STUDENTS PERCEPTION OF FACTORS AFFECTING FLUENCY DURING SPEAKING PERFORMANCE IN HIGHER EDUCATION STUDENT

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Abstrak

Penelitian ini mengkaji Faktor-faktor yang mempengaruhi kelancaran dalam berbicara untuk pendidikan tinggi bagi mahasiswa perguruan tinggi di Universitas Negeri Surabaya. Banyak siswa di kelas debat yang tidak lancar dan percaya diri untuk berbicara. Oleh karena itu, peneliti memutuskan untuk mengambil penelitian ini yang mengidentifikasi dan menjelaskan tantangan dalam berbicara. Penelitian ini bertujuan sebagai referensi bagi para pendidik untuk menentukan cara terbaik untuk mengatasi tantangan berbicara di kelas. Desain penelitian ini adalah kualitatif dengan instrumen angket dan wawancara. Kuesioner akan dibagikan kepada 65 peserta dan 4 peserta akan diwawancarai. Temuan dari penelitian ini bahwa kemampuan siswa bebicara di depan kelas dipengaruhi oleh faktor-faktor internal dan eksternal. Beberapa tips yang disajikan, yaitu dari strategi siswa yang mendapat nilai tinggi di kelas debat. Penelitian ini diharapkan dapat memberikan kontribusi bagi ilmu pengetahuan dan sebagai referensi bagi peneliti selanjutnya di bidang studi yang sama.
Kata kunci: faktor-faktor, kefasihan, debat, berbicara

Abstract

This study identifies factors affecting fluency during speaking performance in higher education student at State University of Surabaya. The students in the debate class are still not fluent and confidence to speak. Therefore, the researcher decided to take this study that identify and describe the challenges during speaking performance. This research is aimed as a reference for the educators to decide the best way to overcome speaking challenges in the class especially in debate class. The research design is qualitative that uses questionnaire and interview as the instrument. The questionnaire distributed to 65 participants and 4 participants were interviewed. This study found that there are several internal and external factors affecting students' performance in speaking class. Some of the tips are served, those are from the students' strategies who got the high score in debate class. This study is expected to contribute to the body knowledge and as a reference for the future researchers in the same study field.
Keywords: factors, fluency, debate, speaking

INTRODUCTION

Communication is the main purpose of learning a language. Speaking is very important to deliver what is in your though. It is so because the only way how to learn to speak is by learning speaking itself speaking (Swain, 1985) in (Lawtie, 2006). However, in the teaching-learning process there are many students very reluctant to speak. Students get difficult to make any progress and achieve any goals, if they are very reticence in the class (zhang & head, 2009). Due to this case, the researcher tries to find the reasons or factors that make students not willing to speak. There are several things that make student very reluctant to convey their thought. Basically, it categorizes into internal and external factor. These factors are important role to achieve the goal of teaching and learning process during speaking. Aware to the factors and reasons

why students are reluctant, it may help teacher to overcome student insecurity to convey their thoughts in the class.

Speaking is a crucial part of verbal interaction (Shumin, 2002). Unlike the other language skills, speaking is taught less frequently. Therefore, many high school students are not competent enough in this skill. According to Young (1990), speaking in front of public produce more anxiety feeling. The students supposed to be fluent when they come to the university level. However, we commonly found many students are still not able to speak out loud. A speech, usually interrupted by correcting the grammatical mistakes, hinders the fluency, and demotivates the learners (Celik & yavus, 2015). The learners speak in front of people, they are trying to be perfect in speaking. In order to do this, students think very carefully, and it makes the time run out and not fluent. Therefore, they are not

confidence to speak because they always think about grammatical correction.

Elements in speaking skill

Speaking fluency defines as the ability to produce rapid speech and understandable (Brand & Götz, 2011; Crowther et al., 2015). Producing many words cannot be considered as the fluent. Speaking fluency is affected by many speech components, for example speed of speaking or number of filled and unfilled pauses, total of mistakes, and the use of grammar (Bøhn, 2015; Gut, 2009; Housen & Kuiken, 2009). The students may use a lot of words, but it must be understandable by the listener. Speech is part of communication. Though it is considered as one-way communication, in the speaker must use the understandable speech. That is consider as fluency of speaking when the whole element presents in it.

Speaking skill is one of important skill to be improved from the very beginning of language learning (Shumin, 2002). It is so because to measure student's ability in using language is based on their ability to speak and listen to the language itself. There are four English skills, namely: listening, speaking, reading, and writing skills. Yet, speaking is one of the most important language skills (Tridinanti, 2018). Whatever the the language is, someone is considered to master the language if she/he is able to communicate fluently. Fluency is important in order to know that someone is fluent in using English. Speech fluency, as discusses, refers to what (Segalowitz, 2010) calls "*utterance fluency*", that is, the ability to produce meaning-full strings of linguistic symbols in a largely uninterrupted fashion (crystal, 1997; götz, 2013). Full fluency is mainly attributed to native speakers of a language, with some researchers asserting that all "*unimpaired*" native speakers can be described as fluent in their language. (Hilton, 2008). There are factors that influence student's fluency in speaking skill, especially in the classroom. Basically, it is divided into two factors that make student not confidence to speak in the classroom. Those are internal and external factors. Internal factor is something that influence the confidence that comes out from oneself. External factor comes from outside. A speech is usually interrupted by correcting the grammatical mistakes, hinders the fluency, and demotivates the learners (celik & yavus, 2015). Most of the students are trying to be prefect in speaking. They usually think very carefully and it makes them running out of time and far from being fluent. Therefore, not confident feeling emerges because when one speaks, she/he always thinks about correct grammar before performing speaking. External factor can work as a starting point for students to improve themselves. Student must make themselves comfortable and convenient to speak. When they do not feel comfortable with the learning environment, they will get difficulty especially in managing their focus. If there are a few interruptions from learning environment, they will not be able to think perfectly. For instance, the lack of comprehensible input in the learning environment is one of the considerable as external effects (celik & yavus, 2015).

The study of the same field has been examined by many researchers. The first study the researcher examines on how EFL students improve speaking fluency trough task-based language teaching (TBLT) at PUNIV-cazenga. The subject of the study are the ninth graders of high school in Luanda. The researcher used case study design, in which audio-recorded picture description and audio-recorded interview was chosen as the instrument. The result of the study indicate that the learners' ability of speaking is increased. Students have the positive feedback after being taught by using TLBT approach. They are very encouraged to speak, expand the vocabulary, believe in their ability of using target language. The implication of findings of study are discussed for teaching practice and further next research. The researcher only focuses on three classes and the picture is described twice that make some of the student can memorize it.

Second study, Umar conducted the study using action research in two cycles. The objective of the study is to improve student speaking ability by applying debate technique and peer assessment in the class. The instruments for this research are observation checklist, field-note, score sheet, and questionnaire. The positive result of study found here. It is proven with student gradual improvement and confident of speaking.

Third study, Husnawati's research investigates factor affecting student's speaking performance. This study was conducted in department of English language and education at IAIN Ar-Raniry. 52 students on the fourth semester taking public speaking course are taken as the subject. The instrument for this study is observation and questionnaire. The study shows the student speaking performance is affected by internal and external factor.

The current study has 2 research question. First, *what are the factors affecting student's ability during speaking performance?* Second, *how do students deal with factors affecting speaking fluency during speaking performance?* Moreover, this study serves the tips that educator must focus more. Which is in the three previous study don't do. This is important to help the teacher chose the best strategy to help the student improve their speaking fluency. Previous study, explore to many possibility factors but not focusing on the most influencing factors. Therefore, that way is not effective

METHOD

This study used qualitative approach. It designed to examine which one was the most dominant factor that shackle students to perform speaking well. Second, it was to describe the way to improve student speaking performance. The purpose of using qualitative design was to explore the factors of students' fluency in the speaking classroom. These situations were better described by the students. The student could inform the researcher a few things that make them feel uncomfortable, not confidence, and not fluent when they perform speaking. Those explanation were in the form of words. This notion fits with Ary et. al (2010) statement in their book. That qualitative research gives a total data in the form of description or words than in form of numbers to analyze in depth.

This research conducted in State University of Surabaya. The participants were 65 students of English Department and who have taken debate class. The setting was selected because of following considerations. First, practicality in data collection. Second, the researcher has experienced the debate class in this university. Thus, he knew precisely how the class condition was. The data collected from senior students who were of fifth semester of debate class State University of Surabaya. This was to ensure that all the students have gotten all the material of debate subject. Hence, the student understands how to debate in the class.

In conducting this research, he used some of the instruments. Research instruments are tool or devices to help researcher get the data of the research. This definition is in line with (Wilkinson & Birmingham, 2003:3). The researcher stated two research question to be answered. To do that, the researcher selected questionnaire and interview to help him with data collection.

Cohen, Manion, & Morrison (2007) mention that, there are two types of questionnaires. *Close-ended questionnaire*, which is highly structured, direct, concise, patent, and explicit. This type usually used in the qualitative research design. While *open-ended questionnaire*, is emphasized on the freedom of participant's answer. The participant could explain based on their own experience. Close-ended questionnaire is chosen to conduct this study because the researcher wants to get the variation of responds from the participants as well as their rationale. The questionnaire asks student perception about the challenges they found in the debate class. the student will be given statements of factor influence the speaking performance, and they will choose the answer based on their experience. there will be four options.

Second research question was using interview instrument. The researcher used semi-structured interview to explore the participants responds. Since the researcher wanted to know in advance of each individual challenges in performing fluency during speaking in debate class. This type of interview is chosen since it is flexible. The researcher may add additional question to get more thorough information.

The last is procedure in collecting data and its analysis. The researcher distributed the questionnaire to the students. G-form is chosen as the media to collect the data since it is free and easy to access. The researcher categorized the data, and the dominant respond was chosen to be interview. The interview conducted online by using one of social media platform called WhatsApp. The researcher asked about question from question list prepared beforehand. If some of the student did not give a clear information or the information was not satisfactorily, the interview section was continued by phone call. In the interview section, the student will be asked about 2 most challenging internal factors and 2 most challenging external factors. Moreover, the researcher asks the tips of how they cope with the challenges. The student that chosen in the interview section is those who get A score in the debate class. it means that they have achieve the curriculum goal for debate class and able to cope with the problem they deal with. To analyze the data, researcher grouping the interview result and list the answers based on their category.

RESULTS AND DISCUSSION

Internal Factors

It is stated that students speaking performance is affected by several factors such as cultural factors, linguistic competency, and personal feeling or psychology (Alamelu & Rajitha, 2019). The students who experience those factors in the class, tend to have low score in the debate class. However, every student has a different experience and challenges. Therefore, from the questionnaire it can be drawn a specific respond what are the most challenging factor that student has when they are joining a debate in speaking class. Those who experience these factors tend to have low score in debate class. And for those who able to cope with the problem they have, the get better score.

Anxiety

Public speaking anxiety can be considered as the most influential factor during speaking. It is a kind of being ashamed that characterized the anxiety. It is showed by scared feeling to communicate with another person (Elmenfi, 2016). It is the feeling that makes the students feel over worried about how the performance going to be. It could be caused by many other internal factors such as lack of topical knowledge, motivation, and confidence.

From the participants, the data drawn as follows: 23 students feel very anxious to perform speech. 26 students got distracted of their own anxious. 10 students feel normal and less 8 students who do not feel any problem with their anxiety. It could be assumed that most of the student feel anxious to contribute their parts during debate. It confirmed the anxiety since 49 of 65 responses have the anxious problem when it comes to contributing some parts in the public speaking especially debate.

Motivation

Literally, motivation refers to self-push from the inside and deep human feeling. Motivation is very important to help student to overcome the other challenges such as anxiety. When the student has enough courage to get involved and get motivated, they will be able to prepare themselves as good as possible and be more ready to perform. Many students feel that motivation is something important to put in for every student. It makes them feel better and have better performance. Twelve students feel that motivation does not affect their speaking performance in the debate class. therefore, their score in debate class is under course target. Motivation can be generated from by other people such as giving motivational words. It helps to trigger one's own personal motivation.

Topical Knowledge

Topical knowledge means the information has already constructed in one's mind when one gets or triggered by new information. It affected a lot of students' speaking performance in the class. 37 students feel they do not know what they are going to talk about when they are given a topic in the debate class. 16 students feel rather affected with that. 12 students feel normal. and there is not any participant who does not affected with topical knowledge. This is going to be a challenge because the student does not prepare well enough before the due date. Lack of reading or getting information related to the topic given influence students' speaking performance. When performing a debate, students are not allowed to search the information from any sources from the internet or printed book. Therefore, preparation is very important and determining the performance you are going to have.

Language Competence

Javier Tarango, Juan D. Machin-mastromatteo, in *The Role of Information Professional in the Knowledge Economy* ,2017 states that language competence is related to the use of expressions and interpreting trough the feelings, concepts, opinions, fact, and thoughts to perform both oral and written discussion. Many of the students think that making a mistake is a fatal action. They feel very worried about being judge because of making some errors especially grammatical ones. This is getting worse in the debate class, because the judges must give oral and direct correction right after the group finish the speech. That increases students anxiety even more. Most of the students think they lack language competence. Therefore, teacher role in here is very important to motivate the student to keep study hard and make them believe that they could do that.

External Factors

The factors that influence the student speaking performance come out from the surrounding situation of the student which is called as external factor. Speaking performance is really affected by the environment. Therefore, class conditioning is very important in the debate class. The debater needs to focus on building the case and the speaking performance itself. From the questionnaire that has been distributed, it showed that there some external factors that students have in the debate class.

The Number of Audience

Some debate events allow the audience to attend it, yet in some cases it does not have any audiences. Debate class in State University of Surabaya allows the classmate as the audience. This is the big issues that students have in debate class. They must perform a debate in front of the audience. Most of them do not feel conformable with the audience presence. Recent study shows that the number of audiences affects a lot on the fluency. There are 32 students who selected strongly agree that fluency was determined by the number of audiences. 15 students think that they are really get disturbed by the existence of the audience. Only 6 students who feel do not discourage by the presence of the audiences. From this data, it can be concluded that the more audience presents in the students speaking performance the more they become not fluent.

Listeners' Support

Listeners' support is also considered as class condition and class situation. The number of audiences affect the class condition. The more audience the more noise they produce. Therefore, most of the students feel that class condition is having the significant impact toward students speaking performance. From the students' responses, it can be stated as follows that 29 students distracted very much of the action of supportive listeners. 21 students feel distracted, while the rest responded that they do not really get bothered by supporters presence. Less than 8 responded so. Hence, the teacher or adjudicator role could help lessen the tension.

Overcoming Challenges During Speaking Performance

This table below shows the response from the interview. The interview session is conducted online through chat platform with the participants. There four question addressed to the participants: 1. Can you mention two or more biggest internal challenges affecting your fluency during speaking performance? , 2. Can you mention two or more biggest external challenges affecting your fluency during speaking performance?, 3. How do you deal with those internal challenges?, and 4. How do you deal with those external challenges?. These questions are addressed to investigate the student internal and external biggest challenges in the debate class and reveal the exercise they have done to cope those challenges. This will be clarify in the discussion part.

Questions / Answers	Can you mention two or more biggest internal challenges affecting your fluency during speaking performance?	Can you mention two or more biggest external challenges affecting your fluency during speaking performance?	How do you deal with those internal challenges?	How do you deal with those external challenges?
Participant 1	The challenges affecting my speaking fluency are my pronunciation and the lack of knowledge of the topic.	The audiences and the topic.	I prepare myself as well as I can and try to keep myself relaxed during the speech.	Usually, I learn my surroundings such as who are the audiences, the topics, and the current situation, so I can prepare myself well.
Participant 2	Confidence and motivation	Audience and social class	Practice speaking a lot before having pub speaking. Try to motivate myself by speak positive affirmation.	Try to realize that they are my friends and also students. they make a mistake. They are same with me.
Participant 3	My biggest internal challenges that affecting my fluency during speaking performance are confidence and intelligence.	My biggest external challenges that affecting my fluency during speaking performance are audience and social class.	I try to prepare well my performance, like to be familiar with the topic so that I can build my confidence too.	Motivate myself that I can do my best, so I think when I trust to myself, even I did not comfort with audience or the situation, I still can do my best.
Participant 4	self-esteem and confidence	audience, environment	have more practices (have more exercise to speak before people), eventually I will start getting used to it	avoid noisy environment and ask the audience to pay attention

Gambar 1. Students' answers of interview questions

"*The challenges affecting my speaking fluency are my pronunciation and the lack of knowledge of the topic*". The first participant mentions that the internal challenges he experienced in the debate class are pronunciation and lack of topical knowledge. To overcome these challenges the participant prepares himself by reading more articles or books to increase the knowledge capacity of the topic and make him relax during the performance as well. He also mentions that there are two external challenges he facing. They are the audiences and the topic. To overcome these external challenges the participant is trying to understand the audience, current condition, and the topic itself. It means that the participant is trying to place himself whether he needs extra effort or not. Because when he comes to the class, the audiences was taking over the control. It was even difficult when the debate was organized as a big event, the audiences are hard to be controlled.

The second participant mention that "*confidence and motivation*" are two biggest internal factor that effects his fluency in the debate class. To overcome those, he does some exercises by doing monologue as the affirmative side. He also tries to motivate himself to be brave and convince himself that he could do that. There is an external factor which makes him nervous. It is the audience. To overcome it, he tries to motivate himself that making mistake is fine because he is still learning.

The third participant mentions that "*My biggest internal challenges that affecting my fluency during speaking performance are confidence and intelligence*". To cope with it, the participant increases the capacity of topical knowledge so that she becomes more confidence and able to speak fluently before the class. Moreover, there are two external factors that makes her not fluent to speak, they are audience and social class. To deal with those she motivates herself to be confidence and brave to talk before the audience.

The last participant says that "*self-esteem and confidence*" are two biggest challenges he suffers. Before the due date he tries to have more practices and build the confidence with the hope that he will get used to have speech before many people and always ready to speak in public anytime. Furthermore, there are two external factors that make him not fluent in the debate class. They are audience and environment. He gives further explanation regarding the environment here. What he means is the listener support such cheering shout: yuhuuu, yeee, horee, etc. Gathering the attention helps him to not get distracted and do not lose focus.

Fluency in The Context of Speaking Performance

Fluent is commonly measurement that often used in speaking. The student speaking performance consider good if they are fluent in delivering the utterances. Fluency is depending on many things. According to (Alamelu & Rajitha, 2019) those are linguistic, psychological, physiological, and cultural factors affect that could make students not performing speaking in a good way. In the speaking performance, grammar is a crucial aspect for students. As Celik & yavus, 2015 mention that students tend to focus on grammatical errors that potentially they will make during performing. Due to this case, students are not able to speak freely and fluently.

Language Competence in The Context of Speaking Performance

Language is very important for student, because when student speak the most essential thing that student must have is about language competence and vocabulary itself.

More vocabulary or words that student master, they will be encouraged to speak and motivated. As staib said that

"*They will achieve a large amount of vocabulary helping them to feel more confident*" (Staib, 2008). It indicates that student must master vocabulary first in order to perform well in speaking. Therefore, as a teacher they must encourage the student expand their vocabulary and give them new phrases based on the context. The statement from (Derakhshan, Tahery, & Mirarab, 2015) in order to make the student able to understand and be more sensible to the words, the teacher must give the lesson to the student based on the context. This way could increase the student motivation to improve the student speaking performance. Because they are familiar with the topic will be discussed. In this case, the teacher must put more attention on this issue.

Motivation in The Context of Performing During Speaking

Motivation is an important thing that student should have. The student must have such internal push to make student able to speak in front of public. Literally, motivation refers self-push from the inside and deep human feeling, it encourages someone to do better and make the student to solve the problems, in which they learn foreign language (Cheng and Dörnyei, 2007; Dörnyei and Csizer, 1998). Not only just giving internal courage but also helping them to be able to solve the problems or difficulties in learning 2L. More motivation that student have, they will be encouraged to improve and be aware with what they are doing. They will try to overcome the difficulty that they are facing. This will lead the student to have better speaking performance.

Confidence in Performing During Speaking

Based on the theory in the article belongs to (Joshi 2015; Noreen, Ahmed, and Esmail 2015) mentions that confidence affects the student performance in the presentation because they are do not confidence enough. They are do not understand in the context that they want to deliver. Therefore, they are having high anxiety and messing their own performance. However, confidence make a significant factor that make the student be good in the speaking performance. They will produce the better speaking performance if the student has enough internal motivation or confidence. The student will be good in performing their presentation if the student also has good understanding to the context that they want to deliver. (Bunrueng 2008; Tananuraksakul2011) states that mostly student lack of confidence especially in the speaking, it happens because they are overthinking about that grammar, pronunciation, and other mistakes they produced.

Anxiety During Performing in Speaking

Public speaking anxiety can be considered as a kind of type of being ashamed that characterized by scared felling to communicate with another person (Elmenfi, 2016). From this definition, anxiety is affected by something inside our-self or in other word, internal factor. This is considered as a negative feeling from students. Because language anxiety can be characterized as a negative hindrance of feeling toward second language acquisition (Na, 2007). anxiety could refer to disturbance of self-efficacy towards mental threat (Papamihiel, 2002). It means that the student will have kind of boundaries in their-self to perform speaking. Student will not speak fluent because they presume that they feel like threaten by something. The characteristic of anxiety is personal tendency to feel not comfortable in the most condition when they are exposed to the public (Papamihiel, 2002). It is believed that the anxiety towards foreign language can be very debilitating for the students (Mahpudilah, 2016). Especially, when they are performing public speaking. Teacher will score the student when they are fluent in speaking exam. This will make the student more anxious because the student do not feel confident with what they have. Moreover, their score will be underrated. This kind of issue also leads the student to be passive in the class. They prefer to listen and observe rather than speak. This will be bad, because teacher believed that reticence to participate in speaking activities was preventing learners from making progress and achieving the outcomes intended for the course (Zhang & Head, 2009).

Performance Condition in The Context of Speaking Performance

There are conditions that influences the speaking performance such time pressure, understanding of context, the amount of support, planning (Nation & Newton, 2009). Time pressure makes the student worry, if their speech is over the time. Therefore, they have to think about time management, so that they are not consuming more time that been allocated for them. Understanding of the context that will be delivered is also important. They have to master all of the material they are going to present. They will feel not confidence and worry if they don't familiar with the topic. This will lead them into inconvenience condition, and it influences their speaking performance. Next one is support, as it has discussed in the above mentioned, internal support can be called as motivation and it is important. However, external support from other people is also important. Support from friends will make the performer confidence and make him able o speak well. The next one is planning. Beside you have to master the material, you need to make a good planning when you

deliver the speech. For instance, when you are in the formal speech such in the school, you need to pay attention on the structure of formal school. Like in debate, the structure is different from storytelling.

Learning Environment During Performing in Speaking

Speaking environment gives significant effect to the student's speaking performance. When one delivers speech in front of many people, he needs an environment that support him in speaking. This is very important to make student focuses his speech. How good speaking performance also indicates the factor of speaking it-self. Leong and Ahmadi also mention that speaking performance indicates student have a good internal and external factor, such motivation, confidence, knowledge, condition, and environment (Leong & Ahmadi, 2017). It means that the better environment, the speaking performance also getting better. Therefore, it is very important to the teacher to make better learning environment in order to make the students feel convenience with what they are doing, especially in speaking class because having focus in speaking highly affect in delivering the speech.

CONCLUSIONS

According to analysis, explanation, research, and elaboration from the previous chapter, it is found the there are several internal and external factors that determining student speaking fluency in the debate class. It is proven that the student who experience those factors they tend to have low score in the debate class. Moreover, from the data gained from the interview, the students also mention how to cope their own challenges in class.

From the data collected using questionnaire, it can be concluded that the factor affecting student fluency as follows: Anxiety, motivation, topical knowledge, and language competence are the internal factors that affecting student the most in the debate class. While the number of audience and listeners' support are the most influencing external factor. Each student has their own way to cope and manage their learning challenges. From one to another student, the strategy that applied will not match with their learning style. From the data drawn, most of the participants needs to practice more to speak before many people. They need to be get used to speak before the audience. Therefore, they say that practices make them confident and ready to perform. Second, debate is about quarreling and compete our knowledge to the opponents. The more knowledge you have the more the competition will be win. Therefore, enhancing the capacity of knowledge is the key for this challenge. The students need

to read more about the topic will be debated, so that they keep generating the idea before the time-limit.

Suggestion

The result of the study is expected to enrich the teachers' knowledge regarding student fluency of speaking performance. Since teacher job is achieving the curriculum goal, the teacher must make the comfortable environment to the student. This study is serving the most factors the affecting the student fluency as the reference for teacher to choose the best strategy for their student in the speaking class. for the debate students, they are expected to consider the importance of speaking fluency since it is the most important language skill. This study also serves the several solutions from the challenges experienced by the students who has A grade from debate class. It is expected that the students will be aware of their proficiency and able to apply the best strategy for themself. Moreover, the demand of output in the debating class is high. The student must be able to fulfill the demand of learning outcome. And the last for future researchers in the same field. It is expected to contribute to the body of knowledge. This study can be used as the reference to future study in the same field although weak argument can be detected in this study. It is expected another researcher in the same field could fill the weaknesses of this study.

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