



The Effect of Using Debate Strategy On 11th Grade Students Speaking Skill in SMA (SLUA) Saraswati 1 Denpasar

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Abstract. *The purpose of this study is to find out the effect Debate strategy and Discussion Strategy on the speaking skills of Eleventh grade students at SMA (SLUA) Saraswati 1 Denpasar. The researcher used a quantitative method with a Quasi-experimental design. The sample consist of 30 students for the experimental group and 30 students for comparison group. XI 3 Regular as the experimental group and XI 4 regular as the comparison group. The research instrument used is speaking test. In this study, the researcher collected the data from the pre-test and post-test. Data analysis using descriptive statistical analysis, test normality, test homogeneity and A Mann Whitney U test. Based on the calculation using SPSS application, The result showed $p = >.001$. Based on the result, there was no significant effect between the two group. Based on this finding, it can be concluded that Debate strategy and Discussion strategy give no significant effect for improving students speaking skill.*

Keywords: *Debate Strategy; English language teaching; speaking skill*

1. INTRODUCTION

English Language as a bridge to connect and communicate with people around the world. According to Anisah et al., (2025) English use to communicate and gain knowledge, information, science, technology, the arts, and culture, as well as maintain relationships. In the field of education English is used to access and study about thing in English, especially in technology has lot information in English. In addition English as important tools in international communication and connection (Hadiyansah & Fajaria, 2025). English is needed for international communication, access to information, professional achievement, and for participating in technological developments (Safitri et al., 2025). In the modern era, English is an important spoken language that needs to be learnt not just for academic purposes but also in commercial and political environments Sipayung & Aristianti, (2022). In commercial and political matters, good skull communication is required, in this case speaking as a way of conveying ideas, thoughts and also points of view.

As stated above, speaking is an important skill in English as state by Akhter, (2021) Speaking ability is used in effective communication, which is vital in today's environment. Without communication, humans cannot survive. Moreover According to (Rao, 2019). Between the four language skills, speaking is the majority for effective communication in today's globalized society. Because of the widespread use of English, students must develop their communication skills in order to achieve success in their respective sectors. Speaking is important to maintaining relationships with other people as state by Syafiq et al., (2021) Speaking ability to influence others, develop confidence in relationships, and win or lose negotiations as a component of communication. Furthermore Speaking is also a tool for us to express ourselves, ideas and feelings of ourselves. A person who has mastered speaking will have no difficulty communicating their thoughts, feelings, and ideas (Syamsia, 2025)

Challenges in speaking skill are still a problem for students while learning English ability (Janga et al., 2022). Fear of making a mistakes is One of the biggest challenges in developing speaking skills. Many students hesitate to speak because feel afraid of being corrected or judge by the teachers and classmates (Roy, 2024). This fear often causes anxiety, which can make students difficult to think clearly and express the ideas confidently. As a result, students may avoid speaking situations, further limiting the opportunities to practice and develop. In many classroom, language learning just focused on grammar, reading, and writing while speaking activities receive less attention (Nguyen et al., 2021) .Without more practicing, students struggle to develop fluency, pronunciation, and real conversation. These difficulties not only effect students' ability to communicate effectively but also impact in students' confidence engage in speaking activities. The fair of making mistakes and anxiety can causes in limiting the students' progress in. Therefore, important to understand the psychologic factors that influence speaking skills and how that can managed and help the students overcome the fears and improve the speaking abilities.

Debates could improve, develop opinions and may see many points of view. According to Deliana & Ganie, (2025) state Students may obtain new perspectives in a class debate through developing their knowledge of current issues, preparing logical arguments, actively listening to different points of view, differentiating between subjective and factual data, asking insightful questions, integrating relevant knowledge,

and developing their own opinions based on the available fact. According to (Ban et al., 2023) Several critical thinking abilities, some specific skills, and methods have been developed via active involvement in the debate. In addition Debate is the capacity to think critically and take part in arguments in order to fully understand the ideas related to the subject (Mallillin et al., 2019). Moreover state by Suhendra, (2020) participation in real debate has the potential to improve abilities to analysis, synthesizing, and assessment, as these are important components in the formulation of challenges. one of the additional activities that helps learners in speaking is the debate. Debate is promoted as a useful educational exercise for developing critical thinking and improving communication abilities (H. Safitri & Lisahnes, 2024). In addition Debate has been seen as a potentially useful teaching approach for speaking that can support and promote the process of learning in methods that may result in language development (el Majidi et al., 2024). Students get lot of opportunities to practice speaking and participating completely in discussions throughout debates (Agustin & Rusmiati, 2024). Furthermore Setiawan et al., (2024) state Through debate, students' English communication skills would grow, they could become more adept at conveying their views, expressing ideas, and presenting their perceptions.

Discussion is one of the methods that used to see the difference of point of view and opinions. Discussion help participants to recognize difference of opinion in same lecture materials (Susanti, 2021). Discussion enable students to gain an awareness through face to face exchange of information, ideas and opinions Sudiro et al., (2022). Discussion is a process interaction among two or more individuals interact about goal of exchange information, support opinions and break the problem Sipayung, (2021).

Previous research from E. Saputra et al., (2024) investigated the used of debate as learning speaking method. A mixed-method study was carried out through implementing an explanatory sequential design to investigate the research questions. The quantitative data were obtained using an online questionnaire and were analyzed using Microsoft Excel. Qualitative data was collected from the interview and were evaluated utilizing the interactive model data analysis of Miles et al. The findings revealed that the majority of students responded well to the use of debate in speaking classes and that it might enhance their speaking abilities.

Another previous research from Fitriarrum & Zuhriyah, (2025) Explores the effectiveness of utilizing the debate methods to enhance the speaking abilities of class XI A at a private Islamic school in Ngemplak region. The research adopts a one-group pre-test and post-test model in a pre-experimental design. Purposive sampling was used for selecting female students as participants considering institutional law. The research conducted an initial evaluation (pre-test) to evaluate students' speaking skills, a treatment stage when the debate approach was implemented, and a final assessment (post-test) to assess the improvement. Paired sample t-tests and descriptive statistics were used to assess the data. The findings show that students' speaking skill improved after using the debate strategy.

Similarly, previous research from Nasution, (2023) This study aims at investigating the effect of Debate in English on enhancing communication abilities, especially oral communication. The research was an experimental study using a pre-experimental design involving one-group pre-test-post-test. There were 67 participants in this study were split into two groups: the experimental group consist 34 participants, and the control group consist 33 participants. Observation and documentation were used to get the data. Many research had shown debate-based English learning activities are in enhancing overall English. The author found few findings from research that attempted to determine how debate-based English instruction and learning techniques affected the development and reinforcement of communication abilities.

Based on the previous research debate and discussion focus make spreately however research that compare the debate strategy with discussion strategy in senior high school level are limited, furthermore this reserach implemented debate strategy and discussion strategy to see the effectiveness in speaking skill in SMA (SLUA) Saraswati Denpasar the research is to compare 2 different strategies whether debate or discussion are effective for teaching English

This research is very important because it could help eleventh grade senior high school students in speaking skills by utilizing the Debate method which can measure students English-speaking skill, students will be introduced to argue, opinion, vocabulary and fluency. Speaking take important role in English courses. The use of Debate strategy will help students to encourage confidence, vocabulary and fluency in speaking. In addition, Debate strategy also encourages students to be more independent in expressing

their point of view. So, the effect of using Debate strategy in Speaking skills for the 11th grade Senior High School Students Speaking Skill in SMA (SLUA) Saraswati 1 Denpasar is essential to do.

2. LITERATURE REVIEW

A. Speaking Skill

Speaking is the process of creating and communicating ideas in a variety of situations by utilizing both verbal and nonverbal (Alrafaji et al., 2022). This skill is very important because it helps people join conversations, share the ideas, and connect with others in daily life. Moreover, speaking is the process of using nonverbal as well as verbal indications to produce and share meaning in a variety of conditions (Razaq et al., 2022). It helps people speak clearly and correctly, stay focused on the topic, and respond quickly during conversations. This makes communication smoother and easier to understand for both the speaker and the listener. Also Speaking is the capacity to communicate with someone about something, apply our voice to produce words in a specific language, and convey our opinions, feelings, thoughts, and beliefs to an individual or group of others (Fadila, 2022). and body language to help others understand that means. In conclusion, speaking skills is the ability to communicate clearly and confidently using both words and body language. It helps people share their ideas, understand others, and take part in conversations in different situations.

As stated by Ilham et al.,(2024), speaking skills have 5 main components that are interrelated, namely comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension is a vital component in determining someone's competence when speaking as the ability to send and receive messages is needed. Grammar is a language's structure and the way words and phrases are combined to produce sentences. Vocabulary refers to correct words to convey thoughts of people and is the correct phrase to use in communication. Pronunciation is way to pronounce word in correct way that others can understand it. The capacity to read, speak, or write with confidence, fluidity, and expressiveness is referred to fluency.

B. Debate

Debate is an activity to defend an argument with facts and evidence. debate is an organized argument between opposing teams with a purpose to persuading the other side and defending their position (Fitriarrum & Zuhriyah, 2025). Moreover Debate is a

method of defending an idea or opinion that is attempted by two opposing parties Harvey, (2011). Every participant presents logical arguments and evidence to support their position while challenging the opposing arguments and point of view. A fairly regulated communication session on an issue of interest, with opposing advocates taking turns before a decision-making body, has been called a debate (Putri, 2023). This activity has strict and clear rules and procedures to provide fairness and equal opportunity for each participant to convey and defend their views.

C. Problem based learning (PBL)

There are many methods used in implementing a learning strategy that is adjusted to the topic and also based on student abilities, one of the methods is problem-based learning. Problem-Based Learning (PBL) is an education collection learning activities focus on students' steps to solving scientific question (Komarudin, 2025). Furthermore Problem-based learning (PBL) is a teaching strategy that engages students in real-world problem-solving situations to promote teamwork and the development of learning abilities. This method gives students experience whether learning direct experience problems that happened in the field or in authentic situations.

3. RESEARCH METHOD

The design use in this research is *Quasi Experimental* research. This study cover two groups, the experimental group which acquire the treatment and the control group which does not receive any treatment. The setting of this research will conduct at SMA (SLUA) Saraswati 1 Denpasar in eleventh class students. This study involve 60 students in XI 3 regular eleventh grade and in XI 4 regular eleventh grade in academic year 2025/26 as the population of the research. In this research, consist of 60 samples from eleventh-grade student in SMA (SLUA) Saraswati 1 Denpasar. Convenience Sampling used in this research. The method for collecting the data used by the researcher are pre-test and post-test. The research instruments used are speaking test and speaking scoring rubric. Expert judgment is used to validate content validity in order to verify the validity of the instrument in this research. The researcher used two data in analyzing the score. Descriptive Statistical and Inferential statistical are used to determine the data using Independent T-Test formula to know whether there is significance effect between debate in experimental group and discussion in control group.

4. RESULT AND DISCUSSION

A. The Description of Data

The researcher described the data from the sample of eleventh grade 3 regular students as the experimental group and eleventh grade 4 regular students as the comparison group in SMA (SLUA) Saraswati 1 Denpasar. The result used empirical evidence about the effect of using debate on student speaking skill. The data are collected from the experimental and comparison group participants and through the pre-test and post-test scores.

Descriptive Statistical Analysis of Experimental Group Score

The experimental group participants were taken from the elevenht-grade students of the XI 3 regular class of SMA (SLUA) Saraswati 1 Denpasar, consisting of 30 students taught by giving the treatment using debate strategies. The minimum score if the students score is (0), and the maximum score is (50). The students' pre-test scores are collected before accepting the treatments.

Table 1. Experimental Group Score

Test	N	Minimum	Maximum	Means	Standard Deviation
Pre Test	30	5	11	7.70	1.293
Post Test	30	7	11	9.10	1.155

Source. SPSS 26

Based on the table above, from the minimum from pre-test of control group was increasing seen from the value 5 to 7. Otherwise, the maximum data not be increasing from 11 to 11. Based on that, the means pre-test from control group is 7.70 and increasing in post-test to 9.70

Descriptive Statistical Analysis of Comparison Group Score

The comparison group participants were taken from the eleventh-grade students of the XI 4 Regular class of SMA (SLUA) Saraswati 1 Denpasar, consisting of 30 students taught by giving the treatment using discussion strategies. The minimum score if the students score is (0), and the maximum score is (50). The students' pre-test scores are collected before accepting the treatments.

Table 2. Comparison Group Score

Test	N	Minimum	Maximum	Means	Standard Deviation
Pre Test	30	5	10	7.57	1.382
Post Test	30	7	12	9.10	1.269

Source. SPSS 26

According to the table above, from the minimum from pre-test of control group was increasing seen from the value 5 to 7. The maximum data also can be seen increasing from 10 to 12 Based on that, the means pre-test from control group was 7,57 and increasing in post-test to 9.10

Post-Test Difference Between Experimental and Control Group

According to table above, the result of the Pre-test and Post-test students in the Experimental and Comparison groups showed that significant data would follow the score. The significant different score on the post-test can be delivered in the table:

Table 3. Experimental and Comparison Group Comparison

Test	N	Minimum	Maximum	Means	Standard Deviation
Post Test Experimental	30	7	11	9.10	1.155
Post Test Comparison	30	7	12	9.10	1.269

Source. SPSS 26

Based on the table above, from the minimum from post-test of experimental group 7 has same with post-test comparison group 7 The maximum data from comparison group was 12 higher than experimental group 11 Based on that, the means from experimental group and control group is 9.10.

B. Assumption Test Result

Normality Test

This test was carried out before calculating the homogeneity test. This aims to determine whether the data was normally distributed or not. The author uses Shapiro Wilk because the sample was less than one hundred. The normality of the data using Shapiro Wilk.

Table 4. Normality Test Result

		Shapiro-Wilk		
		Statistic	df	Sig.
Students Result	Post-test Experimental	.914	30	.015
	Post-test Comparison	.931	30	.053

Source. SPSS 26

A Shapiro-Wilk test was organized to measure the normality of Debate data and Discussion data. The results indicated that both Debate data and Discussion data were not normality distributed, with $W(30) = .931$, $p = .015$ for Debate strategi ; and $W(30) = .914$, $p = .053$ for discussion strategy.

Homogeneity Test

The researcher wants to know the homogeneity test result using the Levene Statistic after learning the normality test results to decide whether the data was homogeneous. The data are homogeneous if the calculation's outcome was higher than $p\text{-value} = 0.05$. The data sets were taken by calculating each group's score and then comparing the score from the experimental and comparison groups to get the result of the homogeneity tests. The table shows the results of the homogeneity test:

Table 5. Homogeneity Test Result

Test of Homogeneity of variance Comparison and Experimental Group					
		Levene Statistic	df1	df2	Sig.
	Based on Mean	1.639	1	58	.206
	Based on Median	2.169	1	58	.146
	Based on the Median and adjusted df	2.169	1	56.910	.146
	Based on trimmed mean	1.639	1	58	.206

Source. SPSS 26

A Levene's test was organized to assess the homogeneity of variances for the test scores between Debate strategy and Discussion strategy. The results indicated that the assumption of homogeneity of variances was not violated, $F(1,58) = 1.639, p = .206$.

C. Hypothesis Testing

In this research, the hypothesis testing using the ANCOVA of the analysis of covariance test was organized to analyze the pre-test results. The ANCOVA of the analysis of covariance test was conducted to analyze the pre-test results. The ANCOVA Test is provided in the table below:

Tests of Between-Subjects Effects					
Dependent Variable: Pre-test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	94.486 ^a	1	94.486 ^a	.450	.505
Intercept	.000	1	.000	.000	1.000
Treatment	94.486 ^a	1	94.486 ^a	.450	.505
Error	12171.647	58	209.856		
Total	12266.133	60			
Corrected Total	12266.133	59			

a. R Squared = .004 (Adjusted R Squared = -.009)

An ANCOVA was conducted to determine whether there was a significant difference in students' speaking skills between those taught using the debate strategy and those taught using the discussion strategy, after controlling for the pre-test scores as the covariate. The analysis revealed that the treatment effect was not statistically significant, $F(1, 58) = 0.450, p = .505$. Therefore, the null hypothesis was accepted, indicating that

there was no significant difference in speaking skill achievement between students taught using debate strategy and those taught using discussion strategy.

- 1) The null Hypothesis (H_0): There is no significant effect of using debate and discussion on students speaking skills in SMA (SLUA) Saraswati 1 Denpasar. If the p-value is higher than $p = 0.05$, then the null hypothesis was accepted.
- 2) The alternative Hypothesis (H_a): There is significant effect of using debate and discussion strategy on students speaking skills in SMA (SLUA) Saraswati 1 Denpasar. If the p-value is lower than $p = 0.05$, then the alternative hypothesis was accepted.

D. Treatment

After conducting the pre-test, the experimental group which is XI 3 regular class at SMA (SLUA) Saraswati 1 Denpasar that achieved debate strategy as the treatment. There is the practice of the treatment in experimental group: In the problem orientation stage, the teacher presents a real-life issue regarding mobile phone use to students as a learning stimulus. The teacher explains the learning objectives and provides an example of an analytical exposition text containing arguments supporting or opposing the issue. Next, students read the text to identify the main issue and the author's position to build initial understanding and stimulate students' understanding 5 micro skills of speaking. In the organizing students for learning stage, the teacher divides students into two groups, pro and con, and assigns roles to each member, such as note-taker, researcher, presenter, and argument builder. The teacher then explains the final assignment, which is to compile a mini analytical exposition text related to mobile phone use for students to foster collaboration, responsibility, and active participation. In the guided inquiry or investigation stage, students collect and analyze information related to the impacts, advantages, and disadvantages of mobile phone use for students through articles, infographics, and prior knowledge. The teacher acts as a facilitator by giving provocative questions to help students evaluate the validity of data and strengthen arguments critically and analytically. In the developing and evaluating solutions stage, each group compiles an analytical exposition text with a thesis structure, arguments accompanied by evidence, and reiteration. The activity continued through a class debate in the form of arguments and counter-arguments between groups, where students conveyed, defended, and responded to opinions logically and politely, while the teacher acted as moderator and

assessor of the debate. In the presenting results or solutions stage, each group presented the results of the analytical exposition text in the form of a presentation or written text. Other groups provided peer feedback regarding the clarity of the content, the strength of the argument, and the relevance of the evidence, while the teacher provided evaluations to improve students' communication, presentation, and evaluative thinking skills.

There is the implementation of the treatment in comparison group:

In the Problem Based Learning (PBL) learning process, the teacher begins the activity by presenting a real-life problem regarding “Should students use phones to help during the class?” as a learning stimulus. The teacher then explains the learning objectives and provides an example of an analytical exposition text containing arguments for or against the use of mobile phones in the classroom. Next, students are requested to identify the main issue and the author's position on the topic. After the problem orientation activity, students are divided into two groups (pro and con). The teacher explains that each group must produce a mini analytical exposition text as a final learning assignment. In the investigation stage, students gather information related to mobile phone use for students through short articles, infographics, and their prior knowledge. The teacher acts as a facilitator by asking trigger questions, such as “What evidence can support your argument?” and “Is this information valid and relevant?” to help students evaluate the validity and relevance of the information. After that, each group composes an analytical exposition text with a thesis structure, arguments accompanied by evidence, and reiteration. The activity continued with a whole-class discussion, where each group presented one main argument and other groups responded by agreeing, adding evidence, or politely disagreeing using expressions such as “In my opinion...”, “I agree with that argument because...”, “From another perspective...”, and “Based on the data...”. The teacher acted as a discussion facilitator while guiding students in evaluating the clarity of the argument, the relevance of the evidence, and the structure of the text. In the final stage, each group presented the results of the mini analytical exposition text in the form of a short oral presentation or written text, then other students provided peer feedback that focused on the clarity of the content, the strength of the argument, and the use of evidence.

Table 6. Mann-Whitney U-Test result

Group Statistics				
	Groups	N	Mean	Sum of ranks
	Comparison	30	30.58	917.50

Post-test score	Experimental	30	30.42	912.50
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Mann-Whitney U	447.500
Wilcoxon W	912.500
Z	-.038
Asymp. Sig. (2-tailed)	.970

A Mann-Whitney U-Test was conducted to compare the test scores of students who thought using Debate strategy and a Discussion strategy. There was not a significant difference in scores for Debate strategy (M =30.42, SOR =912.50) and Discussion strategy (M = 30.58, SD = 917.50).

Mann-Whitney U test was conducted to compare the speaking scores between students learning using Debate and those learning using a discussion strategy. The results indicated there no significant difference in speaking scores between the two groups, $U=447.5000$, $p=>.001$

Based on data above, the alternative hypothesis was rejected and null hypothesis was accepted. Thus, There was no significant effect of using debate strategy on students speaking skill eleventh grade students of SMA (SLUA) Saraswati 1 Denpasar.

E. Discussion

The research was conducted to know there was no significant effect of using debate strategies toward students speaking skill at eleventh grade students in SMA (SLUA) Saraswati 1 Denpasar. In this research, the researcher uses the debate and discussion to teach speaking skill. The research identifies the debate and discussion is not effective as the learning method especially in speaking. The result of the statistical calculation of the post-test from the participant indicated a there are no significant difference between the result of learned progress using debate strategy and discussion strategy. Researcher compare both Post-test data from comparison and Experimental Group using Man Whitney U test . The result showed that p-value is lower than p-value $=<.001$. Based on that findings, researcher concluded that there was not significant effect of using debate and discussion strategy toward students speaking skill at eleventh grade students in SMA (SLUA) Saraswati 1 Denpasar. Based on the data, this research used using debate and discussion strategy as the learning method in two groups, experimental and comparison

groups. The data explain there was not significant effect that given from the used of debate strategy and discussion strategy.

Furthermore previous research from (Lubis & Siregar, 2021) show that the students' speaking skill through debate that could be seen from score increased from 46.87 to 77.06. Furthermore study from (Yulizar et al., 2022) students' speaking skill could be increased through active debate. It could be seen from result showed observation in cycle I and cycle 2 were increased. In cycle I, the percentage of speaking aspect is 54,34% and the average value is 54,38. In cycle II, the percentage of speaking aspect is 74,58% and the average value is 54,61. The result of the researcher is improvement with value 20,23. Previous research from (Widiawati et al., 2020) debate technique significantly affects students speaking competency. The result of this study shows that the mean score of experimental group is 79.79, while the mean score of control group is 75.25. The result of t test shows that the value of Sig. (2-tailed) is .000, which indicates a significant mean different. Therefore, this study concludes that debate technique affects students' speaking competency. The other previous research from (Sallata et al., 2024) Debate is very useful for English students, including improving speaking skills in conveying arguments, There were 10 students who were interviewed and several students had take a part in the KDMI Toraja the results of interviews with students , the way to improve students' speaking skills towards opposing debate teams.

5. CONCLUSION

This research was conducted to obtain empirical evidence about whether a statistically significant difference exists in students' speaking skill between students taught using debate strategy and those taught discussion strategy. These findings show there no significant difference in the speaking skill of students who learn using debate strategy and those taught discussion strategy. Based on the findings, this was possible because, first the syntax of debate and discussion is almost the same, second the time and third treatment given are limited and the initial abilities of the students are not much different.

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