implementation of the free debate technique by utilizing both primary and secondary data sources, taking into account both theoretical underpinnings and practical experiences.

F. Data Analysis

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (1992), in this model, the analysis consisted of three components: data reduction, data display, and conclusion drawing. The following explanation applied to the three interactive model analysis activities:

a. Data Collection

Following the identification of the issue, the researcher gathered information by conducting student interviews and observing the teaching and learning process to obtain further supporting evidence. After collecting all recorded data and the observation checklist, the researcher transcribed the recordings and obtained data from them. The researcher then identified the media that English teachers utilized and how the pupils perceived it.

b. Data Display

In order to make a decision and take action, the researcher created a systematic description of the data. In this research, a narrative text format was frequently employed to provide data. The narrative text served the objective of presenting the researcher's previously classified information about the way students perceived the media that English teachers used to teach the

language, followed by a presentation of the findings. It used a qualitative analysis and description of the data.

c. Conclusion Drawing

The researcher arrived at a conclusion and verified it by investigating the importance of the symptom originating from the research topic. At this point, the researcher aligned the notes and observations collected during the analysis process with the conclusions drawn from the previously collected data.

G. Data Validity

Data validity referred to the extent to which the data collected in a research study accurately measured or reflected the concepts it was intended to represent. In the context of researching the implementation of the free debate technique, Triangulation was used in this qualitative research to refer to the application of several data sources, methodologies, theories, or researchers to improve the reliability and credibility of the results.

The idea was to approach the research question or problem from different perspectives to ensure a more comprehensive understanding. Triangulation helped researchers cross-verify and validate their findings, reducing the risk of bias or misinterpretation. In the context of the study on the implementation of the free debate technique, triangulation was applied in various ways:

1. Triangulation of data source

Various data sources such as interviews, observations, and documents were used to gain a more complete understanding of the implementation of free debate techniques. For

example, teachers, students, and administrators were interviewed, and related documents such as lesson plans or teaching and learning schedules were analyzed.

2. Triangulation of methodology

Multiple research methods were employed to investigate the same phenomenon. In the case of the free debate technique, this involved combining interviews, surveys, and classroom observations to collect deeper data and insights.

3. Researcher Triangulation

Multiple researchers were involved in collecting, analyzing, and interpreting data. This helped minimize individual biases and subjectivity. Researchers compared their findings and interpretations to ensure consistency.

4. Triangulation of theory

The data was interpreted by combining various theoretical stances. It involved using academic, informative, or communication theories to offer a better comprehension of how the free debate technique was applied.

The researcher used the triangulation method in this study, gathering data through three distinct approaches: documentation, interviews, and observation. The observation's primary focus was on the approach of employing open discussion techniques to educate speaking. The purpose of the interview was to confirm the findings from the documentation and observations.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

a. The implementation of free debate in Esada course

In order to gather data for this research, this part was completed from the beginning of the teaching and learning process to the end. Thus, interviews, observation and documentations were employed by the researchers to gather data for this study. To answer the first question in this study, researchers have collected the following data:

a) Observation

1. First session

The researcher observed the Esada course on Sunday, June 2, 2024. Following the return of a few members from morning prayers, the leader of the Esada called the members to come together in the dormitory hall. Before beginning the free debate activity, they completed *lalaran* activity. Running this distance takes about fifteen minutes. The researcher discovered something new, it turned out that the basic class did not take part in this free debate program, the basic class carried out their own activities but they were still in another class environment and were arranged by their room tutor. The leader of Esada instructed everyone to form two lines facing each other. Members could choose who they were interested in speaking with, but they couldn't be in the same class; instead, the intermediate class needed to be partnered with an advanced class and tutors accompanied them to ensure the activity was conditional. The leader of Esada then summons one of the delegates from the two lines. The member of the delegation was given instructions

by the Esada leader to conduct a *sut* in order to determine which line would be the positive team or the negative team. The Esada leader then presented the debate topic to the members. The topic was that bathrooms are better than swimming pools. The Esada leader then opened the topic to free debate. The positive team began by explaining to the negative team first, and after the negative team had finished explaining, the Esada leader turned to the positive team. This process was repeated until it was decided that there had been enough discussion. After that, the Esada leader assumed control and gave the order for all members to stop. The leader of the Esada asked each member some questions about the topic. In order for the members to be better informed and adapted to handling debate topics, everyone could respond to the question by raising their hand. The Esada leader then explains the subject. The researcher recorded that the meeting lasted 40 minutes for this activity. It began at 05.05 a.m. and concluded at 05.45 a.m.

2. Second session

In the second session of this observation, the free debate activity this time was held in front of the Al Musyarokah dormitory yard, led by Mr. Ridho. He also told all the members to make a circle and do the exercises as usual. After that he said the password of Esada course, the password is like this, Mr. Ridho said that the Esada course and the members answered "Together we can" loudly and this was done twice to condition the members and increase their enthusiasm in participating in the free debate activity because at that time the members looked sleepy due to the cold weather.

Mr Ridho also explained the topic that would be material for debate briefly, the topic

that would be discussed was about studying the yellow book and learning English in Islamic boarding schools then he asked four questions to all members, the first question was, what do you think about studying the yellow book and learning English in Islamic boarding schools, the second is what do you think about which is more important, learning English or learning the Yellow Book and explain the reasons, The third is mentioning the function of learning English in Islamic boarding schools, and the last one is mentioning the function of learning the Yellow Book in Islamic boarding schools. Islamic boarding school. After that, he told the members to spread out and speak for themselves, starting by saying the password for the Esada course. At that time, they spoke very loudly so it was very busy and it became a highlight of the neighboring dormitory to see them speaking English, and besides that the tutors were always accompanying them. There were several students who were just silent and closed their eyes because they felt very sleepy that morning, one of the tutors saw several of the students and the tutor massaged their shoulders so that they felt less sleepy. The tutors went around and shouted at them to speak louder. Within 15 minutes Mr. Ridho called on all members to gather and form 2 groups in the form of a line facing each other. The basic members will be arranged by the basic tutor themselves.

Mr Ridho immediately gave a topic, the topic that morning was whether it was better to study English or study the yellow book at the Islamic boarding school, and then choose the positive or negative team using sut, in the end the right team was the positive team, and the left team was the negative. And he immediately shouted and called the positive team to speak,

other tutors also monitored them, if a member was sleepy, or didn't speak, the tutor immediately reprimanded them and told them to speak. Talking time was moved to the negative team and continued until it was felt that they had discussed the topic enough. Mr Ridho also invited discussion by asking questions to members to understand more deeply the points that are the strengths and weaknesses of the topic. After that the basic class joined other classes, Mr. Ridho provided reflection and encouragement to all members to increase their enthusiasm for learning English. When finished, he closed the activity by saying *hamdalah* with the members followed by *salam*. The researcher recorded that the meeting lasted 35 minutes for this activity. It began at 05.10 a.m. and concluded at 05.45 a.m.

3. Third session

This third session's activities were the same as the two before it. Free debate activities were held on Wednesday, June 5, 2024, at the Al-Musyarokah dormitory under the direction of Chief Esada with saying *basmallah* together for opening activity. Don't forget to read Esada's *lalaran*. Following the singing of the Esada song by the chief of Esada, which was applauded by every member of Esada, the speaking activities utilizing the open debate approach continued for around fifteen minutes.

There were several members who did not take part in this activity, three advanced members did not take part in the activity because they were sick and two members were from the intermediate class, and 4 members were also sick because they were sick. During the speaking activity using the free debate technique, there were two members who were late for the activity and one tutor immediately gave the members a

punishment in the form of 30 push ups, and after that they immediately joined the other members in taking part in the activity. The Chief of Esada also gave a topic that was very related to them, the topic was advanced class is better than intermediate class, this topic sparked excitement among the members, they looked more enthusiastic in participating in this activity. And the chief of Esada appointed two members in each team to determine the positive and negative teams and before starting the debate the Chief of Esada said the Esada password to increase the enthusiasm of all members.

In the middle of the activity, members could be seen asking the tutor about vocabulary that the member did not know and the tutor answered directly. The tutor's job here was to accompany the members in activities such as asking to translate vocabulary, shouting at members so that when giving arguments they were louder, and debates. this lasted 12 minutes. The Chief of Esada also instructed all members to stop arguing and all attention was focused on the Chief of Esada, and he instructed all members to take 2 steps back to provide distance between the 2 teams. He called one of the advanced members in the middle of the two teams named Rijal, and called one of the intermediate members, namely Dodit, and this debate was still arranged by the chief of Esada. They were asked to debate again on the same topic and watched by all the members. When Dodit wanted to give his opinion, he stopped for a moment which made the other members cheer for him, but he continued to give his opinion again.

After finishing the debate, they returned to their respective positions. The Chief of Esada did something different before closing the

activity, namely giving a tongue twister. After all, the teacher ended the session with a group *hamdalah*. The researcher recorded that the meeting lasted 45 minutes for this activity. It began at 05.16 a.m. and concluded at 06.01 a.m.

Based on the observations, the researcher has developed a simple method for conducting free debates at ESADA. The process begins with the tutor gathering all students in the dormitory hall to provide an introductory lesson before starting the debate. Afterward, the tutor divides the students into two rows facing each other under the supervision of another tutor. The tutor then assigns a topic or issue for discussion, and the students are given approximately five minutes to discuss it within their respective groups. The debate continues for 15 minutes, with both teams taking turns presenting their arguments. The affirmative team begins the debate with around two minutes to deliver their initial statement. The activity concludes with a group discussion involving all students, followed by the tutor summarizing the session and providing the final conclusions.

The teacher had three problems, according to the observation list. The first is that students feel very sleepy in the morning, the second is that teachers need a lot of preparation in debating such as creating interesting topics four times a week, and the third is that students are late for activities.

The following are some benefits they experienced from the free debate technique:

1. develop the critical thinking skills

Students agreed that using a free debate technique can help students become more

critical thinkers since it requires them to understand both positive and negative arguments for the subjects at topic.

2. increase self-confidence

Debate allows a person to communicate their thoughts clearly and strongly in front of others, which helps them overcome their fear of being evaluated by others. Free debate not only builds speaking and argumentation skills, but also significantly increases individual confidence in interacting with people other.

3. accustomed to making arguments well

Students not only learn to convey their ideas clearly and firmly, but are also invited to build strong and structured arguments. The debate process requires a deep understanding of the topic being discussed, as well as the ability to assemble information and construct convincing arguments.

b) Interview

1) Process of Teaching and Learning speaking skill with free debate technique

The technique for utilizing free debate technique in teaching speaking skill can be outlined as follows:

“The technique is to create 2 lines facing the opponent, then we will give them a debate topic. After that we call one of the representatives from the 2 lines to determine who will be the positive and negative teams. And we provide several questions that are discussed first to warm up before debating. We give time to debate alternately, starting with the positive team and then continuing with the negative team periodically. And when we feel we have had enough of debating, we will take

over the instructions and continue with other activities.” (the chief of Esada’s interview, 2024)

From the data of interview above, The technique of free debate in teaching speaking skill as follow:

- a. the teacher divided two teams in the form of a line facing each other, and each couple must not be from the same class, after that the teacher determined which team was positive or negative by selecting directly by the tutor or by calling two members from each team for *sut*
 - b. the teacher gave three question points for the students to discuss before entering the main topic.
 - c. the teacher gave students topics related to three question points, the topics given were related to their daily activities.
 - d. The teacher guided a debate among the students. The affirmative team started the argument format, and the negative team carried it through.
- 2) the problems of teachers during teaching speaking skill with free debate technique
- a. students who arrived late became an obstacle in participating in the lesson, because they did not take part in the warm-up, namely discussing three-point questions that helped them better understand the flow of the topic during the debate.
 - b. Teachers found it challenging to prepare for the debate since they needed time in before for making sure everything went well. The teacher found this challenging because he must take the time to develop a variety of materials, such icebreakers and questions, to spark debate and student interest.
 - c. Making interested topic as following this interview:

“One example of success is when a student who was initially very shy managed to convey a strong and logical argument in a debate. On the other hand, there are also cases where the debate does not run effectively because the topic given is less interesting for students, their lack of understanding of the topic is limited by the lack of information so their participation is reduced.”

The teacher made a topic that was interesting and appropriate to their level. Teachers must consider interesting topics so that students are also more enthusiastic in participating in these activities. And this topic must be provided four topics a week and the teacher must have creativity in developing interesting topics

- 3) the problems of students during teaching speaking skill with free debate technique

The researcher found the following problems with the students based on the results of the interview:

- a. Students' debate skills were still lacking, which made it difficult for them to formulate and present their arguments in the best possible way. Many students found it difficult to organize their arguments in a logical manner, which made it difficult for them to argue their points effectively in debates.
- b. The students also had difficulty using some English vocabulary which made them slow in conveying arguments, and they asked the teacher or directly stated it in Bahasa or Javanese.

“In this application, the problem that occurs is the lack of English

vocabulary which makes them slow in conveying arguments, so that the arguments presented are less than optimal. Because building arguments requires vocabulary that is relevant to the topic being discussed."(Mr. Ridho as Esada tutor, 2024)

- c. Students had trouble expressing their points of view.

They required more time in order to make their points.

b. Students' perspective about Free Debate Technique

Students experienced both challenges and positive aspect when using the Free Debate Technique. The researcher outlined the issue before discussing the positive aspects. They were following;

a) The problem aspects of using the free debate technique

1. Time

Time is often the main obstacle due to limited learning, making it difficult for them to prepare solid and well-structured arguments.

2. Argument

The students agreed that free debate technique making them for building argument. The skill of arguing with your own mind and heart is also difficult, because it requires often practice and a deep understanding of the topic being discussed.

3. Vocabulary

According to the students, the application of the Free Debate Technique forced the students to learn a lot of vocabulary, due to a lack of vocabulary, there were problems with removing the argumentation. In ESADA itself, they memorized more than 1,000 vocabulary words, but they said that many of the

vocabulary that they had not yet memorized and much of the vocabulary that they had memorized had no correlation in argumentation. Finally, they are not given a special book to help them discuss and organize an English sentence specifically for a conversation class.

b) The positive aspects of using the free debate technique

1) develop the critical thinking skills

Students agreed that using a free debate technique can help students become more critical thinkers since it requires them to understand both positive and negative arguments for the subjects at topic.

2) increase self-confidence

Debate allows a person to communicate their thoughts clearly and strongly in front of others, which helps them overcome their fear of being evaluated by others. Free debate not only builds speaking and argumentation skills, but also significantly increases individual confidence in interacting with people other.

3) accustomed to making arguments well

Students not only learn to convey their ideas clearly and firmly, but are also invited to build strong and structured arguments. The debate process requires a deep understanding of the topic being discussed, as well as the ability to assemble information and construct convincing arguments.

B. Research Discussion

The researcher focuses on identifying and exploring the problem formulation that underlies the research. Specifically, this research aims to find out how the free debate technique is implemented in teaching speaking to Esada Course students, as well as how students' perspective this technique. This research will explain the challenges and potential solutions

that can be identified in the context of language learning. Through in-depth analysis of this problem formulation, it is hoped that various relevant aspects can be revealed to increase understanding and develop innovative approaches in learning speaking.

1. The implementation of free debate in teaching speaking for members of Esada Course

a) Debate Technique

According to the interview and observation above, the researcher concluded that the debate technique in teaching speaking skill are; (1) the teacher divided two teams in the form of a line facing each other, and each couple must not be from the same class, after that the teacher determined which team was positive or negative by selecting directly by the tutor or by calling two members from each team for sut. (2) the teacher gave three question points for the students to discuss before entering the main topic. (3) the teacher gave students topics related to three question points, the topics given were related to their daily activities. (4) The teacher guided a debate among the students. The affirmative team started the argument format, and the negative team carried it through.

This study is relevant to the study chosen by the researcher, a study written by Eva Apriliani, Vera Yulia Harmayanthi, and Dini Fitriani from STKIP Kusuma Negara with the title A Use of Debate Technique to Improve Speaking Skills. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique in Eleventh Grade AP at SMK Setia Karya Depok. The findings of this study have proven that the use of debating technique in speaking class has helped in improving students' speaking skill and participation in learning as well as eliciting positive responses from students toward the

use of debate technique in the class. These findings indicate that debate technique can be an alternative learning for teacher. The researcher came to the conclusion that free debate technique was an effective method for teaching speaking in ESADA Course.

b) The teacher's problem in facing debate technique

Based on the results of the observation and interview, it can be inferred that the teacher's problems were:

(1) Students who arrived late became an obstacle in participating in the lesson, because they did not take part in the warm-up, namely discussing three-point questions that helped them better understand the flow of the topic during the debate. (2) Teachers found it challenging to prepare for the debate since they needed time in before for making sure everything went well. The teacher found this challenging because he must take the time to develop a variety of materials, such icebreakers and questions, to spark debate and student interest. (3) Making interested topic. The teacher made a topic that was interesting and appropriate to their level. Teachers must consider interesting topics so that students are also more enthusiastic in participating in these activities. And this topic must be provided four topics a week and the teacher must have creativity in developing interesting topics.

c) The students' problem in facing debate technique

The researcher employed observation and student interviews to gather information on the challenges faced by the students when learning to apply the Free Debate Technique. Based on the findings of observation and interviews with students,

the researcher came to the conclusion that the students' problems were:

(1) Students' debate skills were still lacking, which made it difficult for them to formulate and present their arguments in the best possible way. Many students found it difficult to organize their arguments in a logical manner, which made it difficult for them to argue their points effectively in debates. (2) The students also had difficulty using some English vocabulary which made them slow in conveying arguments, and they asked the teacher or directly stated it in Bahasa or Javanese. (3) Students had trouble expressing their points of view. (4) They required more time in order to make their points.

2. Students' perspective about Free Debate Technique

a) The problem aspects of using the free debate technique

This section discusses the research findings in relation to Brown's (2004) theory on speaking. Brown (2004) asserts that speaking is a producing skill that can be directly examined, although its assessment depends on the test-taker's listening ability, which in turn affects the validity and reliability of the evaluation. This theoretical framework highlights that speaking is not merely about verbal production but also involves cognitive processing, listening comprehension, and vocabulary mastery. The findings of this study, which investigated the use of the free debate technique in improving students' speaking skills, align with Brown's view by demonstrating how various factors contribute to speaking performance.

Time as an Obstacle One of the key issues identified by the students is the limited time available during the application of the free debate technique. Time constraints hindered their ability to

prepare well-structured and solid arguments. Brown (2004) emphasizes that speaking is a skill requiring real-time production, which necessitates quick thinking and immediate verbal response. In this context, the students' struggles with time reflect the difficulty of achieving fluency under pressure, which directly affects the reliability of speaking assessments. Limited preparation time makes it challenging for students to process information and organize their thoughts coherently, thereby compromising their overall speaking performance.

Argument Construction The second major problem encountered by the students is the difficulty in constructing arguments during debates. They found it challenging to articulate arguments due to a lack of confidence and practice in debating. Brown (2004) highlights the importance of consistent practice in developing speaking skills, suggesting that effective speaking requires not only fluency but also the ability to express ideas convincingly. The students' difficulty in argument construction underscores the complexity of speaking as a cognitive skill that involves generating ideas, organizing them logically, and expressing them fluently. Furthermore, without sufficient practice and exposure to debate formats, students are likely to face challenges in real-time argumentation.

Vocabulary Limitations The third issue highlighted by the students pertains to vocabulary limitations. While the students had memorized over 1,000 vocabulary words, they reported difficulties in applying these words effectively during debates. This finding supports Brown's (2004) theory, which posits that speaking involves a combination of vocabulary mastery and the ability to retrieve appropriate words in real-time communication. The students' experience illustrates the gap between vocabulary acquisition and actual usage. Despite

having a substantial vocabulary, their inability to recall relevant words during debates hindered their speaking performance. Moreover, the lack of specialized resources, such as debate-specific vocabulary guides or conversation handbooks, further exacerbated this issue.

In line with Brown's (2004) perspective, these findings emphasize the interdependence of various factors in speaking performance. The students' difficulties with time management, argument construction, and vocabulary usage highlight the multifaceted nature of speaking as a skill. To improve their speaking abilities, students need targeted interventions that address these specific issues, such as providing more practice time, offering structured debate training, and developing tailored vocabulary materials. Addressing these factors can enhance both the validity and reliability of speaking assessments, ultimately leading to more effective language learning outcomes.

b) The positive aspects of using the free debate technique

This section examines the research findings in light of the hypotheses put out by Harmer (1991), Harris (1974), and Brown (2004).

Brown (2004) emphasizes that speaking is a producing skill that can be empirically examined, while Harris (1974) outlines five essential components of speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency. Additionally, Harmer (1991) highlights the benefits of debate, including training courage to express opinions, adding insight, fostering critical thinking, enhancing sensitivity, and offering varied alternative solutions. The findings of this study, which examined the positive aspects of using the free debate technique, align with Harmer's (1991) theory by

demonstrating several advantages gained by students through the debate process.

i. Developing Critical Thinking Skill

Students agreed that using the free debate technique helped them become more critical thinkers. This is because they were required to understand both the positive and negative sides of a subject being debated. Harmer (1991) emphasizes that debate trains critical, logical, and agile thinking, which is evident in the students' experiences. The process of preparing arguments and anticipating counterarguments necessitates analytical thinking and a deeper understanding of the topic, thereby fostering critical thinking skills. This finding supports Harmer's assertion that debate encourages intellectual agility and critical analysis, both of which are essential for effective communication.

ii. Increasing Self-Confidence

Another positive aspect identified by students is the increase in self-confidence. Debate provides a platform for students to communicate their thoughts clearly and assertively in front of an audience, helping them overcome the fear of being evaluated. Harmer (1991) suggests that one of the benefits of debate is training the courage to express opinions. This aligns with the students' experience, as they reported significant improvements in their confidence levels when interacting with others. By engaging in regular debates, students not only enhance their speaking and argumentation skills but also build their confidence in public speaking and interpersonal communication.

iii. Becoming Accustomed to Making Arguments Well

Students also reported that the free debate technique helped them become more accustomed to constructing strong and structured arguments. The debate process required them to have a deep understanding of the topic and to organize their thoughts logically. Harmer (1991) points out that debate adds insight and trains individuals to think critically and logically. The findings reflect this theoretical perspective, as students learned to convey their ideas clearly and persuasively. Moreover, the repetitive practice of building arguments during debates helped students develop a systematic approach to expressing their opinions, which is crucial for effective communication and problem-solving.

the research findings validate the theoretical perspectives of Brown (2004), Harris (1974), and Harmer (1991) by illustrating that speaking is a complex skill influenced by various factors and enriched by debate practices. The positive outcomes of using the free debate technique suggest that it is a valuable pedagogical tool in language learning. Through structured debate activities, educators can help students enhance their critical thinking, confidence, and ability to construct well-organized arguments, thereby fostering more effective communication and better language learning outcomes.

CHAPTER V

CONCLUSSION

A. The implementation of Free Debate Technique in teaching speaking for ESADA students

This research highlights the application of free debate techniques in speaking learning for ESADA course members in 2024. The results of the research show that free debate techniques can be a good technique in teaching students' speaking skills, by facilitating the development of critical thinking skills, argumentation and spontaneous speaking skills. Apart from that, students who are active in debate also enrich their learning experience through debate and self-reflection on the arguments presented.

The implementation of this free debate technique not only improves language skills, but also fosters participants' self-confidence and adaptability in communicating in various contexts. These positive results demonstrate the importance of integrating challenging and participatory learning techniques in the context of language education, especially in improving speaking competence among ESADA course students.

This research contributes to the literature on effective language learning strategies, and recommends that free debate techniques can be widely integrated in language education curricula to enrich the learning experience and improve the quality of students' communication.

B. Students' perspective about Free Debate Technique in teaching speaking

Students' perspective about Free Debate Technique in teaching speaking were that they got problems and positive aspect after following the technique. The problems were time short, students got difficulty to build argumentations well and students were lack in vocabulary although the technique had problem, this technique also had positive aspects were developing the critical thinking skills, increase self-

confidence and accustomed to making argument.

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Appendix 1 Interview Transcript

THE RESULT OF INTERVIEWS

a) Interview with the Chief of Esada Course

Researcher : *Assalamualaikum sir; bagaimana kabarnya?, terima kasih sudah berkenan untuk diwawancarai.*

Respondent : *Walaikumsallam, baik, saama-sama.*

Researcher : *sebelumnya boleh perkenalkan diri dulu beserta jabatan yang saat ini di Esada Course,* sir.

Respondent : *baiklah nama saya Ahmad Faiz Haris Maulana, di Esada ini saya menjadi Ketua Esada saat ini.*

Researcher : *Baiklah, sir. Saya ingin bertanya tentang bagaimana penerapan pengajaran speaking dengan teknik free debate yang ada di Esada* Course?

Respondent : *dalam penerapannya kegiatan ini melakukan debat antar kelas yang dimulai dari kelas intermediate dan advance untuk sementara ini, karna untuk member basic masih berfokus dalam mendeskripsikan suatu topik.*

Researcher : *dan bagaimana teknis penerapan free debate ini dalam mengajar*

speaking skill, sir?

Respondent : *teknisi nya adalah membuat 2 garis yang berhadap-hadapan dengan lawan, kemudian kami akan memberikan topik debat pada mereka. Setelah itu kami memanggil salah satu perwakilan dari 2 garis tersebut untuk menentukan siapa yang akan menjadi tim positif dan negatif. Dan kami memberikan beberapa pertanyaan yang dibahas terlebih dahulu untuk menjadi pemanasan sebelum berdebat. Kami memberikan waktu berdebat dengan bergantian yang dimulai dari tim positif lalu dilanjutkan dengan tim negatif secara berkala. Dan ketika sudah dirasa cukup dalam berdebat maka kami akan mengambil alih instruksi dan dilanjutkan dengan kegiatan lain.*

Researcher : *Bagaimana Anda memfasilitasi member untuk berpartisipasi aktif dalam free debate selama proses pembelajaran??*

Respondent : *Kami memberikan topik yang relevan dan menarik, contohnya topik debat yang kami berikan memiliki levelnya masing-masing, level dari yang mudah sampai yang sulit dan kadang mosi-mosi debat yang dipakai saat perlombaan. Untuk topik sendiri kami sering menggunakan topik yang berkaitan tentang perihal pondok pesantren seperti lebih baik mana*

belajar bahasa inggris atau belajar kitab kuning pada pondok pesantren karna debat akan lebih mudah menyampaikan argumen ketika kita paham akan maksud dari mosi sendiri.

Researcher : *Apa yang menjadi tujuan utama dari menggunakan teknik debat bebas dalam pembelajaran berbicara bahasa Inggris, sir?*

Respondent : *Tujuan utamanya debat ini adalah untuk meningkatkan kemampuan berbicara member dalam bahasa Inggris. Teknik ini juga bertujuan untuk melatih kemampuan berpikir kritis, membuat argumen yang logis, dan meningkatkan kepercayaan diri mereka dalam berbicara di depan umum.*

Researcher : *Baiklah, sir. Saya ingin bertanya tentang bagaimana penerapan pengajaran speaking dengan teknik free debate yang ada di Esada Course dalam segi waktu?*

Respondent : *pengajaran speaking dengan menggunakan teknik free debate itu dilakukan setelah sholat shubuh, kita hanya mengambil 4 kali dalam seminggu yakni hari minggu, senin, rabu dan Kamis. Karna pada setiap hari Sabtu kita melakukan kegiatan game dan hari Selasa kita mengikuti pengajian pondok pesantren.*

Researcher : Baiklah, sir. Saya rasa cukup untuk wawancara saat ini dan terima kasih banyak atas waktunya.

Respondent : sama-sama, semoga dapat membantu menyelesaikan tugas akhir kampusnya.

Researcher : Wassalamualaikum.

Respondent : Waalaikumsallam.

b) Interview with the tutor

Researcher : Assalamualaikum sir, saya sangat berterima kasih atas kesempatan Anda untuk diwawancarai.

Respondent : Walaikumsallam, sama-sama, saya juga senang dapat membantu orang lain.

Researcher : Bolehkah Anda memberi tahu saya tentang nama dan jabatan saat ini di Esada, sir?

Respondent : Nama saya adalah Muhammad Ridho, saya menjabat menjadi tutor di kelas advance.

Researcher : Baiklah sir, dalam penerapan mengajar speaking menggunakan Teknik free debate ini, masalah apa yang sering di hadapi?

Respondent : dalam penerapan ini, masalah yang terjadi adalah kurangnya kosakata bahasa Inggris yang membuat mereka lambat dalam penyampaian argumen, sehingga argumen yang disampaikan kurang maksimal. Karna membangun argumen membutuhkan kosakata yang relevan dengan topik yang dibahas.

Researcher : Bagaimana Anda menilai kemajuan siswa dalam berbicara bahasa Inggris melalui penggunaan teknik free debate?

Respondent : Kami menilai kemajuan mereka berdasarkan kemampuan mereka menyampaikan argumen dengan jelas dan logis, penggunaan kosakata yang tepat, serta kemampuan mendengarkan dan merespons argumen lawan debat

Researcher : Apa tantangan utama yang dihadapi dalam mengimplementasikan teknik debat bebas dalam pembelajaran berbicara bahasa Inggris?

Respondent : Tantangan utamanya adalah memastikan semua siswa berpartisipasi aktif, mengatasi rasa takut atau malu pada beberapa siswa, karna beberapa siswa masih sulit dalam membuat argumen dan menjaga agar debat tetap

terfokus. Selain itu, kadang sulit menemukan topik yang menarik bagi semua siswa. Kita sebagai pengajar harus memilih topik yang sesuai dengan kemampuan mereka.

Researcher : *Apakah Anda melihat adanya perbedaan dalam respons siswa terhadap teknik debat bebas berdasarkan tingkat kemampuan bahasa Inggris mereka?*

Respondent : *Ya, siswa dengan tingkat kemampuan bahasa Inggris yang lebih tinggi biasanya lebih percaya diri dan aktif dalam debat, sementara siswa dengan kemampuan yang lebih rendah mungkin membutuhkan lebih banyak dorongan dan dukungan.*

Researcher : *Apakah Anda memiliki contoh kasus atau pengalaman khusus yang menunjukkan keberhasilan atau kegagalan implementasi teknik debat bebas dalam pembelajaran berbicara bahasa Inggris?*

Respondent : *Salah satu contoh keberhasilan adalah ketika seorang siswa yang awalnya sangat pemalu berhasil menyampaikan argumen yang kuat dan logis dalam sebuah debat. Sebaliknya, ada juga kasus di mana debat tidak berjalan efektif karena topik yang diberikan*

kurang menarik bagi siswa, kurangnya memahami topik yang terbatas oleh minimnya informasi sehingga partisipasi mereka berkurang.

Researcher : *Terima kasih banyak atas waktu dan jawaban Anda. Informasi yang Anda berikan sangat berharga untuk penelitian saya.*

Respondent : *Sama-sama, semoga penelitiannya sukses.*

c) Interview with intermediate members

Name: Ahmad fauzan

Class: Intermediate

1) Bagaimana pengalaman Anda dengan teknik free debate dalam sesi pembelajaran berbicara di ESADA?

Murid : *"Dari pengalaman saya pribadi, teknik ini baik digunakan saat pembelajaran speaking, saya bisa berargumen dengan leluasa dan melatih kemampuan saya dalam berpikir dikarenakan saya harus berpikir cepat dan kritis guna memperkuat argumen saya saat berdebat. Dengan waktu yang singkat dan kondisi saat pagi hari ini membuat saya tidak mengantuk dan*

menambah semangat ketika yang lain juga berargumen dengan lantang"

2) Menurut Anda, apa manfaat utama dari menggunakan teknik debat bebas dalam meningkatkan keterampilan berbicara di kursus ini?

Murid : "Yang jelas manfaatnya meningkatkan berbicara Bahasa Inggris untuk lebih lancar, lebih luas dalam berargumen karena kita harus melihat dari berbagai sudut pandang seperti dari segi Pendidikan, Kesehatan, hukum, sosial dan lain-lain. Saya pribadi merasa bahwa lebih percaya diri saat berbicara di sesi ini, karena sebelumnya kami pun sudah diberi arahan sebelum berdebat yang memicu berpikir kita sebelum berargumen."

3) Apakah Anda merasakan adanya perubahan dalam kemampuan berbicara Anda setelah mengikuti sesi debat bebas secara rutin? Jika ya, bisa Anda jelaskan dalam hal apa?

Murid : "Ya, pengalaman saya dengan teknik debat bebas di ESADA benar-benar mengubah cara saya berbicara. Saya merasakan

evolusi yang signifikan dalam kemampuan komunikasi saya. Sebelumnya, saya cenderung ragu dan kurang percaya diri dalam menyampaikan ide-ide saya di depan publik. Namun, setelah terlibat dalam sesi debat bebas secara rutin, saya menjadi lebih lancar dalam menyampaikan ide-ide saya dengan jelas dan meyakinkan. Saya juga mampu merespons pertanyaan atau topik yang diberikan dengan lebih cepat dan lebih terstruktur dalam menyusun argumen. Ini tidak hanya meningkatkan kepercayaan diri saya secara keseluruhan, tetapi juga memberi saya keterampilan praktis yang sangat berharga dalam berkomunikasi baik dalam lingkungan akademis maupun profesional di masa depan."

4) Bagaimana respons Anda terhadap cara tutor mengarahkan sesi free debate? Apakah ada hal yang menurut Anda perlu ditingkatkan?

Murid : "Tutor kami di ESADA terbukti sangat terampil dalam mengarahkan sesi debat bebas. Mereka memberikan bimbingan yang sangat mendalam dan mendukung selama proses pembelajaran. Namun, sebagai peserta, saya percaya bahwa mendapatkan lebih banyak

umpan balik langsung tentang performa kami dalam debat akan sangat bermanfaat. Umpan balik langsung ini dapat membantu kami untuk lebih memahami kekuatan dan area yang perlu ditingkatkan dalam berbicara tanpa melihat naskah. Dengan demikian, kami dapat secara aktif mengidentifikasi aspek-aspek yang perlu diperbaiki dan berusaha untuk mengembangkan kemampuan berbicara kami secara lebih efektif.”

5) Apakah ada masalah atau kesulitan khusus yang Anda alami dalam mengikuti teknik debat bebas? Bagaimana Anda mengatasi tantangan tersebut?

Murid : "Kemampuan untuk membuat argumen yang efektif dalam waktu yang terbatas adalah salah satu masalah utama saya dengan teknik debat bebas. Saya menyadari bahwa meningkatkan kemampuan berbicara spontan di luar kelas sangat penting untuk meningkatkan responsivitas dan kejelian dalam menanggapi topik yang diberikan. Dalam latihan ini, saya aktif berpartisipasi dalam berbagai diskusi informal dengan teman sekelas saya dan meminta mereka memberikan umpan balik positif terhadap argumen dan presentasi saya. Selain itu, saya belajar bagaimana menggunakan

strategi pengaturan waktu yang lebih baik, seperti membagi waktu dengan tepat antara membangun ide, membangun argumen, dan menyampaikan poin."

d) Interview with advance members

Name : Ahmad Yanto

Class : Advance

1) *What is your experience with free debate techniques in speaking learning sessions at ESADA?*

Student : "I have an enjoyable experience using free debate techniques at ESADA. I believe that using this technique helps me improve my ability to quickly create arguments and practice speaking in an impromptu manner."

2) *In your opinion, what are the main benefits of using free debate techniques in improving speaking skills in this course?*

Student : "The ability to talk quickly and be creative when debating are the two key advantages of the free debate style. I also feel more comfortable expressing my opinions in

public now that I've gotten utilized to this technique."

- 3) Do you feel any change in your speaking ability after participating in regular free debate sessions? If yes, can you explain in what way?**

Student : "Yes, I feel a significant change. I improve in all three things: my ability to reply to questions and topics quickly, arrange my arguments more effectively, and describe myself clearly."

- 4) How do you respond to the way the tutor directs the free debate session? Is there anything you think needs to be improved?**

Student : " our tutors are very good in giving respond directly. But I feel better when getting much feedback directly by the tutors about our speaking skill in free debate technique, so that we can understand our weakness in debate session."

- 5) Are there any special problems or difficulties you experienced in following the free debate technique? How do you solve these challenges?**

Student : "Managing the time to create an argument in a limited amount of time was my problem. I solve this difficulty by practicing speaking by myself outside of class more and by getting input from my classmates."

Appendix 2 Documentation





Appendix 3 permit latter by KH MUKHTAR SYAFAAT UNIVERSITY



UNIVERSITAS KH. MUKHTAR SYAFAAT FAKULTAS TARBIYAH DAN KEGURUAN Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/004.23/UIMSya/FTK.TBIG/A.1/VI/2024

Lamp. : -

Tgl : PENGANTAR PENELITIAN

Kepada Yang Terhormat:

Ketua ESADA

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : MIFTAHUL AHMADAL HADI
TTL : Jember, 30 Oktober 2001
NIM : 2011221008
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Siangan - Gianyar - Gianyar - Bali
HP : 085289037123
Dosen Pembimbing : Faiqotul Rizkiyah, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Implementation of Free Debate Technique in Teaching Speaking for Members of Esada Course in Year 2023/2024

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



12 Juni 2024

Appendix 4 permit latter by ESADA COURSE



The Big Family
ENGLISH STUDENT'S ASSOCIATION OF DARUSSALAM
Islamic Boarding School Of Darussalam Blokagung Bwl
 email: esadarussalam@yahoo.com website: esadarussalam.blogspot.com

OFFICE: ENGLISH CAMPAL - MUSTAROKAH PONPES DARUSSALAM BLOKAGUNG TEGAL SARI BANYUWANGI JATIM Pk. Box 66485 (0323) 849373 Pbx. 847174

NO : 31.1/125/ESA/A/VIII/2024
 Hal : KETERANGAN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Ahmad Faiz Haris Maulana
 Jabatan : Ketua ESADA Course

Menerangkan bahwa

Nama : Miftahul Ahmadal Hadi
 TTL : Jember, 30 Oktober 2001
 NIM : 2011221008
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Program Studi : Tadris Bahasa Inggris (TBIG)
 Alamat : Siangan-Gianyar-Gianayr-Bali
 Dosen Pembimbing : Faiqotur Rizkiyah, M.Pd.

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ESADA (English Students Association of Darussalam) mulai tanggal 15 Agustus 2024 – 18 Agustus 2024

Adapun judul penelitiannya adalah:

"THE IMPLEMENTATION OF FREE DEBATE TECHNIQUE IN TEACHING SPEAKING FOR MEMBERS OF ESADA COURSE IN YEAR 2024/2025".

Demikian surat keterangan ini dibuat agar dapat di pgunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Blokagung, 18 Agustus 2024

Kepala Asrama Al-Musyarokah



 Ahmad Faiz Haris Maulana

Appendix 5 plagiarism sheet

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BIOGRAPHY

Name : Miftahul Ahmadal Hadi

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Faculty : Faculty of Education and Teacher Training

Advisor : Faiqotur Rizkiyah, M.Pd,