



**DEBATERS' SPEAKING PROBLEMS AT ENGLISH
EDUCATION DEBATE CLUB PERIOD 2019-2020 IAIN
PADANGSIDIMPUAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Education Scholar (S.Pd) in English

Written By:

ASWANDI DAULAY
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Aswandi Daulay**, entitled "**Debaters' Speaking Problems at English Education Debate Club Period 2019-2020 IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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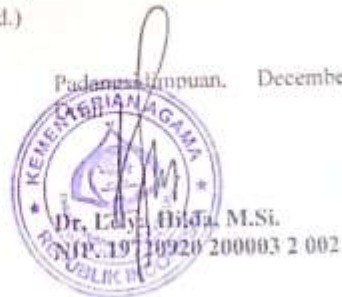
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LEGALIZATION

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ABSTRACT

Speaking is an activity to express feelings and ideas or convey information in spoken language. The problem in this research came from debaters' speaking problems. The problems that faced by debaters in speaking were: 1) Debaters are tense or nervous, 2) Debaters have limited time in delivering an argument, 3) Debaters have difficulty in gaining meaning or having a discussion, 4) Debaters are lack of knowledge about the topic being discussed, 5) Debaters are fear of making mistakes in the meaning or content of their discussion

The formulation of the problem in this research were: 1) What are debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan, 2) What factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan. The objectives of this research are to know problems and factors make problems for debaters' speaking at the English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.

This research used qualitative research method. The researcher only examined the registration number 16 at English Education Debate Club as sample which consists of 9 debaters. In collecting the data, the researcher used interview. Three major phases of the data analysis, they were; data reduction, data display and conclusion drawing/verification used by the researcher.

From the results of data analysis, the researcher found some conclusion of debaters' speaking problems at English Education Debate Club period 2019-2020 as follows: first, researcher found that debaters' speaking problems: lack vocabulary, pronunciation, grammar, fluency and comprehension. Second, the factors make problems for debaters' speaking: debaters felt unconfident, fear of mistake, anxiety, shyness and lack of motivation, lack vocabulary, lack of knowledge about pronunciation, lack of knowledge about grammar, lack of knowledge about motion or topic being discuss, lacked of listening ability, lack of preparation, the habit of using the mother tongue, lack of listening ability, misunderstanding, debaters forgot, the speaker speak too fast and unclear then lack of practice, time was limited and laziness.

Keyword: *Speaking, Speaking Problems, Debaters,*

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ABSTRAK

Berbicara merupakan kegiatan mengungkapkan perasaan dan gagasan atau menyampaikan informasi dalam bahasa lisan. Masalah dalam penelitian ini berasal dari masalah berbicara pendebat. Permasalahan yang dihadapi pendebat dalam berbicara adalah: 1) Pendebat tegang atau gugup, 2) Pendebat memiliki keterbatasan waktu dalam menyampaikan argumen, 3) Pendebat mengalami kesulitan dalam memperoleh makna atau berdiskusi, 4) Pendebat kurang pengetahuan tentang topik yang sedang dibahas, 5) Pendebat takut membuat kesalahan dalam arti atau isi diskusi mereka.

Rumusan masalah dalam penelitian ini adalah: 1) Apa saja permasalahan berbicara pendebat pada English Education Debate Club periode 2019-2020 IAIN Padangsidimpuan, 2) apa faktor-faktor yang menyebabkan permasalahan dalam berbicara pendebat pada English Education Debate Club periode 2019-2020 IAIN Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui permasalahan dan faktor-faktor yang menjadi penyebab permasalahan berbicara pendebat pada English Education Debate Club periode 2019-2020 IAIN Padangsidimpuan.

Penelitian ini menggunakan metode penelitian kualitatif. Peneliti hanya memeriksa nomor registrasi 16 pada English Education Debate Club sebagai sampel yang terdiri dari 9 debat. Dalam pengumpulan data, peneliti menggunakan wawancara. Tiga fase utama dari analisis data, yaitu; pengkondisian data, penyajian data dan penarikan kesimpulan / verifikasi yang digunakan peneliti.

Dari hasil analisis data, peneliti menemukan beberapa kesimpulan permasalahan berbicara pendebat pada English Education Debate Club periode 2019-2020 sebagai berikut: pertama, peneliti menemukan permasalahan berbicara pendebat: kurangnya kosakata, pengucapan, tata bahasa, kefasihan dan pemahaman. Kedua, faktor-faktor yang menimbulkan masalah dalam berbicara pendebat: pendebat merasa tidak percaya diri, takut salah, cemas, malu dan kurang motivasi, kurang kosakata, kurang pengetahuan tentang pengucapan, kurangnya pengetahuan tentang tata bahasa, kurangnya pengetahuan tentang mosi atau topik berdiskusi, kemampuan menyimak kurang, persiapan kurang, kebiasaan menggunakan bahasa ibu, kemampuan menyimak kurang, kesalahpahaman, pendebat lupa, pembicara berbicara terlalu cepat dan tidak jelas, kemudian kurang latihan, waktu terbatas dan malas.

Kata Kunci: *Berbicara, Masalah Berbicara, Pendebat,*

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This thesis entitled “ Debaters’ Speaking Problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan” is presented to the English Education Department of IAIN Padangsidimpuan. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Padangsidempuan, 02 December 2020

Declaration maker,

Aswandi Daulay

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the elements of English beside listening, reading and writing. Speaking is used as a tool to communicate where there is a process of conveying one's idea, knowledge or feelings through words. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.¹ The otherhand, Speaking is the activity of uttering sounds in the form of one's ideas.

Speaking is also an oral communication tool used by two or more people to make life easier. in academic English every spontaneous conversation is often experienced by students. Having the ability to speak, a person can have a smooth conversation with others. Therefore, people who need to speak in English are mainly English language learners.

In the process of learning English, there needs to be a strategy to facilitate the success of these lessons. By using strategies, learning and teaching English becomes more enjoyable and students do not feel bored in the classroom. As in speaking, there are various activities or strategies involved to improve a person's ability to speak including conversation in dialogue, group discussion, debate, etc.

¹A. S. Hornby, *Oxford Advanced Learners? Dictionary of Current English*, six (New York: Oxford University Press, 2000). p. 625.

Debate is a debating activity between two parties, namely the pros or cons, both individually and in groups. Debate is also a tool to increase productivity in speech. This debate aims to train someone in solving problems using a very strong argument because in a debate someone can express his opinion directly and think more critically.

English debate club is one of the club in schools and universities. In schools, this club is usually one of the extracurriculars, whereas in universities debates are usually under the auspices of the English club faculty or university. As the name suggests, the debate club will indeed train someone to debate. But, the debate here is not just talking, but there are rules and procedures. People who argue are called debaters.

IAIN Padangsidimpuan has a debate club known as the English Education Debate Club. The purpose of this club is to help students channel their ideas and opinions so as to arouse students' mental courage in speaking and take responsibility for the knowledge gained through the debate process at this club. This club uses a British parliamentary debate type in which one debate consists of four teams, each with two members.

Two teams sided with government and two other teams sided with opposition. Government team is the team that supports the debate theme, while the opposition team is the team that opposes the debate theme. The debate team was also divided into opening branches and closing branches. Opening branch is the team that determines the direction of a debate. Closing branch is the team that concludes the debate.

English Education Debate Club was formed to improve the speaking abilities of its members debaters as known to the debate is one of the strategies or activities to improve speaking abilities. In the club, there are 16 debaters. The debaters in this club are gathered in semester three to semester seven. Debate in this club is held only twice in a week.

The activity in this club is that a moderator gives a balanced Motion, not too burdensome or partial to the government or opposition then in delivering an argument. The length of speech for each member is seven minutes. They also have to ask questions (points of information) when the opposing team member is delivering his speech.

There are a number of reasons why research is done. The first, to solve problems in this group. As debater, speaking skills are very important in the context of the debate, but many factors that affect the debater are limited in speaking. Especially, debaters at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.

Ernidah as a debater, said that obstacles in speaking occur because of feelings of tension or nervousness and limited time in delivering an argument.² Then, Anggia as a debater, said that the difficulty in gaining meaning or having a discussion that made obstacles to speak in the debate.³ Next, Gunawan as a debater said that the lack of knowledge about the

²Ernidah Hasibuan as a debater of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: October 27th, 2019at 10.27. a.m)

³Anggia Putra as a debater of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: October 27th, 2019at 10.32. a.m)

topics discussed made him no argument to support his opinion.⁴ Furthermore, Mutmainna as a debater said that speaking in English in debates is difficult for fear of making mistakes in the meaning or content of their discussion.⁵ The second is interest because this group is the first time it has been in any group so researchers feel interested in doing research. The third as a researcher self-development in conducting research.

Based on the illustration above, it cannot be denied that speaking is important for everyone. debaters still have problems in speaking, So it is important to conduct the research under the title Debaters' Speaking Problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.

B. The Identification of the Problem

Here, the researcher identifies the problem of the research like:

1. Debaters are tense or nervous
2. Debaters have limited time in delivering an argument.
3. Debaters have difficulty in gaining meaning or having a dicussion
4. Debaters are lack of knowledge about the topic being discussed
5. Debaters are fear of making mistakes in the meaning or content of their discussion

⁴Rahmad Gunawan Lubis as a debater of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: October 27th, 2019at 10.47. a.m)

⁵Mutmainnatul Hubbi Lubis as a debater of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: October 27th, 2019at 14.19. p.m)

C. The Focus of the Research

As stated in identification of the problem above, the researcher focused on problems and factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan. In this study the researcher only examined the registration number 16.

D. The Formulations of the Problem

To make the problem in this research clearer, based on the identification and focus of the research above, the researcher formulated the problem as follows:

1. What are debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan?
2. What factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan?

E. The objectives of the research are:

1. To know debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.
2. To know factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.

F. The Significances of the Research

Researchers hope that the results of this study has benefit researchers, other researchers, and readers. These are some significances of the research, they are:

1. As useful information for the dean and head of the English department about debaters' problems at English Education Debate Club period 2019-2020 IAIN Padangsidempuan.
2. As an additional reference for the next researchers who want to research debaters' speaking problems
3. To help lecturer overcoming debaters' problems after the lecturer know about problems and what factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidempuan
4. It will give the reader and debaters knowledge about debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidempuan.

G. The Definition of Key Terms

To reduce the misunderstanding between researchers and readers about terms in assuming the title of this research, the researcher defined the following terms.

1. Debater

Debater is people who communicate by arguing, to convey ideas logically and supporting evidence.

2. Speaking Problems

Speaking problem is a difficulty in the process of conveying the results of opinions, thoughts, feelings, one person to others by using spoken language so that it produces errors of meaning and cannot be understood by others.

Based on the above resolution, the researcher concludes that debaters' problems in speaking are something that inhibits debaters from potentially verbal language at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan.

H. The Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of some sub chapters with detail as follows:

In chapter one, it is consist of background of the problem, identification of the problem, focus of the research, the formulations of the problem, the objectives of research, significances of the research, and defenition of key terms.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of speaking, debate, and English Education Debate Club IAIN Padangsidimpuan. Then review of related findings.

In chapter three, it is consist of research methodology which consists of place and time of the research, the kinds of research, research subject, instrumen of collecting data, techniques of data collections, techniques of data analysis, techniques to maintain the data trustworthiness and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of findings and discussion.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to debaters and the other researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Description of Speaking

a. Definition of Speaking

Speaking is the ability of humans to make sounds in the form of sentences from their minds. Also, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. So speaking happens between the speaker and hearer in the process to deliver the idea and give the feedback. Speaking is something that is needed in human life to interact.

Moreover, Speaking is an interactive process of communication that connect ideas between speaker and interlocutor with a certain purpose.⁶ According to O'Malley & Pearce, and Nunan in Frances, speaking is Oral communication involves two or more people in negotiating meanings and is always related to the context in which it occurs. For the English learners, to speak English in real-time, to negotiate meanings, to manage the conversation, and to speak spontaneously is the challenging issue in English learning. Being able

⁶Iskandar Abdul Samad, Ahmad Bustari, and Diana Ahmad, "The Use of Podcasts in Improving Students' Speaking Skill" 3, no. 2 (2017);, <https://pdfs.semanticscholar.org/82f2/58ca25adbe8f9fbc76ebdc7450fdd95a004e.pdf>. p. 99.

to speak becomes one important goal to achieve in learning English.⁷ Therefore every English learners are expected to always practice in speaking.

The other hand, talking is a part of everyday life so we consider it normal. The average person generates tens of thousands of words per day, although some people - such as auctioneers or politicians - can even produce more than that.⁸ These are examples of a job that only involves a lot of speaking skills.

Based on the definition above, the researcher concludes that speaking is the ability of humans to interact or communicate in carrying out their activities as social beings.

b. Elements of Speaking

According to Jeremy Harmer⁹, the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Connected speech

as an effective speaker is required to be able to speak in connected speech, not only individually, for example, for example a teacher makes interesting activities so that students are effective in connected speech

2) Expressive devices

This is an activity in which a native speaker can change the sound pressure, tone, or volume so that the speaker can convey according to his feelings, for example a student speaks using his or her feelings or emotions

⁷Frances Moody-Corbett, "Debate: A Tool for Teaching Graduate Students," *American Journal of Physiology* 271, no. 6 PART 3 (1996), <https://doi.org/10.1152/advances.1996.271.6.S45>. p.50

⁸Scott Thornbury, "How To Teach Speaking" (New York: Pearson Education Limited, 2005). p. 1

⁹Jeremy Harmer, "The Practice of English Language Teaching, 3rd Edition (Longman Handbooks for Language Teachers)," 2001, <http://www.amazon.com/Practice-Language-Teaching-Handbooks-Teachers/dp/0582403855>.p.269.

3) Lexis and grammar

The speaker when conveying his idea to someone must use certain grammar in the sense that it is in accordance with the use of what tenses the speaker is conveying

4) Negotiation language

it is useful to clarify and show the structure conveyed.

Speaking does not only involve only one element but several elements as noted above. Then it is necessary for everyone to master all these elements in order to create good communication

c. Components of the Speech Process

J.B. Heaton¹⁰ stated, there are five components are generally recognized in analyses of the speech process:

1) Pronunciation

In pronunciation, there is a pattern of stress and information involved. English learners must master this in order to be good in pronunciation.

2) Grammar

Grammar is the rule of speaking English. When speaking, it is necessary to pay attention to the sound pattern, especially in connecting words with other words. If the speaker is not good at grammar then he / she is not able to speak well.

3) Vocabulary

Vocabulary is a basis in English where the speaker must have a lot of vocabulary to be able to convey the results of his thoughts in conversation.

4) Fluency

Fluency is the ability to speak without stopping obstacles such as hesitation

5) Comprehension

Comprehension is an activity to understand the topic being discussed by the speaker so that it raises feedback.

¹⁰J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching* (New York: Longman, 1990). p. 70-71.

Speaking is a skill of a person's ability to convey his idea so that someone is expected to be able to understand from components of the speech process.

d. Techniques in Teaching Speaking

For English students speaking is needed, but there are various activities to improve students' speaking abilities. they are:

- 1) Communication games
Based on the game, communication activities are an important activity to train someone in speaking. In this activity includes predicting, describing, asking for feedback and simplifying.
- 2) Discussion
Someone will be able to easily talk, especially in conveying his idea so that it becomes broader by discussing which one will appear more confident when speaking.
- 3) Questionnaires
This activity aims to make the conversation more focused and the speaker can use his own language.
- 4) Simulation and role-play
Many advantages are taken from simulation and role-play where a person can be more creative in speaking because the speaker makes additional movements or drama in real life according to the content of the conversation
- 5) Debate
Speaking in the form of debate activity encourages a person to think more critically in addition to the new knowledge gained from this strategy.

There are various activities to improve one's speaking skills. So speaking activities become fun and the delivery of learning becomes very easy. Teachers can choose according to the appropriate activities above based on the level of their students.

e. Characteristics of Spoken Language

There are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

- 1) Clustering Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- 2) Redundancy The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
- 3) Reduced forms Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.
- 4) Performance Variables One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
- 5) Colloquial Language Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- 6) Rate of Delivery Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, Rhythm, and Intonation This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 8) Interaction Learning to produce waves of language in a vacuum –without interlocutors–would rob speaking skill of its richest component: the creativity of conversational negotiation.¹¹

¹¹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).p.270-271

A speaker must be able to say things well, and must adjust diction. In another sense a person is required to be able to respond to what was said both speaker and listener

f. Problem in Mastering Speaking Skills

In English, everyone involves attention and understanding when speaking. The speaker needs to process the words or grammar he uses when conveying it to someone properly so that the listener is able to understand it properly. Talking involves many elements which include; pronunciation, vocabulary, grammar, fluency and pronunciation.

Speaking is very important in English. It is almost impossible to have true mastery of a language without actually speaking.¹² On the other hand speaking is an activity to convey or express ideas from the results of someone's thoughts or feelings. Each person is capable of producing many words in a day.

In English, everyone involves attention and understanding when speaking. The speaker needs to process the words or grammar he uses when conveying it to someone properly so that the listener is able to understand it properly. Talking involves many elements which include; pronunciation, vocabulary, grammar, fluency and pronunciation.¹³

People think that speaking is an ability that must be obtained because this is an important thing. Many people find it difficult to speak

¹²Michele Maxcom, *Teaching English as a Foreign Language for Dummies, Educational Forum*, vol. 31 (Chicester, West Sussex: John Wiley & Sons, Ltd, 2009), <https://doi.org/10.1080/00131726709338061>. p. 183.

¹³Arthur Hughes, *Testing for Language Teachers* (Cambridge: University Press, 1989), http://93.174.95.29/_ads/380823E4ADF5A0ED5893603A5E43F397. p. 111.

English. Therefore, everyone who wants to speak English needs to pay attention to the components that have been determined by Brown, such as vocabulary, pronunciation, grammar, fluency and comprehension.¹⁴ In speaking these components can help a person to have a large vocabulary, speak with good pronunciation, his grammar is very broad, and be able to speak fluently and easily understand.

Speaking is an activity only to convey information or as a means of communication. But the fact is that in learning to speak, there are many mistakes made by people, especially students, because they are learners who still need to do directed training. In order to know the problems that exist when speaking, it will be explained as follows:

- 1) Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁵ It means that vocabulary is very important factors of language component that always be used both oral and written form. We can do nothing in listening, speaking, reading and writing without vocabulary. If we have vocabulary we need, it is easy for us to communicate with other people.
- 2) Pronunciation is the production of speech sounds for communication. According to Brown, pronunciation also refers to as a psychomotor skills one elements constituting communicative competence, which is said to be the ideal goal of every language instruction.¹⁶ Pronunciation is one of the major problems in language learning. Since there are difference between the native language and the target language, problems and difficulties in mastering

¹⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004). p. 172-173.

¹⁵Jack C and Willy A Renandya Richards, *Methodology in Language Teaching, an Anthology of Current Practice* (New York: Cambridge University Press, 2002), https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf. P. 225.

¹⁶H. Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Pedagogy*, second (New York: Longman, 2001). p. 68.

pronunciation cannot be avoid. Pronunciations, research show that are difficult pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.¹⁷ Kelly said that when a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the in accurate production of a phoneme can lead to misunderstanding (at least on the part of It means that the problem with the English language is pronunciation because what you see in English is not necessarily what you say. This can very frustating for the learners who may have a good command for grammar and lexis but have difficulty in understanding and being understood by a native speaker.

- 3) Grammar is partly study of what forms (or structure) are possible in language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern a languages sentences are formed. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in language in oral and written form. In mastering speaking skill, grammar is needed very much, because the students cannot ignore the contribution of language which is studying without constructing the grammar.
- 4) Fluency is a simply the ability to speak fast. Speed is a factor, but it is no means the only, or even the most important one.¹⁸ Speaking fluency is speech close to a native speakers pausing, rhythm, stress and intonations. And in the EFL class, fluency is about the level of communication competence.¹⁹ It means that from the definition of speaking fluency illustrate the importance of developing the speaking fluency in the EFL class.
- 5) Comprehension is the understanding idea. It means that the people can answer or express the sentence well correctly, it shows that he / she comprehends or understands the meaning well.²⁰ when two word overlap in meaning, students are likely to confuse them. Words with multiplex meaning can also be trouble some for students. Range, connotation, and idiomatically, words that can be used in a wide range of

¹⁷Jeremy Harmer, "How to Teach English" (Harlow: Pearson Education Limited, 2007). p. 123.

¹⁸Scott Thornbury, *How to Teach Grammar* (London: Longman, 2002).

¹⁹Jack C. Richard, and H. Weber, *Longman Dictionary of Applied Linguistics* (London: Longman, 1985). p. 273.

²⁰Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. p.172

context will generally be perceived as easier than their synonyms with a narrower range.

Speaking is most involved in the life of a debater because they have to convey a more critical idea than the average person. In debate, a debater must be able to speak fluently when presenting his ideas or arguments supported by strong evidence. Moreover, the use of all elements in speaking is intended so that all debaters can win the debate, but the fact is that there are still many debaters who experience problems as stated by Mushodikul Umam that there are two obstacles, namely; non linguistically (system) and linguistically. as explained:

1) Non Linguistically

The non linguistic (system) were: matter (content), manner (delivery), method (structure), motion, definition, theme line, challenge, roles of speakers and reply speech.

2) Linguistic

The linguistic problems consist of: limited vocabulary, flow of speech, clarity of expression and pronunciation.²¹

Taufikurahman, Edi, and Furqanul Hakim²² stated that the problems experienced by debaters in speaking, debaters are only constrained by the use of grammar. As for the problem in the form of errors in using grammar such as;

1) inaccuracy in the use of tenses as conveyed,

2) the use of wrong capital, such as will, can and must.

3) errors in adding s or es to the verb are conditioned according to the subject.

²¹Mushodikul Umam, "A Study on The Difficulties Faced by The Debaters of University of Muhammadiyah Malang in Joining Australasian Parliamentary System Debat Econtest," 2007, <http://eprints.umm.ac.id/id/eprint/8461>.p.1.

²²Taufikurahman, Edi and Furqanul Hakim "The Grammatical Errors of English Debaters A Case Study at Institusi Yapis," *English and Linguistics Research* 3 No. 1 (2018), <http://journal.stkipyapisdmpu.ac.id/index.php/selera/article/view/13>. p. 1.

Referring to the explanation above, there are many problems experienced by people, both students and debaters, which include all or part of the speaking component. Therefore, researchers conducted research using Brown's theory in order to find debaters' speaking problems which involved all the speaking components such as; vocabulary, pronunciation, grammar, fluency and comprehension.

g. Factors Make problems of Speaking

There are two factors make problems for speaking so that learner speakers find it difficult to speak, this is stated by Thornbury, categorized as follows:²³

- 1) knowledge factor: The learner does not yet know aspects of the language that enable production. They are lack of knowledge of the language and lack of practice interactive speaking itself, because English is complex language, so practice is as important contributing factor to improve speaking proficiency.
- 2) Skill factors: The learner knowledge is no sufficiently automated to ensure fluency. As a result, there are may also be affective factors, such as lack of confidence or self consciousness which might inhibit fluency.

From the statement above, the writer can conclude that there are two factors that hinder speaking, there are: knowledge factor and skill factor. Knowledge refers to theoretical information acquired about any subject whereas skills refer to practical application of that knowledge there are may also be affective factors such as lack of confidence which might inhibit fluency.

²³Thornbury, *How to Teach Grammar*. p. 39.

In other opinion, Normazidah, Koo & Hazita; Trawinski, also presented the factors that impact the EFL learners to have poor performance in English Language Learning as follows:

- 1) English is regarded as a difficult subject to learn
- 2) Learners learning depends on the English teacher as authorities
- 3) There is a lack of support to use English in home environment and the community
- 4) Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms
- 5) Students have a limited of vocabulary proficiency as well as English reading materials are not always available
- 6) Learners have unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language
- 7) Lack of motivation for learning or the negative attitude towards the target language²⁴

Based on the statement above, it can be concluded that not only English as and difficult subject but also limited opportunity in the classroom and lack of motivation in English speaking are the important factor that can causes students problems in mastering speaking skills.

Meanwhile, Juhana also states that some psychological factors such as:

- 1) Fear of mistake
- 2) Shyness
- 3) Anxiety
- 4) Lack of confidence
- 5) Lack of motivation²⁵

²⁴Hazita Normazidah , Koo,& Hazita “Factors Causes Students Low English Language Learning: A Case Study in the Natioanl University of Laos,” *International Journal of English Language Education* 1. No. 1 (2013). p. 184.

²⁵Juhana, “Psychological Factors That Hinder Students from Speaking in English Class,” *Education and Practice* 3 No. 12 (2017): 5207076, <https://www.iiste.org/Journals/index.php/JEP/article/viewFile/2887/2913>. p. 100.

From the statement above, it is obvious that there are many factors that causes of speaking problems, such as fear of mistake, shyness, anxiety, lack of confident and lack of motivation.

Based on the explanation above, the researcher choose the research from Juhana, because she had the observation to get the data and she said that have been some relevant researches conducted, and the another study finds that students fail to join in the English speaking because of their fear of making mistake, shyness, anxiety, lack of confident and lack of motivation are the causes in their ability to speak English. In the research, she verify that students have some factors such as fear of making mistake, shyness anxiety, lack of confidence and lack of motivation in English that hinder them from practicing their English speaking. The factors like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

Referring to the explanation above, the researcher choose the research from Juhana to conclude the factors make promlems for speaking, and conduct the research based on the theory. So, the researcher concluded that the factors make promlems for speaking are fear of mistake, shyness anxiety, lack of confidence and lack of motivation.

2. Description of Debate

a. Defenition of Debate

Debate is a form of communication by way of arguing with each other to convey ideas logically and supporting evidence from each party having good fortune. Moreover, A debate is a speaking situation in which opposite points of view are presented and argued.²⁶ Moreover, Debate is data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.²⁷ The other hand, debate is people's way to solve the problem.

In the debate there is a term namely debater. Debater is people who communicate by arguing, to convey ideas logically and supporting evidence. The other hand, the debater makes choices about what to say, how to say it, or what relevance that utterance is given in the round. These choices reveal and construct who that debater is; like any art created by any artist, they are the creative expression of that debater. Debaters are urged to express their opinions in respectful ways and be tolerant and understanding of the opinions of others.²⁸

²⁶Harmer, "The Practice of English Language Teaching, 3rd Edition (Longman Handbooks for Language Teachers)."p.275.

²⁷Ronald Carter and Mc Carthy, *Exploring Spoken English* (UK: Cambridge University Press, 1997). p.10.

²⁸Mariya Y. Omelicheva, "Resolved: Academic Debate Should Be a Part of Political Science Curricula," *Journal of Political Science Education* 3, no. 2 (2007): 161–75, <https://doi.org/10.1080/15512160701338320>. p.8.

Based on the definition above, the researcher concludes in a debate debater must think more critically in discussing a problem to take policy.

b. Kinds of Debate

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action. A debate could also potentially be between two or more competing propositions or actions. Debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence. Quated by baso from Steven that the kind of debate which familiar in the world can be explained bellow:²⁹

1) Parliamentary

This debate shows the resistance between individuals in the many people's rules where there are various terms of opposition and government. the rules used are in accordance with the British parliamentary procedure. in the United States this debate is known as parli

2) Mace Debate

This is a debate that was encountered in schools in britain. In this debate, each speaker only gets 7 minutes to express his opinion. The difference between this debate and other debates is the finding of a question and answer session between the audience and the speaker. Ability, entertainment, style and

²⁹Farisha Andi Baso, "The Implementation of Debate Technique To Improve Students' Ability in Speaking," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 5, no. 2 (2016): 154, <https://doi.org/10.26618/ejpb.v5i2.845>. p. 160-163.

strength of argument are the stressors of the Mace format. therefore the winner must excel in all of them.

3) Public Debate

The International Public Debate Association (IPDA) offers

This debate has its own characteristic that the motion is given 30 minutes in advance before the debate begins. then negotiations from both sides of the team to determine the choice of topic. each party must have one position, namely the party that makes the solution or the party that negates the solution.

4) Australasia Debate

The debate style used in Australia is different from other debate styles in a format consisting of two teams, each of which is six speakers; three affirmative and three negative.

5) Presidential Debate

The presidential debates were a series of debate events involving presidential and vice presidential candidates which happened for the first time in America, which aims to determine the knowledge of the candidate so that he can be elected by many supporters or sponsors. in the presidential debates the candidate must convey his vision and mission during his term of office.

From the above review needs to be learned about kinds of debate. It helped to increase one's understanding in the study of debate.

c. Types of Debate

According to Quin In satria there are some types of debate;³⁰

1) Australian Parliamentary Debate

In this Parliamentary debate, a debate is held between two teams of threemembers each. These two teams will be referred to as the Affirmative and theNegative. Members of each team are assigned positions as 1st, 2nd, and 3rdspeakers. For each debate, a motion is given. After the motion is given, teams aregiven time to prepare for each debate.

Each of the speakers will deliver asubstantial speech of some minutes duration and either the 1st or the 2nd speakeron both sides will deliver the reply speeches for their teams

2) UK Parliamentary Debate

³⁰Satria Adi Pradana, "Using Debate to Enhance Students' Speaking Ability As Their Character Building," *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 149–63, <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/881>. p. 5-7.

The UK Parliamentary Debate format differs from many other formats because it involves four teams rather than two. Two teams, called the First Proposition and the Second Proposition teams, are charged with the responsibility of supporting the proposition while two other teams, First Opposition and Second Opposition, are charged with opposing it.

3) American Parliamentary Debate

American Parliamentary style debates have two teams of two speakers. It is a common style of debate through many parts of the world, particularly North America. The four speaker debate is more convenient format when the dynamic nature of parliamentary debating is sought, but there is not enough time (or speakers) to arrange a four team parliamentary debate. This style contains elements of traditional parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting. The following description of American parliamentary style is based on the Rules of the American Parliamentary Debate Association (rules).

These rules differ from other rules discussed in this guide, particularly in relation to speaking times, definitions, permitted interruptions and marking.

4) Asian-Australian Debate

Asian-Australian Parliamentary Debate is almost the same with Australian Parliamentary Debate. However, Asian-Australia debate uses POI (Point of Information) and interruption. The goal is to support a motion for affirmative team and refuse an argument for negative team. Therefore, the researcher decides to choose Asian-Australian in this research. The researcher assumes that Asian-Australian Parliamentary Debate is easy to be conducted in school and practice the students to support or refuse the arguments.

From the above understanding, it is necessary to introduce various types of English debates that are used throughout the world.

This is so that someone does not feel bored using only one type of debate.

d. Kinds of the Basic of Debating Ability

As a good debater, of course, must pay attention to the Basics of Debate Ability. Inoun states in lu lu that the kind of the basic of debating ability, namely:

1) Style

Style is the manner in which you communicate your arguments. This is the most basic part of debating to master. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

2) Speed

It is vital to talk at a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood.

3) Tone

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

4) Volume

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you.

Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

5) Clarify

The ability to concisely and clearly express complex issues is what debating is all about. The main reason people begin to sound unclear is usually because they lose the "stream of thought" which is keeping them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

6) Use of notes and eye contact

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read from verbatim. Most people sketch out the main headings of their speech, with brief notes under each. When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually

be using. During the debate, each side should take at least two POI(Point of information), which aims to question or counter-argue the points raised by the opposite side.³¹

There are some kinds of the basic of debating ability. This must be mastered by each debater so that debaters are able to compete in the debates that are being conducted.

e. The Common Elements of the Debate

Morgan stated the common elements of the debate divided into six, they are:³²

- 1) The Prime Minister
The Prime Minister has the duty to organize a debate such as stating what the debate is and what its boundaries are. the PM will usually make two or three arguments in support of his position, and may outline the further arguments to be made by his / her Deputy.
- 2) Leader of the Opposition
The Leader of the Opposition performs its role but the arguments made by the PM and make substantive arguments that support his / her position. it must conflict but have accuracy in rebuttal.
- 3) Deputy PM & Deputy Leader of the Opposition
The Leader of the Opposition the speeches are expected to consist of rebuttal of the previous speaker's material and new substantive arguments in favor of, or against the motion. Therefore, the two parties are related to each other and vice versa, the Deputy PM is tasked with helping strengthen the Opposition.
- 4) Extension Speakers
Broadening the debate is the task of The Members for Government and Opposition.
- 5) Summaries
The Whip's job is to summarise the case for the proposition, and as far as possible, to ensure that the arguments made by his/her teammate are put to the fore. Stressing the strong

³¹Lu Lu, "The Application of British Parliamentary Debate in College English Classroom from Multimodal Perspective," no. Icaicte (2013): 295–99, <https://doi.org/10.2991/icaicte.2013.59>. p.297.

³²G Rhydian Morgan, "British Parliamentary Debating" (USA: World Debat Institute, 2008). p. 8-14

points of 1st Government, whilst sometimes necessary, is going to convince judges of one thing – that all the good arguments came from 1st Government

6) Common Elements

in debate, a debater must be active or involved even though he is not giving a speech.

In order to create a successful debate. As a good debater have to know these The common elements of the debate of the debate.

f. The Parts of Debate

The Parts of Debate In the debate technical system, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Usually, motion starts with word like “this house” (TH) or “this house believes that (TH) or “this house believes (THBT)”. Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn’t incline to any sides.

For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.

3) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a

motion. Theme line is what a team needs to prove, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable.³³

Debaters must know the parts of this debate before starting to

debate. This is to facilitate the debater in concluding each argument.

g. The Benefits of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

- 1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
- 2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
- 3) Questioning skill developed in and struggle often in the face of disappointment and defeat.
- 4) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.

³³Mellshaliha, Debate Rules, http://mellshaliha.multiply.com/journal/item/17Australasian_english_debate_rules, p.1. Accessed on November 3rd, 2019.

- 5) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
- 6) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem solving skills.³⁴

Students are very suitable or debate to improve speaking skills such as from some of the benefits above. So it needs practice in speaking activities.

3. English Education Debate Club IAIN Padangsidimpuan

A debate club is an association of people whose activities form partnerships to make arguments to determine whether a particular proposal is supported by one party (supporters) and rejected by another party (rejection) or the Forum to share and express differences of opinion and views. In the current era, debates are used by teachers to teach speaking English in classrooms, debates in education are referred to as academic debates. As stated by Inoue, academic debate is a teaching method on how to make well-informed assessments. Academic debates are conducted under the guidance of an educator or educational institution to teach students the skills needed for wise decision making and effective participation in discussions of public and private issues.³⁵

IAIN Padangsidimpuan has a debate club known as the English education debate club. This club was formed by mam Fitri Rayani Siregar

³⁴Joe Bellon, "A Research-Based Justification for Debate Across the Curriculum," *Atlanta, Georgio State University* 36 (2000). p.4.

³⁵Omelicheva, "Resolved: Academic Debate Should Be a Part of Political Science Curricula."p. 5.

as well as the lecturer in charge of this club and one of the English tadriss students namely Ernidah Hasibuan as the club's chairman. Besides that, there were lecturers involved in the training, namely Rayendriani Fahmei Lubis and Eka Sustri Harida.

The aim of this club is to help English students channel their ideas and opinions so as to arouse students' mental courage in speaking and take responsibility for the knowledge gained through the debate process at this club. The recruitment of members is only for interested English students. Its members consist of 16 debaters namely 9 debaters from registration number 16, 6 debaters from registration number 17 and 1 debater from registration number 18.

This club uses a type of British parliamentary debate in which one debate consists of four teams, each with two member. Two teams represent the Government, and two teams represent the Opposition.³⁶ Here are the names of the teams, and the names of the individual roles:

a. Opening Government(OG)

1) Prime Minister

The job of the PM is to present a debatable, persuasive case in support of the motion. To this end, a speaker should:

- a) Define the motion. This might include: defining specific terms in the motion, advocating specific policy change(s), and/or articulating the roles of relevant stake holders.
- b) Provide a complete case. Establish that a problem exists, and provide reasons why your team's advocacy resolves it. If necessary, signpost the new material your partner will add.
- c) Avoid being too clever. Aim to set up a *debatable* case that supports the most obvious interpretation of the motion.

2) Deputy Prime Minister

³⁶Rayendriani Fahmei Lubis, "English Debate" 1, no. 1 (2013): 37–53, <http://jurnal.iain-padangsidiempuan.ac.id/index.php/EEJ/article/view/6/3>. p. 49.

The DPM closes for the Opening Government, and should:

- a) Rebuild. Defend your team's case by answering the LO's refutation. Reiterate the key elements of your team's position.
 - b) Refute the LO's case. Be specific. Criticize what you've just heard. Compare it to your team's position.
 - c) Follow through on promises. If your partner declared that you would present new material in support of your team's position, do so. At the very least, add depth to the original case by providing additional details,
 - d) examples, or explanation.
- b. Opening Opposition(OO)
- 1) Leader of Opposition

The Leader should oppose the motion and the case presented by the PM.

 - a) Refute the PM's case. Be specific. Criticize the case you've just heard.
 - b) Oppose. Why is the motion itself problematic? State your team's position and provide reasoning to support it.
As you prepare for this speech, consider that the motion might possibly do more harm than good, foreclose better alternatives, or be tethered to a destructive worldview.
 - c) Recognize that the first two tasks on this list are not always separate. A good PM speech will allow you to oppose both at the same time.
 - 2) Deputy Leader of Opposition

The DLO concludes the first half of the debate for the Opposition, and should:

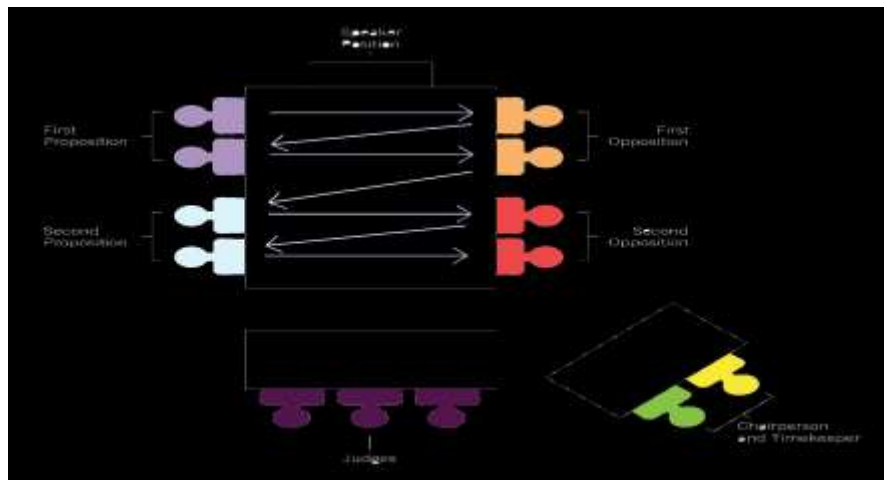
 - a) Rebuild. Defend your partner's case from the DPM's refutation. Reiterate the key elements of your team's position.
 - b) Refute. Address new, relevant material presented by the DPM. Illustrate any important tension(s) between the PM & DPM speeches. Highlight LO refutation that was ignored or insufficiently covered by the DPM.
 - c) Add depth. Add something to team's case. Provide additional examples, explanation, or analysis to support a previous claim. You can present a new argument.
- c. Closing Government(CG)
- 1) Member of Government

The Member of Government opens the second half of the debate, and should:

 - a) Refute. Address any new contribution(s) from the DLO. Consider engaging in holistic refutation of the OO, or even preempting what the CO is likely to claim.
 - b) Offer an "extension." Add something new. Might choose to present an entirely new argument, or might opt to develop an important argument that the OG underdeveloped.

- c) Explain how the CG's position fits into the debate. Avoid contradicting the OG case. Explain why what adding is important *in relation to* the OG case.
- 2) Government Whip
 - The Government Whip should:
 - a. Identify the 2-3 most relevant concepts in the debate. These concepts should serve as the main points of speech. At some point, explain why conceptual breakdown is the best way to view the debate.
 - b. Sell the "extension." Demonstrate how the team's material relates too the important content in the debate. Articulate why position defeats the most important arguments presented by the Opposition.
 - c. Refute. Answer the contribution made by the Member of Opposition. Engage in holistic refutation of the Opposition.
 - d. Avoid making new arguments. may, however, add details or examples in support of previous claims.
- d. Closing Opposition (CO)
 - 1) Member of Opposition
 - The Member of Opposition should:
 - a) Refute. Answer the new material presented by the Member of Government. Consider engaging in holistic refutation of the entire Proposition bench. Look for and exploit contradictions/tensions between the OG & CG.
 - b) Make a contribution. Add something new. Might choose to present anew argument or to further develop and OO argument.
 - c) Explain how the CO's contribution its into the debate. Illustrate why your position is important *in relation to* the OO case. Avoid contradicting the OO if you can.
 - 2) Opposition Whip
 - The Opposition Whip closes the debate, and should:
 - a) Identify the 2-3 most relevant concepts in the debate. The CG will have just done this. Identify *different* concepts. Argue why the concepts *are more relevant than* the CG's concepts in understanding the competing claims. The concepts, identify should then serve as the main points of speech.
 - b) Sell the contribution. Explain how team's position relates to other important arguments in the debate.
 - Avoid making new arguments. May, however, add details or examples in support of previous claims.

This is a popular format in the UK and is used by many university-run competitions:



There are eight speakers in this format: two teams of two people on each side. Each speaker gives a speech of up to five minutes (sometimes, longer seven minute speeches might be requested). The first and last minute are protected, but between these times points of information may be offered. The speeches are given alternating between proposition and opposition, beginning with the first proposition team. The second teams on each side (the final four speakers) must take care to ensure that they offer new ideas to the debate -they cannot simply repeat what the team before them has already said.

The final speaker on each side is the summary speaker: they cannot introduce completely new arguments (although they may give some new responses) and should summarise the debate so far. Each team

should prepare, and is judged, separately. This means at the end, they will be ranked from 1-4. It is entirely possible, for example, for one proposition team to come first whilst the other comes fourth.

Based on the above resolution, debate is one of the best methods for increasing one's ability to speak. However the English education debate club other than the group tends to British parliamentary model.

B. Review of Related Findings

Related to this research, some researchers had been done as below the first previous, the researcher takes from Baiq Rahmawati Yendra. The researcher found some conclusion of students problem in mastering speaking skill at SMAN 3 Kotabumi Lampung Utara as follows: first, researcher found that the students problem in mastering speaking were: lack of vocabulary, pronunciation, grammar, fluency and comprehends/understood English well. Second, the causes of problem that students faced in mastering speaking skill were the students unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class. Furthermore students lack of motivation in learning English.³⁷

Second, previous study by Noprival. The relationship between his study and the researcher are discussed about speaking problems. The difference is the researchers also discuss about the causes, but he does not.

³⁷Baiq Rahmawati Yendra, "An Analysis Of Students Problems in Mastering Speaking Skill Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in The Academic Year of 2017/2018" (Lampung, 2018), http://repository.radenintan.ac.id/3566/1/SKRIPSI_BAIQ_RAHMAWATI.pdf.

His explanation is clear, but the weakness is he only interview five persons who have the problems in speaking. He should do interview with the sample of population. The result of his study are: 1) Students respond negatively toward speaking English on English Day, 2) the students are nervous when speaking English on English Day, 3) the students are lack of awareness in speaking English on English Day, 4) the students are shy to speak English on English Day, 5) The students choose the interlocutor discriminately in speaking English on English Day, 6) Students have problem to combine between English and expressiveness when speaking English on English Day, 7) students are lack of vocabulary, 8) Students have problem when using grammar in speaking English on English Day, 9) the students have problem to pronounce the words when speaking English on English Day, 10) the students have problem to look for the topic for speaking English on English Day.³⁸

Third, the research was found from Yuyun Eka Andraini. The subject are the teacher, and the students of first, second, third class in MA Darul Ulum Waru Sidoarjo. She concludes that the teacher in MA Darul Ulum Waru Sidoarjo faced the problems. Among them: students passiveness in speaking class, students often used their language, students feel afraid of expressing their opinion, and the number of the students in the class is too big. Student faced any problem, they are: student has limited vocabulary,

³⁸Noprival, "The Speaking Problems Encountered by SMA Titian Teras Students on English Day: A Case Study" (University of Jambi, 2009), <https://media.neliti.com/media/publications/225311-students-voice-efl-speaking-problems-on-88c780c1.pdf>.

student gets difficulties in using the right grammar, student gets difficulties in choosing the appropriate tenses, student gets difficulties in pronunciation, student gets difficulties to express their opinion, and there is no partner in speaking English.

In the study, the researcher finds the relationship between study and the researcher's study. Related to the researchers study, her study also focuses on problem teaching process in speaking, she does not give strategies to overcome the problems as the researcher's study. This study tries to find the causes of the factors, but she does not. The explanation is systematically, but lack of detail. Because in the abstract, she doesn't mention how many percent of each factors faced by the teacher and student. In her study, she mentions two things, that should be one. That is tense factor and grammar factor. It should be the only one factor. That is grammar which tenses include there.³⁹

Fourth, previous study by Siti Ratna Ayu. From the data analysis, the researcher found the students' problem and the cause of the problem in the process of learning speaking of SMKN 6 Bandar Lampung as follow: (1) The students' problem in learning speaking are students perception that they do not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and nervousness (2) The cause of the problem in learning speaking are inhibition, nothing to say, environment factor and mostly mother tongue used.

³⁹Yuyun Eka Andirian, "Teacher and Students Problems in Teaching Learning Process in Speaking in MA Darul Ulum Sidoarjo" (State Institute of Islamic Studies Sunan Ampel Surabaya, 2011), <http://digilib.uinsby.ac.id/20355/>.

Fifth, the research was done by Yun Arita. The relationship is study and this study discusses about students' speaking problem and the causes, but she also discusses about the way to cope the problems and the researcher does not. The weakness of this study is, she only explains generally that the causes of the problems are vocabulary and pronunciation without mention the current problem. About the excess, the explanation is clear and understandable.⁴⁰

The result of study is the problems faced by the students are: the students difficulty to make the sentence and difficulty to make the sentence with the correct structure. Students in sufficient and difficulty to remember all of vocabularies used to communicate with others, etc. The causes of students problems are because the students only had few vocabularies in their speaking, they seldom use all vocabulary in their speaking, and the students are not confidence speaking in correct pronunciation. The ways to cope with the students' problems are the students doing more exercise and studied with the teacher and friends. The students used vocabulary in their daily communication, often did exercise with friends and studied from the book.⁴¹

Based on previous findings above, the researcher is interested in conducting research related to Baiq Rahmawati Yendra, as it has been concluded that speaking problems include lack of vocabulary, pronunciation,

⁴⁰Siti Ratna Ayu, "An Analysis of the Students' Problem in Learning Speaking at the First Semester of the Eleventh Grade Students of Smkn 6 Bandar Lampung in the Academic Year 2018" (Raden Intan Lampung, 2018), <https://core.ac.uk/download/pdf/295427375.pdf>.

⁴¹Yun Arita, "A Study of Students' Problem in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk" (University Muhammadiyah Malang, 2008), <http://eprints.umm.ac.id/3065/>.

grammar, fluency and comprehends / understood. Then, factors make problems in speaking such as unconfident, fear to make mistakes, anxiety, shy and lack of motivation. Therefore, it can be concluded that the above problems are problems and factors make problems in general speaking.

CHAPTER III

RESEARCH METHOD

A. Place and Time of The Research

This research done in State Institute for Islamic Studies Padangsidempuan. This campus is located at H.T Rizal Nurdin Sub-district of Sihitang, District of Southeast Padangsidempuan, Municipality of Padangsidempuan, Province of North Sumatera, Indonesia. The research conducted September 2020.

B. Kinds of Research

In this research, the researcher employed a qualitative research. Qualitative research tend to study things in their natural setting, attempting to make sense of or the interpret phenomena in terms of the meaning people bring to them.⁴² The qualitative research is descriptive. It means that type of qualitative research in this research focused on description. In this research, the descriptive method is used to describe debaters' speaking problems at English education debate club period 2019-2020 IAIN Padangsidempuan.

C. Research Subject

According to the condition, the researcher took 9 debaters of English Education Debate Club as the participants for this research. All of them were students of English department gathered from registration number 16. They

⁴²James Schrieber and Kimberly Asner-self, *Educational Research* (New York: John Wiley & Sons, Inc, 2001). p. 10.

were chosen because they had the most in the English Education Debate Club.

D. Instrumen of Collecting Data

The instrument is very important to support every research. Research instruments are a tool used to collect data or information useful to answer the problem research. The data was made with procedures. The instrument is chosen by the researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher prepare the available instrument.

In collecting the data the researcher used interview. Interview is conversations to get information from respondents, this also includes verbal communication. The activity is to answer questions orally. Interviews were used to get the detail information about problems and makes problems of debaters' speaking. The topic of interview can be described as follows:

Table 1
Specification of Debaters' Interview

No	Aspect	Indicators	No. Item	Total Item
1	Debaters' problems in speaking, they are:	To know debaters' problems in speaking , they are: a) Vocabulary b) Pronunciation c) Grammar d) Fluency e) Comprehension	1 2 3 4 5	5
2	Causes of debaters' problem in speaking	To know what makes problems debaters' for speaking, they are: a) Vocabulary b) Pronunciation c) Grammar d) Fluency e) Comprehension	1 2 3 4 5	5

E. Techniques of Data Collections

Collecting data is very important in conducting research because it has an important function in research. Collecting data in this research is through testing. The interview will be performed to get the data on debaters' Speaking Problems At English Education Debate Club Period 2019-2020 IAIN Padangsidimpuan. The researcher has some steps for giving the test to the debaters, they were:

1. Finding the subject of the research. The subject is Debaters at English Education Debate Club Period 2019-2020 IAIN Padangsidimpuan

2. The researcher asked the debate contact from the club chairman. After the researcher got contact, the researcher contacted the debaters for an interview
3. The researcher asks the debaters questions that have been structured and the debaters answer all the questions
4. Furthermore, all interview activities were recorded by the researcher either in the form of video or only by voice recording, due to the unfavorable situation because two debaters were not reached for them to be interviewed by regular telephone and recorded. if done via video call their local network does not support.
5. Then the researcher analyzed the recorded interviews and made a research report.

F. Techniques of Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display and conclusion drawing or verification.⁴³ This following figure illustrated the component of data analysis by Miles and Huberman:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be

⁴³Matthew B. Miles and A. Michael Huberman, "Qualitative Data Analysis" (Thousand Oaks: Sage Publications, 1994). p. 12

organized and meaningfully reduced or reconfigured.⁴⁴In this case, the researcher selected the data derived from interview debaters.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. After reducing the data, the next activity is display the data to be meaningful. Data Display can be done by narrative form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.

The activities in analyzing the data that done by the researcher in data display is interview. In this step, the researcher asks debaters. This step conducted to know what problems and make debaters'speaking problems. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess ther implication for the questions at hand.

⁴⁴Matthew B. Miles and A. Michael Huberman. p. 10

Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.⁴⁵In this step, the researcher draw the conclusion and verify the answer of research question that done in displaying the interview data. Thus, the researcher get the conclusion about problem andwhat make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan

G. Techniques to Maintain the Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. The trustworthiness of a qualitative research can be increased by maintaining high credibility and objectivity. To reduce the bias of the data, and to improve the validity of the data collection, Gay suggested several strategies as follows:⁴⁶

1. Extent the study by staying in the field for a longer period to obtain additional data can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the database.

⁴⁵Matthew B. Miles and A. Michael Huberman. P. 11.

⁴⁶L.R Gay Geoffrey E. Mills, *Educational Research Competencies For Analysis An Application* (Hudson Street: Pearson, 2018), p. 568.

3. Make a concerted effort to obtain participants' trust and comfort, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from a subgroup of the participants.
6. Allow participants to review and critique field notes or tape recording for accuracy and meaning, but only at the end of the entire data collection period.
7. Use a verbatim account of observation or interviews by collecting data recording with tape recording or detailed field notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual results for examination.
10. Triangulate by using different data sources to confirm one another, as when an interview and recollection of other participants produce the same description of an event, or when a participant responds similarly to a question asked on three different occasions.

From the strategies that Gay suggested above, the researcher used a triangulation technique. This technique is appropriate to the researcher's research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The researcher conducted interviews with debaters at English Education Debate Club period 2019-2020 IAIN Padangsidempuan. In this study the researcher only examined the registration number 16 with a sample of 9 debaters with the initials, namely; AP, RG, IH, FH, EH, AS, IT, AR and MH. After conducting the interview, the following data were obtained:

1. Debaters' Speaking Problems

a. Vocabulary

First, the results of the interview from FH. She had lack of vocabulary. She said "when I am in debate I am presenting my arguments for example I do not know exactly what in English of something and also when the other they are explaining their arguments I can not catch the point of them because I do not know they are saying at the time, because I do not understand the words that they say for example, especially in scientific words, if it is in common word it is not really big problem because we have listen it often for example everyday, but if it is scientific word that is only little bit complicate it for me to understand".⁴⁷ Second was the interview result from AP. He said that he lacked of vocabulary

⁴⁷Debater intial FH of English Education Debate Club, *Private Interview*, (IAIN PadangsidempuanOctober 27th, 2020 at 15.46. p.m)

which made him unable to speak fluently. He also seldom read some books or some references, so that he could not enrich his vocabulary.

Next, According to MH's statement, She had lack of vocabulary. She did not know what she wanted to say when she forget what is in English. So, it could make it stop or quiet slow to speak. She also could not say her opinion because the vocabulary was still lack. Then interview result from AS. She said one of the problems in speaking is vocabulary. As in the case of debates when the interlocutor made an argument she did not understand it and he also had difficulty building an argument because of the lack of vocabulary she had.

Fifth, the results of the interview from IT. She said that she did not have many vocabularies in her mind so she could not say what she would say. If she had an idea or opinion, she could not say it well because the vocabulary was still lack. Sixth, According to RG's statement, lack of vocabulary as the first his problem. Because he could not comprehend what the speaker said. Seventh was the results of the interview from IH. He said, he was lack of vocabulary because he could not speak fluently. Vocabulary was the most important when someone to speak.

Eighth, EH had limited vocabulary especially scientific vocabulary as what she said during the interview. she found it difficult to build arguments because in the scientific vocabulary debate needed to

ensure judges. The last was the results of the interview from AR. She said the first problem in speaking was lack of vocabulary. It was the important thing for debate. Lack of vocabulary meant she could not build a good argument so she could not make the opponent feeling down.

Based on the data above all debaters had problems in the vocabulary. Debaters had English speaking difficulties due to a lack of vocabulary. When they wanted to speak in English they could not speak well. Then, they did not talk or said anything and they could not understand the conversation from what the speaker or opponent is talking about.

b. Pronunciation

FH had problems in pronunciation. She said “I have done some problems in mispronouncing example like when I am in practicing debate it is not in competition but when we are in practicing I said like the “safety” you know safety : aman yah I say like “saveety” “e” is a bit longer at the time,that mispronunciation as we know because when we speak very fluently that we did mispronouncing like the common mistake for us, so that is one of my mistake in pronunciation and also as I said in distinguish similar word for example like the “hard” susah, “hard” keras and also “hurt” sakit yah, sometimes I am feeling difficult to catch someone’s mind saying the words or the similar word, that is also my

problem sometimes.”⁴⁸ Also when she conveyed her argument, she didn't think too clearly so she ignored her mistake. It means she had mispronounced and she felt difficult to catch someone's points or to catch someone's idea when they are saying the little similar word.

Next, AP. He said that he had a problem in mispronounce the word as he explained he only remembered the word without checking how it was pronounced correctly this was his experience in debate. the next problem, he sometimes felt difficulties in forming English sentences for example three = number and tree = fruit. it is clear that it has a difference in meaning but it has similarities in pronunciation so it is difficult for him to distinguish this.⁴⁹

After that, According to MH. She had problems in pronounciaton. She said it's a bit difficult for her to pronounce uncommon words for exmple: / brifli / but sometimes she said / braifli /. then the next problem she felt difficult to distinguish words that have the similar pronunciation in English. she said "It's so difficult for me to catch what the speaker say because there are many words that have similar sounds for example: And: and → end: ends, See: see → sea laut".⁵⁰

Then, RG said “Mispronouncing is one of my problems in speaking ability. I'm difficult in pronouncing the word that I want to

⁴⁸Debater intial FH of English Education, October 27th, 2020 at 15.51. p.m.

⁴⁹Debater intial AP of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan October 29th, 2020 at 10.13. a.m)

⁵⁰Debater intial MH of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: November 5th, 2020 at 09.46. p.m)

realize in debate club, when I realized the argument in front of the other debaters”.⁵¹ It meant that RG was not clear in pronunciation. Followed by IH, he has two problems in pronunciation, among which he is difficult to distinguish words that have similar pronunciation in English and he mispronounce English.

EH stated she had difficulty in speaking because when the opponent was mispronounced it became a problem for her because she did not know what to talk about next. After that, IT has problems in pronunciation such as; when he speaks in front of other debaters he is often mispronounced the words and she felt difficult to get the point what the speaker say because difficult to distinguish words that have the similar pronunciation in English.

According to AS. She had problems in pronunciation such as; 1) she was mispronounced English when she speaks in front of other debaters. 2) she felt difficult to distinguish words that had the similar pronunciation in English so she did not know what would say. The last, AR stated that sometimes during the debate she was mispronounced and if the opponent has good pronunciation then it was difficult for her to distinguish the words spoken by the speaker.

Based on the above findings, the researcher concludes that all debaters have lacking in pronunciation such as debaters who are mispronounced English and debaters felt difficult to distinguish words

⁵¹Debater intial RG of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: November 3th, 2020 at 14.22. p.m)

that had the similar pronunciation in English, these were a problem that occurred during the debate.

c. Grammar

First, the results of the interview from AP. He said he often makes mistakes in using the tense, for example when delivering arguments in front of other debaters. AP used simple past tense which he should use is simple present tense. he also felt confused arranging correct sentences during the debate. Suppose he should have asked, but instead he said "have you ever seen this animal" but "he said you have ever seen this animal".⁵²

Second, FH had problems in grammar such as found difficulties in forming English sentences. When she wanted to say something like she decided what form of sentence that used but at that time she did it in the present form for example but it has to be in the past, it was a mistake or it was her problem in grammar especially in forming, she has to tell it in the past but she says in the present to.

Third, According to IT, she had some problems in grammar such as she was difficulties in forming English sentences as she explained that when she spoke, the tenses she used were often incorrect according to the time and she felt confused arranging correct sentences in conversation, for example, if she had difficulty making arguments and opinions .

⁵²Debater intial AP of English Education Debate Club, October 29th, 2020 at 10.25. a.m.

Fourth, IH had experience in debating him find difficulties in forming English sentences such as errors in the use of tenses. The statement to be conveyed is that now, the present continuous tense should be used, but instead it uses the simple past tense. He also feels confused arranging correct sentences in conversation because it is so difficult to make other debaters understand what he is saying.

Fifth, based on AR experience during debate, he had difficulty arranging sentences in a debate conversation and he used the wrong tenses. Next, there are two problems faced by MH in grammar which have been described as follows; 1) when she delivered an argument she uses the wrong tenses. 2) she felt confused arranging correct sentences in debate.

Seventh, sometimes AS is wrong in using the tense when she makes an argument such as the error in using the present continuous tense, but she uses the simple present tense. Eight, errors in grammar such as inaccuracies in the use of tenses when speaking are a problem faced by EH. Ninth, from the results of the interview RG stated that he was still a beginner so he was confused in arranging words into sentences and he also had difficulty in forming English or in using the correct tenses when speaking in debates.

In conclusion, none of the debaters are inseparable from the lack of grammar problem from the interview results. It is proven by all debaters found difficulties in forming English sentences and there are 7

debaters felt confused arranging correct sentences in debate but 2 of them do not have problems in that, namely EH and AS.

d. Fluency

First, from the result of IH's interview. He said, the debater must be able to speak fluently like a native speaker without having problems imitating pause, rhythm, stress and intonation but he does not have that. Next, FH could not speak fluently because she had problem in imitating paused. she did it once, when she narrated one argument in debate when she wanted to jump from one argument to the next, so she often likes to imitate at that point.

Followed by MH, she could not speak fluently especially when she conveyed arguments because there are several obstacles she had such as problems in imitating pause, rhythm, stress and intonation. Fourth, the result interview from AP Intonation and stress are difficult things to do when speaking fluently or in making arguments in front of other debaters, that's what he said. Fifth, when EH is in a formal situation, for example, in a debate competition, sometimes she is stuck with fluency, so she doesn't know what to say next.

After that, RG said he could not speak fluently because there were problems imitating pause, rhythm, stress and intonation. Seventh, IT said she could not speak with good intonation and stress and without any obstacles in imitating pause. It was a problem he was having so it was not can speak fluently when making arguments.

Eighth, Lack of practice in speaking made him have problems in imitating pause which resulted in him being unable to speak fluently, that was what AS said. Ninth, AR said during the debate he could not speak fluently because he had problems in imitating pause, rhythm, stress and intonation

Based on the results of the interview above, there were 9 debaters still had difficulty speaking fluently. They had problems imitating pause, rhythm, stress and intonation. it was a big problem faced by all debaters.

e. Comprehension

According to MH, she felt difficult to comprehend the speaker says as she says it's so difficult for her to catch or to follow the circumference word or ring verb that the speaker makes when they speak for example When the speaker says where but it can be were in her mind and When the speaker says no it can be a know in her hear. After that IT stated she felt difficult to comprehend what the speaker said. so she does not know what to say or she can not refute the arguments of other debaters.

FH had a problem in the comprehension. her problem is difficult to comprehend what the speaker says. because in a debate the debaters need to understand what other debaters are saying and debaters must argue after their opponent has spoken and conveyed their arguments so if

the debaters are not observant, So it could be misunderstanding, especially in discussing with friends or with partners.

English is not the native language and culture so it feels foreign and makes it difficult to understand especially during debate when the opponent's argument is not so clear, prayer is difficult to understand, that's the statement by RG. Also, AS stated the error experienced in speaking English was that she had difficulty comprehend what was said by the opponent during the debate because opponent's delivery was too fast and could not be heard clearly

Next AP said, he felt difficult to comprehend what is being said by its rivals during the debate. so he does not know what argument or rebuttal he will deliver next. Also with IH, he felt misunderstanding so it make him difficult to comprehend what the speaker says. This is proven when the speaker say or deliver the statement in front of him, he always not comprehend about the statement that the speaker say. Same thing with EH. She assumed the last problem she had in the debate was she felt difficult to comprehend what the opponent says. Ended by AR, she said sometimes he can not understand what the opponets are talking about, especially when the opponent speaks too fast.

The results of the interview proved that all debaters had problems in comprehension. The problem faced is that debaters felt difficult to comprehend what the speaker or opponent says.

2. Factors Make Problems for Debaters' Speaking

a. Vocabulary

The first, According to AP about what makes him lack in vocabulary. AP said "Because I seldom memorize vocabulary and also seldom make notes in everyday, also lack of confidence, lack of motivation, such as motivation comes inside of myself and also laziness. I'm lazy to memorize vocabulary so my vocabulary is not increased."⁵³ The other reason, he was lacked of practice. actually there are some new vocabulary that he has but never or rarely used in his daily conversations.

Second, AS assumed that she was lack of vocabularies, this is due to several factors such as; she was lazy to memorize. Actually there was a new vocabulary that she found when she read books, novels or watched movies and then writes them down in the form of notes but was lazy to memorize them because she was bored and lazy to practice them because of a lack of motivation. on the other hand, her experience was in debate when she tried to speak in front of all debaters, she forgot what she was going to say, because she was nervous.

Third, the result from IT. There are several reasons for lack of IT in the vocabulary including: Her lack of motivation causes her to be lazy to memorize new vocabularies if he has anything but lazy to practice like this he has a new vocabulary but in conversation he only uses his general vocabulary so that the new vocabulary is forgotten. Then she

⁵³Debater intial AP of English Education Debate Club, October 29th, 2020 at 10.15. a.m.

only studied vocabulary in the campus environment, namely in the classroom and at the English Education Debate Club.

Fourth, RG stated he was lack of vocabulary because he was lazy to momorize the new vocabulary, he could manage his time and he was lack of motivation. Other resons, He could not practice because the people in his environtment used mother tounge to comunicate each other.Fifth, the result from FH. she had lack of vocabulary especially in scientific word because she did not really like to read a book, or to read English text book because she Felt bored. Reading is something like make us to think hard so that is why she was lazy to do it and she was lacked of motivation.

Sixth, which makes IH have a limited vocabulary, such as being lazy to memorize vocabulary, this is because there is no one he can invite to talk or to practice his vocabulary directly, which results in him being lazy to practice his vocabulary in his conversation. Then he felt not confidence to master vocabulary.Seventh, MH stated she lacks vocabulary because she was lazy to read or memorize she was also lazy to practice because there were no friends to talk to in English so she could not use the new vocabulary she knew so her vocabulary did not increase.

Eighth, lack of knowledge that AR had. also she did not have much time to memorize one side she had to help her family and the motivation he had was minimal. She also rarely practices in English so

she lacks a vocabulary. The last, according to EH. She was lazy so his vocabulary did not improve because there were other reasons that make it so important to read. But when she wanted to enter a competition he will read. Her spare time was not filled with reading.

In conclusion, all debaters had a lack of vocabulary due to: debaters lack of motivation, lack of practice, lack of confidence, forgetfulness, feeling nervous, the habit of using their mother tongue and laziness.

b. Pronunciation

The first result interview from MH. She felt difficult to distinguish words that have the similar pronunciation in English as he said at the time interviewed "Because we just have mother tongue. So, it's so hurt to manage our tongue to pronounce the similar pronunciation. Beside, It's so difficult for me to catch what the speaker say because there are many words that have similar sounds. Because she lacks practice in listening to utterances directly from native speakers. Beside, she was lazy to read oxford dictionary to check the correctness of her pronunciation to be good⁵⁴.

Second result interview from AP. The reason he mispronounced the words was because he was nervous, this was supported by a lack of confidence because the rival had excellent speaking skills, especially in saying fast and good words, so he felt insecure. Then the lack of

⁵⁴Debater initial MHof English Education Debate Club, November 5th, 2020 at 09.48. a.m.

preparation he had and he was afraid to make mistakes. Next, the problem is he is difficult to distinguish words that have the similar pronunciation in English because he lacks knowledge and then feels anxious during debate.

Nervous, anxiety and rarely listening to native speakers then repeating words as she listens and also a lack of knowledge of pronunciation are things that cause IT mispronounce and difficult to distinguish words that have the similar pronunciation in English. Next, RG felt nervous when he conveyed his argument in front of the other debaters this was related because he was lack of preparation so it was made him felt anxiety.

Fifth, the problems experienced in the debate were influenced by the opponent or the opponent team. If the opponent mispronounces the word then it is difficult for him to tell the difference so this is related to each other to support his understanding in speaking. it is a statement from EH. Sixth, according to FH. she felt anxiety and she was afraid to make mistake so this bothers her when talking, therefore she had mispronuced. She also had lack of listening ability so it made her difficult to difficult to distinguish words that have the similar pronunciation in English.

Seventh, IH feels that he lacks knowledge in distinguishing words. then afraid to make a mistake so he does not believe in himself then it will affect his mispronounce. Eighth, the mispronouncing occurred because AS felt less confident in conveying its arguments in front of

many people besides that he was afraid to make mistakes. he also felt difficult to distinguish words that have the similar pronunciation in English because the opponent is mispronounced or unclear

The last, AR stated while being nervous she could not speak clearly or mispronounced the word accompanied by anxiety. Other factors also she lacked knowledge of pronunciation. She was also felt difficult to distinguish similar word due to his lack of vocabulary.

Debaters had lack of pronunciation due to the following factors; debaters felt nervous, anxiety, unconfidence, lack of practice, also lacked knowledge of pronunciation and preparation.

c. Grammar

First, IT assumed the mistake in using tenses is due to a lack of knowledge about grammar and a fear of making mistakes so that she found difficulties in forming English sentences. Then lack of vocabulary and knowledge about topic being discussed or motion which resulted in she felt confused arranging correct sentences in conversation. Second, AR felt confused to arranging correct sentences as she said "yeah, sometimes i feel difficulties, like I am tobe Change I is you are are like the correct and uncorrect linking verb or the plural or singular, we do not think about that, when we are speaking with our partner we just think

about accident "⁵⁵. The next issue in my debate is the wrong use of tenses.

Third, FH argued that she had lack of knowledge in grammar, actually she only knew common grammar or the basic grammar but the grammar was a little bit complicated, so it made her did not understand. another reason because she was lazy to learn about grammar, to looked at or to read grammar book, honestly she had many grammars book but she was lazy to read it. Fourth, AP was afraid of making mistakes in conveying or making arguments because he lacked preparation and he rarely practices speaking with the correct grammar.

Fifth, RG said "Sometimes I'm confuse in arranging sentences in fluent my argument in debate club. Because, I get nervous to realize my argument in front of my friends in debate club. And then, because of anxiety, lack of practice, lack of background knowledge in motion."⁵⁶

Sixth, lack of knowledge about grammar so MH can't use good tenses when speaking. he also seldom practices using Grammar properly. then The speaker spoke so fast and so fluently that she couldn't arrange sentences in the conversation.

Seventh, EH said the very limited time made him rush, so he forgot to use the tense properly when making arguments. Eighth, AS had a lack of knowledge in grammar which was supported because when she

⁵⁵Debater intial AR of English Education Debate Club, *Private Interview*, (IAIN Padangsidimpuan: November 6th, 2020 at 16.50. p.m)

⁵⁶Debater intial RG of English Education Debate Club, November 3th, 2020 at 14.28. p.m.

spoke she felt nervous and insecure. Then she was afraid of making mistakes because she did not want her team to lose because of her mistakes. She also felt anxious at her opportunity to make arguments

Ninth, lack of knowledge about grammar, lack of knowledge about structure, and also lack of confidence to construct sentences correctly are the causes of IH in grammar.

Caused of debaters lack of grammar, namely: afraid to make mistake, lack of practice, lack of knowledge about grammar, lack of vocabulary, and laziness.

d. Fluency

The first result interview from MH. She could not speak fluently because she felt lack of confidence, also afraid to make mistakes because she forgot to use stress, rhythm and good intonation so she made mistakes in imitating pause. also because lecturers, opponets or judges had such a broad knowledge that they were afraid to be wrong, the word was mispronounced. Then feeling anxious like she said “anxiety is my problem in speaking. I do not know why when I am speaking, it can make my voice sounds cry but I'm not crying. Beside, I'm not aware when I speak, my voice is like shaking I do not know why if I want to speak, oftenly I want to die. other factors due to shynes. She stated " I am so my to speak in front of many debaters, many speakers, even lecturer,

etc. I am shy because all of are looking me. I am shy because I think there are somethink wrong in my style".⁵⁷

Second according IT, she could not speak fluently like a native spaecker due to her lacked of knowledge about motin so she did not know what to say, it is also supported by her lack of vocabulary and she felt anxious when delivering her argument. Third, IH stated a debater must be able to speak fluently like a native speaker without having problems in imitating pause, rhythm, stress and intonation, but he did not have these things so that he was not confident and he felt afraid to make a mistake. then lack preparation of knowledge about topic discuss.

Fourth, according to FH. the caused she could not speak fluently because in that debate they had limited time to prepare arguments so she felt rushed so he could not speak fluently like a native speaker because he lost some stress, rhythm or intonation. Next, AS assumed she rarely practices English as well as lacks knowledge and his opponent who is too good makes him feel unconfidence it means she can not speak well. Followed by EH, when she is in a formal situation like a debate competition it makes him feel nervous and anxious and the very limited time gets him into trouble imitating the pause.

Seventh, the result interview from RG. He had lack of vocabulary, practice, and grammar. So he could not realize his argument fluently to the others. Eight, Lack of knowledge about the topic made AR

⁵⁷Debater intial MHof English Education Debate Club, October 27th, 2020 at 15.46. p.m.

unable to speak fluently. she also felt scared when made arguments for fear of making mistakes on the other side of the vocabulary she had so few and lacks practice. Anxiety was also a factor that really influences him when conveying arguments

At the end, several factors caused AP to not speak properly in their arguments, namely; lack of vocabulary he has, lack of understanding of the topics discussed, lack of preparation, lack of confidence, very limited time, and feeling anxious while debate

Based on the findings obtained from the interview. The researcher found various factors that caused debaters to not speak fluently, namely the habit of using the mother tongue, afraid to make mistakes, lack of practice, felt unconfidence, lack of preparation, limited time, felt anxiety, shy, and lack of vocabulary.

e. Comprehension

The first result There are several reasons why AP cannot understand what his rivals are talking about so he misunderstands. it will be explained as follows; 1) the lack of a vocabulary that he has because many of his competitors make arguments using the uncommon vocabulary in which he does not understand what his rival is talking about and what he is going to tell his rivals. 2) he does not practice in listening so that his ability in understanding does not improve. 3) his rival speaks too fast and is not clear when making arguments so that he does not get the main point of the conversation.

Next, IT stated she felt difficult to comprehend what the speaker says due to misunderstanding this is supported by; his lack of ability in listening, for example when the speaker speaks fast he cannot accept it. Furthermore, the lack of vocabulary that he has, for example the other debaters use new vocabulary in speaking he does not understand.

Third, FH said she was difficult to comprehend what the speaker said because she was lack of vocabulary when other debaters said scientific one so she felt confused and she had lack of listening ability. Then the result from RG. According to him, when the speaker speak too fast he could not to comprehend. Because he was lack of listening ability. And the problem debate just did in twice a week it means he was lack of practice.

EH felt difficult to comprehend when the opponent conveyed his argument, this was due to misunderstanding as explained; 1) if the opponet speak too fast then he does not understand. 2) the opponet was mispronounced when debate which made him confused and did not understand what to say so this really supports what he will say next.

Sixth, the cause of MH difficult to comprhend debaters said is a misunderstanding. This is because the time is very fast to understand or listen to what other debaters are talking about so she could not focus to follow sentences by sentences that speaker says, especially when the debaters speak quickly in conveying their arguments, she cannot get it.

Seventh, IH has limited ability in listening, this is supported if the speaker speaks or makes arguments too fast so he doesn't understand what the speaker is saying, especially if he only has very limited vocabulary. Then another factor is if the speaker makes an argument that is not very clear or mispronounced.

Eighth, because misunderstanding also doesn't know about motion and the opponets mispronounced the word make AS not copmrehend what is being discussed. Nineth, There are several factors that cause AR not to understand what the opponent is talking about and will be explained as follows: misunderstanding, the opponet spoke with a very good pronunCIaton and excellent knowledge.

Based on the research results above, it can be concluded that several factors make problem for debaters' speaking especially in comprehension as follows: debaters was lack of vocabulary, lack of the motion, lack of listening ability, misunderstanding, the speaker spoke too fast and unclear.

B. Discussion

The researcher employed interview to know problems and factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidempuan. During the research the researcher found that debaters' speaking problems they were: Debaters had lack of vocabulary, felt confused how to pronounce the words well and they felt difficult to distinguish words that have the similar pronunciation in English,

lacked of grammar such as; they found difficulties in forming English sentences and they felt confused to arrange sentences to speak in English, could not speak fluently because they had problems in imitating pause, rhythm, stress and intonation, and difficult to comprehend understand words in English. It can be concluded that the problems explained in the theory were happened to debaters. It is in line with Brown theory⁵⁸ which is related to the findings of Baiq Rahmawati Yendra⁵⁹, that explain problems in mastering speaking skill, they are: vocabulary, pronunciation, grammar, fluency and comprehension.

Next, the researcher found factors make problem for debaters' speaking is divided into two factors, namely; psychologist and non psychologist. Psychological factors include: debaters felt unconfident to speak English. Furthermore they fear if they were making mistakes, felt anxiety, and shy when they want to speak in English. The next, factors make problems for debaters' speaking is low motivation to learn English especially in speaking. Furthermore, non-psychological factors such as debaters, lacked vocabulary, lack of knowledge about pronounciaton, lack of knowledge about grammar, lack of knowledge about motion or topics beeing discussed, lacked of listening ability, lack of preparation, the habit of using the mother tongue, lack of listening ability, misunderstanding, debaters forgot, the speaker speak too fast and unclear then lack of practice, time was limited and laziness. It was supported by Juhana then related to Baiq Rahmawati Yendra that said the

⁵⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).

⁵⁹Baiq Rahmawati Yendra, "An Analysis Of Students Problems in Mastering Speaking Skill Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in The Academi CYear of 2017/2018" (Lampung, 2018).

causes of students' problems in mastering speaking skills are: lack of confident, fear of making mistakes, shy, anxiety, and lack of motivation. It can be concluded that the problems explained in the theory were happened to debaters.

Based on the research results above Juhana's theory⁶⁰ and Baiq Rahmawati Yendra⁶¹ was lacked. It can be concluded factors make problems for debaters' speaking were lack of confident, fear of making mistakes, shy, anxiety, and lack of motivation, lacked vocabulary, lack of knowledge about pronunciaton, lack of knowledge about grammar, lack of knowledge about motion or topic beeing discuss, lack of listening ability, lack of preparation, the habit of using the mother tongue, lack of listening ability, misunderstanding, debaters forgot, the speaker speak too fast and unclear then lack of practice, time was limited and laziness.

⁶⁰ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class," *Education and Practice* 3 No. 12 (2017): 5207076.

⁶¹ Yendra, "An Analysis Of Students Problems in Mastering Speaking Skill Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in The Academi CYear of 2017/2018."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that:

1. Debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan which debaters are limited in scientific vocabulary. Then, they felt confused to pronounce and distinguish word, difficult to form English sentences also arrange the word in discussion because lack of grammar, could not speak fluently during debate, and faced difficulty to understand what the speaker said.
2. The factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan referring to the aim of the research. it can be concluded such as unconfident, fear of mistake, anxiety, shyness and lack of motivation, lack vocabulary, lack of knowledge about pronounciaton, lack of knowledge about grammar, lack of knowledge about motion or topic beeing discuss, lack of listening ability, lack of preparation, the habit of using the mother tongue, lack of listening ability, misunderstanding, debaters forgot, the speaker speak too fast and unclear then lack of practice, time was limited and laziness.

B. Suggestion

Based on the findings in the previous chapter, the researcher would like to give some suggestions as follows:

1. For Debaters

Debaters must be able to win debates therefore debaters must improve all speaking skills. The first in vocabulary, debaters must memorize a lot of vocabulary using a dictionary and write down all the new vocabulary that is found then use it in their daily activities, especially when the debaters are doing a debate this supports them in delivering arguments. Second in grammar, debaters should practice more by writing lots of arguments or reading sentences in English then understanding sentence patterns then try to speak with a good grammar.

In fluency, debaters are required to identify the mistakes that are often made when speaking may be less good in terms of imitating pause, rhythm, stress and intonation, especially when debating and focus on correcting what parts are lacking. Then the debaters talk more when the debate takes place using the time that has been determined as much as possible. Fourth in pronunciation, debaters learn listening from native speakers then try to say what they are listening to, for example in listening to an English song then imitating the song's lyrics or recording themselves. provides a word emphasis symbol. This is very influential especially in arguing if it causes mistakes to other debaters or the jury, it will reduce the debaters' score.

Fifth in comprehension, debaters must be able to understand what is being said so as not to cause misunderstanding by focusing on understanding the purpose of speaking and listening to the speaker. Sixth, they have to broaden their knowledge because this supports them to be able to speak, especially debaters are required to be able to understand the topics to be discussed. This knowledge is gained by reading books or newspapers, watching television and listening to the radio. For example, debaters make arguments, it is based on their knowledge. After that, debaters should practice speaking by predicting time, for example conveying all their arguments using a time counter such as a stopwatch and also debaters should build their confidence to practice speaking.

Next, they do not feel fear to make a mistake and must have courage because everyone is still in the process or stage of improving their speaking. Then, must have a more mature argument preparation so as not to feel anxious and shy and more often practice both mental and knowledge testing. Debaters must be self-motivated with disciplinary and enthusiastic goals so that their speaking productivity can increase to avoid laziness. Later, they must eliminate the habit of using mother tongue in an academic environment and also have to increase their listening ability to prevent from misunderstanding. The last, debaters have to more practice in speaking or presenting arguments using time.

2. For the other Researcher

The researcher hopes that the next researcher can carry out studies on problems and what factors make problems forspeaking, as well as problem solutions from different populations.

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Appendix I

The List of Interview

1. Do you have a problem in speaking?
2. What is your problem in speaking?
 - a. Is vocabulary the one of problems for you in speaking?
 - b. Is mispronouncing English is the one of problems for you in speaking?
 - c. Do you feel difficult to distinguish words that have the similar pronunciation in English?
 - d. Do you find difficulties in forming English sentences?
 - e. Do you feel confused arranging correct sentences in discussion?
 - f. Can you speak fluently without having problem in imitating pause, rhythm, stress and intonation?
 - g. Do you difficult to comprehend what the speaker says?

Appendix II

The List of Debaters

No	Name of debaters	Reg Number
1.	Ernidah Hasibuan	1620300035
2.	Anggia Putra	1620300086
3.	Rahmad Gunawan Lubis	1620300092
4.	Ihwal Hidayat	1620300041
5.	Fitri hasanah nasution	1620300018
6.	Ihsania tanjung	1620300104
7.	Aulia sylvia Devana Pane	1620300064
8.	Apriani Rangkuti	1620300048
9.	Mutmainnatul Hubbi	1620300106
10.	Neng Riski Sari Putri	1720300121
11.	Muhammad Rivai Harahap	1720300030
12.	Rahli Aditya Hasibuan	1720300102
13.	Pidiwansah	1720300043
14.	Azza Ayu Nizori	1720300069
15.	Fitri Amelia	1720300112
16.	Rizqi Sauqi Pratama	1820300005
Total		16 Debaters

Appendix III

The List of Participants

No	Name of debaters	Reg Number
1.	Ernidah Hasibuan	1620300035
2.	Anggia Putra	1620300086
3.	Rahmad Gunawan Lubis	1620300092
4.	Ihwal Hidayat	1620300041
5.	Fitri hasanah nasution	1620300018
6.	Ihsania tanjung	1620300104
7.	Aulia sylvia Devana Pane	1620300064
8.	Apriani Rangkuti	1620300048
9.	Mutmainnatul Hubbi	1620300106
Total		9 Debaters

Appendix IV

Result of interview

The researcher aims to determine the students' problems in mastering speaking skills based on the debaters' opinion. Therefore the researcher interviewed by asking a number of structured questions about the problems and factors make problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidempuan. The results of the interview debaters can be seen as follows:

1. Debater initial FH

AD : "Assalamualaikum Wr. Wb".

FH : "Wa'alaikumussalam Wr.Wb".

AD : "Ok FH I come to you, because I want to ask you about your speaking problem while debate. So to make it simple we go to the first question, do you have problem in speaking?".

FH : "Yes, I have problem in speaking".

AD : "So, what's your problem in speaking?".

FH : "My problem in speaking is like lack of vocabulary and also I am in low in grammar, the first one is lack of vocabulary for example, when I am in debate I am presenting my arguments for example I don't know exactly what in English of something and also when the other they are explaining their arguments I can not catch the point of them because I don't know they are saying at the time, because I don't understand the words that they say for example, especially in scientific words, if it is in common word it is not really big problem because we have listen it often for example everyday, but if it is scientific word that is only little bit complicate it for me to understand, and also in grammar sometimes when I am explaining my arguments. I don't know exactly what I am saying that it is present tenses for example or the past one or the future one because when we are in front of many people we do some mistakes".

AD : "So, what makes you lack of vocabulary?".

FH : "I am lack of vocabulary I am sure, because I do not really like to read a book, or to read English text book for example, so, that is why I am lack of vocabulary especially in scientific word".

AD : "So, what makes you lazy?".

FH : "lazy? Why I do not like to read because I am lazy, because as we know that reading is something make us feel bored, reading is something like make us to think hard so that is why I am lazy to do it".

AD : “How about your motivation?”.

FH : “My motivation in reading is very low, because I said before I do not like reading”.

AD : “We go to the next question, it is talk about pronunciation, pronunciation divided into two, the first is how to pronounce and the second is distinguish the word, the question , is mispronouncing one of your problem in speaking?”.

FH : “Yes. Mispronouncing of the word, I have done some problems in mispronouncing example like when I am in practicing debate it is not in competition but when we are in practicing I said like the “ safety” you know safety : aman yah I say like “saveety” “e” is a bit longer at the time, that mispronunciation as we know because when we speak very fluently that we did mispronouncing like the common mistake for us, so that is one of my mistake in pronunciation and also as I said in distinguish similar word for example like the “hard” susah, “ hard” keras and also “hurt” sakit yah, sometimes I am feeling difficult to catch someone’s mind y saying the words or the similar word, that is also my problem sometimes”.

AD : “So, what makes you mispronouncing”.

FH : “Because I am speaking fluently at the time, because when we are speaking like bla..bla..bla.. we do not really think something clearly because everything can we talk by ignoring the mistake”.

AD : “Do you feel you are anxiety?”

FH : “Anxiety? Yes sometimes, but anxiety comes after I did it, after I am presenting my arguments and I go back to my seat, I feel like oh my god it is worse, omg I did many mistakes, but what can be done, everything have done it”.

AD : “I think you are afraid to make mistake, isn’t?”.

FH : “Yes. I am afraid to make mistake, so before my turn to present my arguments I usually read my arguments first, and also I talk to myself because blablabla, it is like the practicing myself practicing but while I am presenting my arguments there are also mistakes”.

AD : “Ok, you said before you difficult to distinguish the word talk about someone pronounce is not clear. How about your ability to listen”.

FH :”My ability to listen someone tells the distinguish word, as I said you before that I ever. And I feel little bit difficult to catch someone’s points or to catch someone’s idea when they are saying the little similar word”.

AD : “How about from you? Do you difficult to distinguish word?”.

FH : “No...”

AD : “Ok, we go to the next question, that’s talk about grammar, in grammar divided into two, in forming like correct sentences and the second arranging correct sentences include to structure. So, do you find difficulties in forming English sentences?”

FH : “No. because when we want to say something that we just arrange word by word and we decided what the sentences that we do. So it is not big problem for me”.

AD : “How about arranging correct sentences it can be you not use to be”

FH : “Yes. I know, sometimes I did it, because when we want to say something as I said before that we can arrange word by word and or decided what sentences that we do, but at the time I did it in present tenses for example but it should be in past one, that is my mistake or that is my problems in grammar, we should tell in past for but I tell it in present for”.

AD : “This is talk about forming sentences yah, not correct grammatical So, What makes you difficult to forming English sentences?”

FH : “Because I am low at grammar, honestly I am low at grammar, I know only the common grammar or the basic grammar but the grammar is that is a little bit complicated, I don't understanding, I don't really master at it, but I know like common grammar or the basic one, why I am low at grammar? I am lazy to learn about grammar and I am lazy to look at or to read grammar book, honestly I have many grammars book but I am lazy to read it”.

AD : “So. That is include to your motivation?”

FH : Yea.. because for me grammar is little bit complicated, if you say grammar, so in my brain for the first time complicated”.

AD : “Ok. About arranging correct sentences. yeah someone want to ask but he said in statement

FH : “No.. I never did it.

AD : “Next question, can you speak fluently without having problem in imitating pause rhythm stress and intonation?”

FH : “When I speak fluently everything just go along, but sometimes when we are speaking fluently after telling everything in our book so we get in stuck in our brain, after telling all the arguments, so. I am stuck, I don't know what should I tell next, So, I like “ ladies and gentleman blablabla I look at to my book, I look to my arguments but I speak fluently, but when I speak fluently I do like “ ladies and gentleman blab la bla Next I continuo, do you get my point?”

AD : “Yeah,, so sometimes you difficult in imitating?”

FH : “Yeah.”

AD :”So. What makes you difficult?”

FH : “Because imitating yoi mind like that”

AD : “Yeah.. like “ have you eaten?” eaten ? eaten ?eaten?”

FH : “Yeah.. yeah. yeah, I did it, I ever did it, because after telling one argument un debate, after telling one argument for example when we want to jump the next argument so we have to know exactly what the next argument that will go next, so that is why in the jumping of one argument to next argument, I do like the imitating at the time.”

AD : “We know in debate we just have 7 minutes to convey argument so we have to hurry so this is impact to your fluency?”

FH : “Yeah yeah we are very hurry, yes impact to my fluency because we have 7 minutes and we have to present much arguments, there are three arguments to rebuttal for example and we have to link it back in the end debate, so we have to speak very hurry and we have to speak very fluently we are speak like this “ ladies and gentleman blablabla” the time is not enough for us so we have to speak fluently blab la bla that’s it, so the limited of the time is one of the factor of fluently in debate”.

AD : “You feel you are anxiety? Impact to your fluently?”

FH : “No. anxiety no, because in debate language, the grammar, the vocabulary is not everything, the very important is your arguments, your language is ok important, but most important is arguments”.

AD : “Last question, do you difficult to comprehend what the speaker says?”

FH : “Yes. That’s it, I did it I feel difficult to comprehend what the other debaters saying so to avoid the misunderstanding of me, I usually ask my partner, like Ernidah, when I want to write down the arguments for rebuttal for example ‘ isbls blab la and also my friends help me because we are in Team, so we have to have a good Team work, that is it”.

AD : “But for yourself, you are misunderstanding?”.

FH : “Yeah,, I am difficult to catch someone’s idea, because lack of vocabulary, the fluently”

AD : “So. What is the other reason makes you difficult?”.

FH : “Because I am lack of vocabulary so they are saying scientific one for example and I am confused (think hard) what is it? Like that

AD : “How about your listening, you are lack of listening?”.

FH : “Yes. I am lacking of listening, because we have to comprehend what the other debaters saying and we have to rebut, after they are talking and we are presenting our arguments that’s we have to rebut it first, so we have to know clearly what they are saying, so we have to good ears, the good listening skill for our self to make it clear and to avoid misunderstanding to avoid that usually discuss with my friends or with my partner”.

AD : “Ok, thank you for your time, for your information. Wassalamualaikum wr.wb”.

FH : “Wa’alaikumussalam wr.wb”.

AD : “Nice to meet you Fitri”..

FH : “Nice to meet you too Aswandi”.

2. Debater Initial IH

AD :”Assalamua’alaikum Wr. Wb”.

IH :”Wa’alaikumussalam Wr. Wb”.

AD : “How are you Ihwal?”.

IH : “I am fine, and you?”.

AD : “I am fine too.. thank you, Ihwal I want to interview you about your problem in speaking. Especially while debate, you are one of debaters in E2DC. Ok we go to the question, the first question, do you have problem in speaking?”.

IH : “Yes. I have problem in my speaking”

AD : “What’s your problem in speaking?”

IH : “My problem in speaking is vocabulary”.

AD : “Why you say vocabulary your problem?”.

IH : “Because you know that in speaking we need vocabulary and also my experience in Debate CLUB I was debaters also, so in Debate CLUB we need to make or maybe the motion and also to speak in front of debaters, so. I said that vocabulary important because when we speak in front of the other debaters we need to say that much vocabulary to say the statement”.

AD : “So.. conclusion you are lack of vocabulary so you can not to convey your opinion,so, what makes you lacking in vocabulary?”

IH :”The first is lazy to practice, and the second is lazy to memorize the vocabulary and the third is not confidence to master vocabulary”.

AD : “Why you are lazy? Maybe lack of motivation?”

IH : “The reason that I said I am lazy to memorize vocabulary, because you know that environment Middle of me it is difficult for me to memorize vocabulary because there is no benefit for me to master vocabulary, why? because when I mastery the vocabulary there is no person make conversation with me”.

AD : “So, you don’t have a partner yah.. ok next question, talk about pronunciation. Pronunciation divided into two, the first is how to pronounce and the second is distinguish the word, ok, is mispronouncing your problem in speaking?”

IH : “Yes it is.. because my experience in debate I always find mispronouncing when the debaters speak in front of and it is also difficult for me because I don’t find the main idea or maybe to catch what the debaters say in front of, so I think it is not clear enough for me the statement that the debater say or maybe deliver class”.

AD : “What makes you mispronouncing”

IH : “The first is lack of knowledge to listen, lack of listening also, lack of vocabulary and lack of concentration to listen what debaters say”.

AD : “I mean your problem in pronounce”.

IH : “You mind that my problem in pronounce?”.

AD : “Yeah. I mean mispronouncing, you not pronounce something like in correct “mobile” but you say “mobail” something like that”

IH : “I think it is make me to mispronouncing is not confidence to distinguish word and then afraid to say that because afraid to get mistake to say the word and I am nervous to say that”.

AD :” So.. why you feel nervous?”.

IH : “because like I said when I say the vocabulary is still lack”.

AD : “Next question, do you feel difficult to distinguish words that have similar pronunciation in English?”

IH : “Yes. I think it is difficult, because when the speaker say in front of, or maybe the debaters say in front of us or to deliver the statement when the debaters make the same pronouncing but different mean, it is so difficult for me to arrange or maybe to catch the statement”.

AD : “Especially, this is your problem, do you difficult to distinguish the word taht have similar ponunciation in English?”

IH : “Yes I think it id difficult because when the speaker says in front of us when debater say the same pronouncing but different meaning this is so difficult to catch ,,

AD : “So, what makes you have difficult to distinguish the word?”

IH : “The first is like I said lack of vocabulary, it is the first problem in distinguish the same pronouncing, the second is lack of listening from native speaker”

AD : “Next question, do you find difficulties? I mean in using the correct grammar”

IH : “I think I found this problem in my experience in debate, so. When my turn to deliver my statement so, I find that it is always come in my statement when I am arranging the sentences correction, example I said that the time is now but I make the sentences is the past, like that”.

AD : “So, you are lack of grammar, so why makes you difficulties in forming English sentences?”

IH : “The first is lack knowledge about grammar, lack of structure maybe and also not confidence make the arrange the sentences in correct”

AD : “In your experience in debate you are afraid to make mistake, so you can not using the correct grammar, ok next question, do you feel confuse arranging correct sentences?”

IH : “I think yes. Because in grammar we need to make arranging sentences correct and also my experience in debate, how to make the sentences correct, to make the debaters understand what I say. So it is difficult for me to make the arranging sentences correct”.

AD : “How about practice?”.

IH : “So, also practice never, so that difficult for me”.

AD : “I got it, can you speak fluently without having problem in immitating pause rhythm stress and intonation?”

IH : “I can’t, because in speaking you know that rhythm, intonation, and stress is needed, so I can not say that in my experience in debate Club, so intonation, stress also rhythm is important when the speaker say in front of the other debaters, why? Because when the debater or speaker say in front of the debaters the speaker need to make intonation, stress or rhythm to make the debaters understand and also to catch or maybe to know what the speaker say in front of, so I can not speak fluently”.

AD : “What makes you have problem in fluently?

IH :Self confidence is lack and also afraid and then lack of knowledge about topic discuss”.

AD : “How about preparation because before convey the argument, you have to prepare. So do you lack of preparation?

IH : “Yes it is also..

AD : “Because in debate yah, we know, before we are going to convey our argument we have to prepare. So.do you lack of preparation?

IH : “Yes. I do.

AD : “Last question, do you difficult comprehend what the speaker says?

IH : “Yes, it can be misunderstanding, why I said that, because when the speaker say or deliver the statement in front of I always not comprehend about the statement that the speaker say.

AD : “Why?

IH : “Because the speaker speak too fast and also ability of me is lack in listening,

AD : “Ok.. thank you for your time, your information.. wassalamualaikum wr.wb”.

IH : “Waalikumussalam wr.wb”.

AD : “Nice to meet you”.

IH : “Nice to meet you too”.

3. Debater initial AP

AD : Assalamualaikum WR.WB

AP : Waalaikumussalam WR.WB

AD : okay AP you are one of debaters, I want to ask you about your problem in speaking while you debate at English Education Debate Club. Okay we go to the question. The first question, Do you have problem in speaking?

AP : Yes of course, I have.

AD : What is your problem in speaking?

AP : Actually I have many problems in speaking like lack of vocabularies and also about grammar, pronunciation and some other problems.

AD : What is your problem especially in lack of vocabulary? Can you say what is?

AP : Because I seldom memorize vocabulary and also seldom make notes in everyday, also lack of confidence, lack of motivation, such as motivation comes inside of myself and also laziness. I'm lazy to memorize vocabulary so my vocabulary is not increased.

AD : I think you have vocabularies.

AP : Yeah, actually I have my vocabularies but I just use common vocabularies when I'm speaking for example, the vocabularies about "tell" there is some synonyms of that word like say, convey and other. Actually, I know that but in speaking I just use the common word like people usually use.

AD : So, you are lack of practice.

AP : Yes, lack of practice, actually I know the new word, but I just the common vocabularies.

AD : Second question, actually in pronunciation divided into two; 1) to pronounce, 2) to distinguish the word. Is mispronouncing English is one of problems for your speaking?

AP : Yes, that's also problem for me in speaking. Because, mispronouncing means I don't know what the pronounce the word is like "anxiety = ensiety the right pronunciation is "ensayti"

AD : Why it can be happen?

AP : It happens because I'm lack of knowledge and also I just memorize the word without checking the right pronunciation.

AD : Do you have experience in E2Dc?

AP : I guess I have, but I can't remember when debate. I just remember i have done that mistake about mispronunciation when i speak to convey my arguments in front of the other debaters in that club so i could not know what the right pronunuciation and also something it makes me stop but just a few second. And i said for my self "is it the right pronunciation or not? Buat actually when i speak i just speak without thinking about the correct pronunciation

AD : Do you feel nervous?

AP : Nervous of course. Uncofidence and also trapidation it is nerveous also but combine with afraid to make mistake. I was uncofidence when i tell my arguments actually uncofidence come because looking the rivals in debate. Actually, there are two team in debate the first goverment team and the seond is opposition team. If myself goverment team but my rivals it the previous debaters another side speak fluently, fast, well, it makes me uncofidence.

AD : "So, you mispronouncing because afraid to make mistake and nervous?"

AP : "Yeah.."

AD : "How about confidence?" is it your problem so you mispronouncing?"

AP : “Un confidence also, but it is not every meeting but sometimes, I was un confidence when I tell my arguments and actually that un confidence comes as me because looking the rival in debate and actually there are two champ : 1. Government champ and 2. Opposition champ, me my self as government champ but my rival is maybe the debater is from another side and they speak fluently, they speak fast, they speak well so it is makes me un confidence when my turn comes yeah because looking of the”

AD : “Do you difficult to distinguish word that have similar pronunciation in English?”

AP : “Yes. Sometimes I to be difficult to distinguish the word like “three” for number and “tree” for fruits, but it is related to the context, if debaters related talk about to get word, If I can catch the meaning what they are talking about it is not problem but sometimes, I just feel can not comprehend well what is debaters talking about”

AD : “What is your reason, why you are difficult to distinguish the word?”

AP : “Because lacking of knowledge I guess it is also related to check in the right pronunciation maybe”

AD : “Are you anxiety? So that’s make you difficult to distinguish word?”

AP : “Anxiety, when I speak yes of course anxiety convey the arguments and distinguish the word. Actually no. if I still can catch the point can catch what they are talking about just kike for example debaters say in IAIN there are there faculties, it is impossible I think it is not three, like said debaters said tree it is kind of fruits yes, it is impossible I think that means, but of course it means three for number, actually it is depend to the context”

AD : “How about from you?”

AP : “For me no, when I speak yeah speak, and you know it is impossible I don’t know what am I talking about, ofcourse I know”

AD : “Next Question, do you find difficulties in forming English sentences?”

AP : “Ofcourse, when I was talking something that happened today for example, I use the past tense, example “I go to the market” but the context talking about the happened in past, so it should be “ I went to the market” actually I often did the mistake about the grammar and also sometimes it makes me stopping speaking, I stop speaking and repeat again and say the correct grammar”

AD : “So why you difficult in forming English sentences?”

AP : “Actually I know the grammar is, but in writing skill maybe, or if I think longer I can know the grammar well, because you know in debate we have to speak fast, have to speak fluently, so you know my self in speaking I can not speak fast, maybe lacking of practice, I don’t know about that, but that’s problem and I use to grammar”

AD : “you are afraid to make mistake, when you forming the sentences?”

AP : “Yes, as I said, if I did un correct grammar, after that, I know I did mistake, so I repeat again but actually that’s also make fair to make mistake because I was really afraid about our teams score, about maybe the rival will laugh, that’s the point”

AD : “Next question, do you feel confused

AP : “Confused maybe no. but the mistake is already happened, for example I want to tell the question, have you ever seen tis animal? For example but I mean in statement, we have ever seen this animal, actually I think that I should ask the question but I make it in statement”

AD : “What is your reason?”

AP : “Because is maybe I have to speak fast actually that’s the problem and also the limitation the time, the time is limited, so I should finish all arguments, all ideas I have already written maybe some notes and actually before conveying the arguments we have to take note first, we have to feel our arguments our we can make our idea stonger so we can rebut the other debaters, I mean another side”

AD : “Okay, next question, can you speak fluently without having pro

AP : “Actually I couldn’t, I couldn’t speak fluently without that, sometimes I always get the mistake about that, and also in intonation, I didn’t know what the right intonation for example is like “computer” and also about the stressing what syllable is we have to make stress the first, second or the last syllable, sometimes I still don’t know about that”

AD : “So, what makes you in fluently, what is the cause can not speak fluently?”

AP : “ We know, actually in debate we have motion, before telling, before conveying our arguments we have to take notes first for making some ideas, some preparation when I speak in front and I still lack of preparation so, makes me can not speak fluently, I don’t know what am I telling well about the motion and also because the motion is un familiar maybe it makes me cannot arrange the right idea I mean much idea to tell in debate”

AD : “ How about confidence, is it makes you cannot speak fluently?”

AP : “Yes, ofcourse, as we know confidence can disturb our speaking, when someone in un confidence they cannot speak fluently and speak well, so it is can speakaaaa, or use mmmmmmm, they cannot speak fluently and me too as debaters also often get the problem”

AD : “Is it related of vocabulary?”

AP : “Yeah maybe, because I guess the big problems for speaking is vocabulary, vocabulary is the big problem for debaters, as we know this language is not our language, so we have to agree the first love the first this language so we can rich vocabulary with dicarity with pushing we have to memorize so we can speak fluently

AD : “ Ok next question, do you difficult to comprehend what the speaker say, so it can be misunderstanding?”

AP : “Sometimes, I misunderstand, what someone is talking about especially my rivals I often get I mean I couldn’t get the right point make I mean the main point about what he said, so if cannot catch the point I can not rebuttal, mean to disturb debaters and maybe we can make arguments every second for example may I please without raise

hand first, to rebut debater may I please debater allow us to speak we can speak convey our arguments ask him about to questuin and soon”

AD : “ Is it related to your lack listening ability, so you cannot comprehend?”

AP : “Maybe Yes, maybe no. we cannot judge bad listening sometimes the speaker do the mistake they mispronounce so I catch the main like this, so she said un clear maybe it is not clearly maybe I am sure not good listener I am also bad listener but it is not come for me but come from other too”

AD : “The opposition talk about too fast so you can catch”

AP : “Actually as I know there are two debaters, they speak fast, they speak fluently, I say they are higher than me and also I can say they are expert, they have some experiences, they are following competition yeah because of that and also lacking of practice”

AD : “So, speak too fast is the strategies one of debate”

AP : “Yeah, speak too fast, that’s we need much practice it so we can speak fast what debaters should be “

AD : “How about lack vocabulary? So you can not comprehend?”

AP : “Yes, maybe for example debaters use un command vocabulary, and I don’t know is talking about, like trepidation or you know tight”

AD : “in Indonesian you mean “erat”

AP : “Actually that’s something you don’t know the vocabularies, because I know every person has to make the English well sometimes I don’t know the speaker talking about, so cannot comprehend, but in E2DC we have twice meeting in a week I get process maybe for the first and the second I as beginner debater so I use to listen the first for the lecturer what the judges or the senior how the strategy debater should be”

AD : “Do you think enough twice in a week for practice?”

AP : “Actually enough maybe no. but I say that increasing every meeting, it is depend our self, if only depend on the practice only but also we have to find out our partner maybe our friend it is not only same the partner, our friend in class maybe and practice it in our daily life”

AD : “Ok because that’s the last question, thank you your time, your information, many information from you”

AP : “Yeahh..”

AD : “Last, Wassalamua’laikum. Wr. Wb.

AP : “ Wa’alaikumussalam. Wr. Wb.

4. Debater initial MH

AD : “Assalamualaikum wr.wb

MH : “Assalamualaikum wr.wb

AD : “How are you MH?

MH : "I am fine

AD : "you are debeter right! I want to ask you some questions about your speaking problems while debate

AD : "Do you have a problem in speaking?

MH : "Yes, I do.

AD : "What is your problem in speaking?

MH : "My problem in speaking refers to grammar.

AD: "Is vocabulary the one of problems for you in speaking?

MH : "Yes, it is. Honestly, i'm lack of vocabulary especially verbs. Sometimes, I don't know what I want to say when i forget what is in English. Ofcourse, it can make me stop or quiet slow to speak. I have problem in vocabulary because of lacking motivation i think, i ama lazy create verbs, adjective or something like that. I also lazy to memorize them. I am lazy to read the book, i am lazy to practice due to i do not have a good friend that serve me to speak English. When i speak English most of them just speak Indonesian so, How can i revise my vocabularies that i have memorized before. That is why i have problem in vocabulary.

AD: "Is mispronouncing English is the one of problems for you in speaking?

MH : "Yes, it is. Mispronouncing is one of my problem in speaking because it's a bit difficult for me to pronounce some words especially uncommon words. For e.g : sometimes, when i wanna say briefly /brifli/ but, sometimes i said /braifli/. Yeah. Ofcourse it will be mispronouncing English. Then, the reason why i make mispronouncing English because i am lack of listening practice actually. You know that listening is one of my weakness. Besides, i also lazy to read the dictionary especially Oxford dictionary. I am lazy to check every single verbs how to pronounce them well. That is why i make mispronouncing.

AD : "Do you feel difficult to distinguish words that have the similar pronunciation in English?

MH : "Yes, I do. I feel difficult to distinguish words that have similar pronunciation in English because you know that we just have mother tongue right?. So, it's so hurt to manage our tongue to pronounce the similar pronunciation like native speakers. Beside, It's so difficult for me to catch what the speaker say because there are many word that have similar sounds for example:

And : dan → end : berakhir

See : melihat → sea laut

AD : " Do you find difficulties in forming English sentences?

MH : "Yes, I do. Like i have said before, i'm lack of grammar. I'm weak to in grammar because grammar is one of the difficult matter when learning English or one of my weakness not ust me i think. Even my English teacher that grammar is the nost difficult matter for her to be mastered. My private English teacher also said like that when i was in senior High school. She somes from wess Sumatera. So, grammar is the common problem for us when study English.

AD : "Do you feel confused arranging correct sentences in discussion?

MH : "yes i do. I feel confused arranging correct sentences in conversation because the speakers speak very fast, speak fluently. So, it is so hurt for me to arrange the correct sentnece that i wont to say. When they speak fluently, i am interested to speak like them. I am interested to speak fast, but my problem is i am confused to make the correct sentence in our conversation, and also sometimes i'm still forget what elements

that must be stressed or not which one is must in rythm or immitating pause or intonation.

AD : “Do you difficult to comprehend what the speaker says. So it can be misunderstanding?”

MH : “Yes, I do. I feel difficult to comprehend what the speaker says because it’s so difficult for me to catch or to follow the linking word or linking verb that the speaker makes when they speak. It is so hurt for me to connect word by word, ad sentence by sentence. Is is so hurt to understand what the speakers means. Most of speaker speak very fast so i am hurry to take the conclusion from the speakers. Beside, i’m in so hurry to hear what the speaker says because of limit time in debate. So, i can not focus to follow sentences by sentences that speaker says. And also the speaker fluently it make me difficult to connect word by word. Yes, absolutly it can make me misunderstand or it can be misunderstanding meaning for example:

- When the speaker says *where* but it can be *were* in my mind.

- When the speaker says *no* it can be a *know* in my hear.

So, it is absoutly make misunderstanding meaning

AD : What makes dificult to comprehend?

MH : Anxiety is my problem in speaking. I don’t know why when i’m speaking, it it can make my voice sounds cry but i’m not crying. Beside, i’m not aware when I speak, my voice is like shaking I don’t know why if I want to speak, oftenly I want to die. Besides, because of the limits the time, it makes me hurry to say every single words correctly.the next is about shyness. Shyness is one of the my problem in speaking because i am so shy to speak in front of many debaters, many lectures, may listenerr, moreover if the listener are handsome boys i am shy because all of eyes are looking me. I ama shy because i afraid there are something problem or something wrong in my style.whether i is about my veil, dress, my secuit, my shoes, my liptstick. My make up or something like that.so, i can not speak fluently without having problem in imitating pause, rhythm, stress, or intonation.

AD : “How abot confidence confidence?”

MH : “Yes, it is. Because when I speak in front of the speakers too. It can make not cofidence to speak and it can make my body shake

AD : “Can you tell your experience? .

MH : “Yes, it is. When I speak in front of many people, many speakers it makes me fear that I will make mistakes on my speaking. Beside, the limit time make me hurry to speak, so sometimes I don’t know what I wanna say. I fear that I will make mispronouncing. So I think the speakers will comment by their self that i made mispronouncing.

AD : “Do you feel shy?”

MH : “Yes, it is. I’m so my to speak in front of many debaters, many speakers, even lecturer, etc. I’m shy because all of are looking me. I’m shy because I think there are something wrong in my style.

AD : “Thank you for your time and information.

MH : “You’re welcome

AD: “Assalamu’alaikum wr.wb

MH : “Wa’alaikumussalam wr.wb

5. Debater Initial EH

AD : “Do you have problems in speaking?

EH : “Yeah, I do have problems in speaking, especially in vocabulary. Because, I have limited vocabularies, especially the scientific vocabularies, because in debate, we really need those scientific vocabularies for us to strengthen our argument so that it can convince the judges that we are making a scientific argument is not just something that we say, it is not only our opinion, but it based on fact which is scientific.

AD : “What makes you in vocabulary?

EH : “It’s probably because I seldom read journals or any news website which uses for formal languages use some difficult vocabularies.

AD : How about your motivation?

EH : “I think I’ve full motivated. I don’t think I have a problem in motivation, but it just of time that I feel lazy to do that when I don’t need to read it like I will read it but I have reason to read it. But when it likes a free time I don’t read those kinds of thing.

AD : So because you are late to read, so your knowledge about vocabulary is not increase. Ok, next question, how about pronunciation? Actually, pronunciation is divided to; 1) how to pronounce, 2) distinguish the word.

AD : Ok, we go to the next question, is this pronouncing

EH : Not really. I don’t think pronunciation is one of the problems that I have. But, probably, when I talk to people, and they have some miss pronunciations, it will be a problem, because I will probably difficult to distinguish the word that they say.

AD : So, what makes you difficult to distinguish that word?

EH : Probably because they do not pronounce it correctly, they miss pronounce the word, because they talk too fast.

AD : Next question. We go to the grammar. Grammar is divided into two. 1) Informing English sentences. It is talk about distinguishing tenses. 2) Arranging correctsentences, it is include to structure. Do you find difficulties in forming of sentences?

EH : I don’t think I find any difficulties in forming. I do really like grammar, I mean when I understand the grammar I always practice it when I am speaking.

AD : So you don’t have problem in grammar?

EH : No, I don’t.

AD : Do you feel confused arranging correct sentences in English?

EH : yes, I still confused arranging correct sentences.

AD : How about your fluency, can you speak fluently without having problem

EH : I think when I'm ok, I mean when I'm not nervous, when I'm just talking to people, talking to my friends, talking to my lectures, I think in fluent But when I'm in formal situation, when I'm in debate competition, I can be nervous too when

AD : How about your knowledge 5

AD : How about your knowledge when you, especially in debate we know there is a motion we have to know what the topic discuss. So, do you like knowledge?

EH : Sometimes, when the motion is difficult and we do not know everything, right we rarely hear of some information that we barely know, it sometimes can happen when I do not know much about motion that is be discussed. I will be haping a problem, because I because I have lack of knowledge. I do not know what to say and it will be a problem if I have lack of knowledge.

AD : So, it will effect your motion/argument?

EH : Yes. It will give a big problem. But, most of the time, I can handle it by using some vocabularies. It could be a little problem.

AD: How about your confidance when you speak. Is it effect to your fluency?.

EH : Of course. If we are not confident because we are nerveous when we are in formal situation, when I was at the time, I had to deliver speech in front of the rector and also lectures, at the time I felt really nerveous. It reall effected my speech in formal situation. Like a a, something like that, it was bad.

AD : Do you feel difficult to comprehend what the speaker says? So it can be misunderstanding.

EH : Not really. Most of the time, I try to understand. I will ask several question, so that I know, I fully understand what they say the mean. As long as I keep asking to them so that there is no miscommunication, between us.

AD : Can you catch what the speakers say if they mispronouncing?

EH : Sometimes, because there are some vocabulries tht we know that have the same pronunciation. But not really, it rarely happens if my partner or speaking speaks too fast, they do make a lot of mispronouncing in speaking, yeah that could be miscommunication between us, but most of the time I know what they are trying say exectly, but I do not correct them, I just try to comprehend them.

6. Debater initial RG

AD : Do you have problems in speaking?

RG : Yeah, I guess so, actually I have problem in speaking.

AD : What is your problem in speaking?

RG : My problem in speaking is lack of vocabulary. Lack of vocabulary is one of the problems in speaking ability. If we have rich vocabulary, we can communicate each other fluently, accurately and we can comprehend what the other say.

AD : You mean that you are lack of vocabulary, so, you can't comprehend what the speaker say.

RG : Yeah.

AD : What makes you lack of vocabulary?

RG : Because, if we talk about vocabulary, the first one in our mind is memorizing. I think, I'm lazy to memorize vocabulary to reach my vocabulary and the second one is I can't manage my time.

AD : How about your motivation?

RG : This is one of my problems, lack of motivation.

AD : So, you are lazy to memorize?

RG : Yeah.

AD : How about practice? Do you have friend to practice to increase your memorizing something like try to improve vocabulary and finding the new vocabulary and then try to practice it?

RG : Like I said before, lack of motivation. I think that I'm lack of practice, because, in my environment, I can't find my partner to practice my vocabulary to improve my speaking ability. It is the main problem in speaking ability, because, I myself mother tongue in my environment.

AD : Next question, it talks about pronunciation. Pronunciation is divided into two; 1) talk about how to pronounce, 2) distinguishing the word. The question is: Is mispronouncing is one of the problems for you in speaking?

RG : I think so. Mispronouncing is one of my problems in speaking ability. I'm difficult in pronouncing the word that I want to realize in debate club, when I realize the argument in front of the other debaters.

AD : So, you mean that you are not clear in pronunciation.

RG : Yeah.

AD : What makes you mispronouncing?

RG : 1) nervous, because of lack preparation, 2) anxiety.

AD : What is your anxiety?

RG : I can't pronounce the word clearly.

AD : Next question. Do you feel difficult to distinguish the words that have similar pronunciation in English?

RG : Yes, I do. Because, if we have not rich in vocabulary and lack of pronunciation, we will feel difficult in understanding the word and difficult in distinguishing the similar word in English.

AD : Talk about grammar. Do you find difficulties in forming sentences?

RG : Yeah, I can find the difficulties to form or to arrange the sentences to the good one.

AD : I mean informing the sentences that like using the correct tenses, because in grammar there are many tenses, such as present simple, past tense. So, talk about forming sentences like you use present simple, but actually it happened in the past. Do you have experience in debate club like that?

RG : Yes, I guess so. It is because of nervous, anxiety, afraid to make mistake. So, I can't form the sentences to the good one.

AD : Do you feel confuse in arranging sentences in conversation?

RG : Yes, I do. Sometimes I'm confuse in arranging sentences in fluent my argument in debate club. Because, I get nervous to realize my argument in front of my friends in debate club. And then, because of anxiety, lack of practice, lack of background knowledge in motion.

AD : Can you speak fluently without having problem?

RG : because I have lack of vocabulary, practice, grammar, I can't realize my argument fluently to the others.

AD : Do you feel difficult to comprehend what the speaker says, so it can be misunderstanding?

RG : I have problem to comprehend the other speaker what they have been said, because they speak fast in expressing their argument, I can't catch what they say.

AD : How many times do you practice in E2DC?

RG : Twice a week.

AD : Do you think that practice twice a week is enough for you to improve your speaking ability?

RG : No, I don't. It is not enough for me to improve my speaking ability if practice only twice a week.

7. Debaters initial AS

AD : Assalamua'laikum wr.wb

AS : Wa'alaikumussalam wr.wb

AD : I come to you AS because i wanna ask you about your speaking problem while debate because you are one of debaters in E2DC. Okay, we go to the question. "Do you have a problem in speaking?"

AS : "Yes i have Of course. I have the problem of the speaking. Like fluency, the vocabulary and grammar

AD : "What is your problem in vocabulary?"

AS : "In vocabulary, i have many problem like lazy to memorize and also lazy to use vocabulary in my daily life. I have many of notes, when i found the new vocabulary such as in the book or the novel that i have read or in the film that i have watched. I have made the notes for the new vovabulary but i still lazy to memorize. It because i think is was very bored. Maybe i should made the full color notes because when you see an interesting notes and when it feel the interesting notes like a full colors note it will be happy and dilligent to memorize the vocabulary.

AD : so you did not use in your daily activities?

AS : I have read the vocabulary but i have not memorize or practice it.

AD : Is it include to your motivation?

AS : "I have some motivation to memorize it. I think cause i do not really need a vocabulary pronouns thas why i lazy to memorize it. Sometimes when i read or watch some movie. I know that's wors but i memorize it cause i do not remember what i have write in my notes.

AD : Do you have experience in debate why you are lack in vocabulary?

AS : "When the other debater speak. "what did she say" i dont know the word that she say to all of us and then when i tried to speak with all of the people, suddenly i forget about the sentence that i have speak. Likei feel so nerveous, there are so many people. When i face on them and i want to talk about something it is like a frgot than i want to speak

AD : Is mispronouncing is one of your problem in speaking?

AS : “of course like when i want to pronounce some words i had a correct one pronounce even i pronounce it with my self but when i face on people i suddenly had the different pronounce, it is same with mine before. It is became so weird and be the bad when i try speak in all of people. I miss the pronounce so it is pronounce become weird”.

AD : Do you feel nerveous?

AS : “ i feel nerveous, i fell i am gonna make a mistake. So that’s why its make me fell nerveous.

AD : Do you difficult to distinguish word that have similar pronunciation in English?

AS : “Yes sometimes, i have feel difficult to distinguish some words like had the same pronounce. Sometimes in front of you “ what shes going to speak. Ist like this word or the other one?”.

AD : How about you, do you difficult to distinguish word?

AS : Not really but i do not difficult to distinguish the words so it is not difficult meaning with others

AD : Do you find difficulties in forming English sentences?

AS : Yes of course because one of difficult thing in English is grammar. I also lack of grammar like maybe for the other people becuse grammar is very difficult we want to forming the words but when you going to speak the words and see many people in front of us you forgot to tell about he formula when you want to speak present tense you speak the future tense.

8. Debater initial AR

AD : Assalamua’laikum

AR : Wa’alaikumussalam

AD : Afriani, how are you today?

AF : I am fine, thank you, how about you?

AD : I am fine too.. thank you, Afriani I want to interview you about your speaking problem while debate in E2DC

AR :Yes, I am one of debaters in E2DC

AD : We go to the question, the first question, do you have problem in speaking?

AR : Yes, I do. I have problem in speaking.

AD : The second, what is your problem in speaking?

AR : My problem in speaking is vocabulary, unrich vocabulary or lack of vocabulary

AD : What you mean you are lack of vocabulary?

AR : Because lack of vocabulary is my big problem in speaking, when do the debate with the partner or in a group, maybe I cannot understand what the speaker say, maybe I am lack of vocabulary, and because me my self seldom to practice vocabulary, I am lazy to memorize or to record or practice the vocabulary with my partner or classmate, do debate in E2DC the vocabulary must be rich in debaters, but my problem now is vocabulary lack of vocabulary when do the debate

AD : So, why you are lazy to memorize? How about your motivation?

AR : My motivation, some day or maybe when I do the listen the music I just listen the music without write down, the new vocabulary of the music, and when we do the debate with the partner maybe the time practicing the debate in CLUB maybe just short time, just one day in a week, that is short time to do practicing in the debate, because in debate needed motivation, needed rich vocabulary, needed confidence but the important one is and my motivation sometimes, my motivation to memorize the vocabulary, I need it but in some while, I ever write the vocabulary but minimize is short time to memorize that and when do the practicing in CLUB with partner, I am lack of vocabulary.

AD : So, you are lack of practice yah

AR : Yes.

AD : Next question, is mispronouncing English one of your problem in speaking?

AR : Yes. Of course, because my partner in E2DC they have good at pronunciation, they have good at confidence, they have good at in pronunciation. I have a friend, she has good at pronunciation, when I do debate with her, sometimes I see her, the pronunciation maybe I translate in my mind, so because maybe to comprehend what the other debaters misunderstanding to comprehend, they have good at pronunciation

AD : So, you are feel anxiety?

AR : Yes, of course

AD : You say before your opposition or others has good pronunciation, so you are lack of confidence you mean yah.

AR : Yes. When the other debaters opposition or opponent, I think me my self feel un confidence or anxiety

AD : So, you mean, when you want to say in front of all the good debaters, you can mispronouncing yah.

AR : yah

AD : Ok next question, do you feel difficult to distinguish word that have similar pronunciation in English?

AR : Yes. I do, distinguish the word that have similar of pronunciation, maybe that is my difficulties because for example when the other oppositionto say or maybe “see” and “sea” that is different meaning and because the opposition or the opponent good at pronunciation maybe when I with other debaters that is my difficulties to distinguish or to pronunciation, when we do the listen the new vocabulary we need compare to other

thing meaning think of meaning pronounce like “see” and “sea” but different pronunciation, different meaning, when we do the debate with the opponent or do the performance with the other debaters, when they performance, their knowledge and their pronunciation is better than me, I think listening that is my problem to distinguish similar pronunciation sometimes

AD : Oooo.. it is the problrm come from you, or the other debaters?

AR : Yes. The opposition has good at pronunciation, sometimes I can different say the word and sometimes I can not different because maybe my lack of practicing, listening and practicing the word

AD : Ok, talk about you, do you difficult to pronounce, especially the similar word or do you have experience?

AR : Maybe it si not talking about debate, I ever do the pronouncing when I do the performance in my class, I do presentation the material talking about short and long vowel, because I learned before the material maybe me for me is too has how to different it the word in daily activity but after practicing my self at the time with my phone I record maybe I practice at work, I join with E2DC at IAIN Padangsidimpuan I always prepare my description, when I do my motion I practice with my self and sometimes I can not distinguish the similar word.

AD : Do you practice like you hear the native speaker and you try to repeat again?

AR : Yes, I always listen with native speaker, motivation all knowledge

AD : Do you find difficulties in English forming sentences?

AR : Yes, I find, when I do the debate, when I do the performance with my CLUB maybe the time is past, I use the present is now or maybe the time is now I use the past, because I am un confidence to do practicing or to do the performance in front of the other debaters I thing forming English sentences in doing debate is my problem because the judge maybe just lack of accident from the opposition of the debate

AD :So, what makes you difficult to form English sentences, can you tell what the problem makes you difficult

AR : The problem maybe the situation and condition, when we do the performance, maybe un confidence that is the second bigger problem of me when do the performance debate with my CLUB, because un confidence and lack of motivation maybe I lose all the sentences maybe is lack of vocabulary and forming English sentences I just say what I think, I just do what the motion

AD : So, you mean you are lack of grammar?

AR : Lack of grammar I mean here just look at the situation, maybe I don't good at prepare when I do the performance the debate

AD : So, you mean, you not practice with correct sentences yah..

AR : Yah

AD : Next question, do you feel confused arranging sentences in discussion?

AR : Sometimes, that is my problem in my speaking

AD : So, what makes you have problem in arranging sentences?

AR : The biggest problem is the first is the good at people, if have good at people, maybe arranging correct sentences is not my difficulties, if I do not good preparation, good at confidence the motion, I am confused to performance the arranging sentences, when I do the performance in debate I don't think my sentences is good or not, just sentences related the motion

AD : So, you mean you are confused arranging correct sentences because you don't have preparation?

AR : Yah..

AD : Can you speak fluently without having problem in imitating pause, rhythm, stress, and intonation?

AR : Maybe sometimes I can speak without having in imitating pause, rhythm, stress, and intonation. when we do the debate or the performance for example we do the preparation just on five minutes we take the accident with our mobile phone, we found the new vocabulary and we don't have a time to listen or to pronounce the new word, so we just to intonation, it is seldom the problem for debaters

AD : Before you are going to speak, or do the debate you have to take preparation yeah?

AR : To prepare the motion, just take the time five minutes

AD : So, that is make you anxiety

AR : Yes, of course, time or preparation it is important thing to the performance the debate, the time is too short, if the preparation is not good, I feel anxiety to do the performance, anxiety, un confidence all the vocabularies lose, I don't think the sentences is good or not

AD : So, do you feel afraid to make mistake when you speak? Impact to your fluency

AR : When we do the performance, I think that is one of the point, if the debaters don't say the motion with fluently, like something short thing, yah the correct sentence the debate, maybe

AD : But I mean you can not speak fluent

AR : Yes of course, I am one of the people always afraid to speak and say the word is wrong..... how to say the word I always before I do the performance, if I have a good time I have long time word per word, I always listen how to pronounce word, the intonation, I always attention for example "Indonesia" I use my mobile phone how to say "Indonesia"

AD : Do You difficult to comprehend what the speaker or opponent says?

AR : Yes. Like I say before, when my opponent has good at pronunciation, good at knowledge that better their knowledge than me and good pronouncing, sometimes I misunderstanding I don't catch what they say

AD : So, is it your opponent speak fast or your ability to listen?

AR : Yes, if the my opponent speak fast, sometimes speak fast good at pronouncing maybe we just think a lot of, and sometime I can not catch what they say

AD : Ooo.. as we know the strategy in debate

AR : Of course, that is the biggest problem for me, if I don't have rich vocabulary, I heard to understand, the vocabularies is important thing for debaters, vocabulary, pronunciation and good at listening to comprehend what the speaker say.

AD : I got it, so, because that is the last question, thank you for your time, information. Assalamua'laiku wr.wb.

AR : Your welcome. Wa'alaikumussalam wr.wb

9. Debater initial IT

AD : "Assalamua'laikum wr.wb."

IT : "Wa'alaikumussalam wr.wb."

AD : "How are you IT?"

IT : "I am good."

AD : "You are one of debaters, so I want to interview you about your speaking problem while debate, ok we go to the question, the first question, Do you have problem in speaking?"

IT : "Yes, I have."

AD : "What is your problem in speaking?"

IT : "One of my problem in speaking is lack of vocabulary"

AD : "Why?"

IT : "Because, lack of practice, so I rarely practice my English learning with new vocabulary so I just use daily vocabulary that I use every day, the same vocabulary not the new vocabulary, and also lazy to memorize the new vocabulary, I use know vocabulary and use the general vocabulary for my daily life and only practice my English in classroom and in debate just two places, so except in debate and classroom I did not use English, so lack of practice and memorize"

AD : "So, how about your motivation? Why your memorize, is it include to your motivation?"

IT : "Yes, because I don't have motivation to memorize the new vocabulary, because I don't have friend to practice and to learns about vocabulary, just like that."

AD : "Next question, how about pronunciation? Is mispronouncing English one of problem for you?"

IT : "Yes. That's also one of my problem for me, because sometimes I difficult to distinguish the same words that same pronunciation the homofon , so when someone say like "book" buku or "book" for booking I can not distinguish it, and also when I I also have anxiety when I will say my opinion, I am anxiety and then can not say what is in my mind, nervous also, like that."

AD : "Actually, you say before your problem distinguish the word, I mean in mispronouncing, you are not pronounce correctly, is it your problem?"

IT : "Yes, that's also my problem."

AD : "Can you tell your experience when you sre not pronounce well in E2DC?"

IT : "Actually, I never do i".

AD : "So, you mean you don't have problem in pronouncing?"

IT : “If I pronounce it, I have a problem just from the intonation, not distinguish the word, not to pronounce it.”

AD : “So, you mean you don’t have problem in pronouncing, but you say before you are difficult to distinguish the word is it from your opposition or the other debaters, do you difficult to distinguish the word when you are speaking?”

IT : “Yes, that’s also, I speak the same word.”

AD : “Can you tell why you are difficult to distinguish the word?”

IT : “Because I don’t have the right the intonation to speak the stress for the word, the right word like that.”

AD : “So, you mean you are not practice to listen to the native speaker? So, not try to say that word.”

IT : “Yeah...”

AD : “Do you find difficulties in forming English sentences?”

IT : “Yes”

AD: “Why?”

IT: “Because one of the reason is I am afraid to make mistake when I am forming the sentences, I am not sure arranging of the forming is correct so I just still this in correct, and I don’t know the correct one”

AD : “Actually, do you know forming English sentences?”

IT : “Yes.”

AD : “Like correct grammar and tenses, so what makes you difficult in forming English sentences?”

IT : “Because I am not good in grammar and I don’t know all about tenses, so, when use how to say the sentences for yesterday or the future like that, I am not sure the correct forming tenses for sentences like that.”

AD :

IT : “Actually no, that’s relate to lack of vocabulary and also lack of grammar so, I can not form the word correctly”

AD : “Next, as we know in grammar you say forming and arranging, in arranging do you feel confused in arranging sentences in conversation?”

IT : “Sometimes yes, I feel confused in arranging sentences, when I want to make or opinion to debate, because sometimes the word that we need is we never have before like that and we don’t know in English that’s lack of vocabulary.”

AD : “So, you are lack of knowledge and about the motion, that’s include to your vocabulary?”

IT : “Yeah...”

AD : “Next question, can you speak fluently wihot having problem in immitang pause, rhythm, stress and intonation?”

IT : “No.”

AD : “Can you tell what makes you cannot speak fluently?”

IT : “Because the first is I am lack of listening to native speaker, for example watching English native speaking

AD : “Do you have experience especially in E2DC? Without speak fluently

IT : “Yes.”

AD :

IT : “When I practice I can not say the right word to my friends, and the other catch other meaning what I said”

AD : “So, you mean that you are mispronouncing, so include to your problem in pronouncing, I mean in speak fluently, you are speaking like a a a a you don’t have idea

when you speak, is it happened in E2DC talk about your problem, do you have experience you can not speak fluently and in E2DC we have to convey our argument”

IT : “I mean my big problem is lack of vocabulary, so my opinion I can not say my argument, because lack of vocabulary and wile debate I think what will I say in my mind that’s I can not speak fluently”

AD : “Is it include about knowledge the motion?”

IT : “Yes, that’s also”

AD : “How about anxiety? Do feel anxiety so you can not speak fluently?”

IT : “That’s also one of the problem”

AD : Ok the last question, do you difficult to comprehend what the speaker says? IT : “Yes.”

AD : “What makes you not comprehend what the speaker say?”

IT : “Sometimes the speaker speak of the speaking like bla bla bla I can not understand it, and I can not comprehend it correctl”

AD : “So, you mean the debaters speak to fast and not use correct pronounce yah”

IT : “Yeah, and also I don’t understand the new word like that, the new vocabulary”

AD : “So, include to you are lack of vocabulary yah”

IT : “Yeah”

AD : “Ok, thank you for your time and for your information, nice to meet you.”

IT : “Nice to meet you too”

AD : “Assalamua’laikum wr.wb.”

IT : “Wa’alaikumussalam wr.wb.”

Appendix V

Pictures During the Interview

Debater initial FH



Debater initial AP



Debater initial AS



Debater initial RG



Debater initial EH



Debater initial IT



Debater initial IH



Appendix VI

Pictures After Interview

Debater initial AP



Debater initial AS



Debater initial RG



Debater initial IT



Debater initial IH



Debater initial EH



Debater initial FH



Appendix VII

Result of Data Analysis

1. Data Reduction

In the model of qualitative data analysis of Miles and Huberman theory, data reduction is the first component or level. It aims at the process of selecting, focusing, simplifying, abstracting and modifying the data that appears in field notes or written transcriptions. Mass in data reduction must be adjusted and reduced or reconfigured. Researchers used interviews to collect data in this study. Therefore researchers use the method is triangulated. There are three methods in method triangulation. In this case to utterance the debaters' speaking problems at English Education Debate Club period 2019-2020 IAIN Padangsidempuan the researcher only used nterview.

In the result of interview, most of the debaters with registration number 16 agree with the theory of problems in speaking. There were problems in mastering speaking skill, as follows: vocabulary, pronunciation, grammar, fluency and comprehension. furthermore the makes problems of debaters' speaking were: fear of making mistakes, shyness, anxiety, lack of confidence, lack of motivation, the habit of using the mother tongue, lack of knowledge, lack of listening ability then lack of practice in speaking or presenting arguments using time and laziness. Based on the data, the researcher needs to add data because the data in theory is still lacking.

2. Data display

The second component or level in Miles and Huberman model of qualitative data analysis is data display. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data, at the display stage, additional, higher order categories or themes may emerge from the

data that go beyond those first discovered during the initial process of data reduction. In this case, the analysis was done based on data collected by interview.

NO	Conclution of Debaters' Answer
1	Debaters have lack of vocabulary in English words
2	Debaters feel confuse or forget to pronounce the word
3	Debaters difficult to distinguish words that have the similar pronunciation in English because the habit of using the mother tongue
5	Debaters cannot form the sentence well because lack of grammar
6	Debaters felt confused arranging correct sentences while debate
7	Debaters had problem in immitating pauuse, rhythm, stress, and intonation so they could not speak fluently like native speaker
8	Debaters did not understand what the speaker or friend said if it is too fast, not focuss and did not have enough vocabulary.
9	Debaters felt unconfident in speaking because still lack in vocabulary
10	Debaters afraid to make mistakes while debate
11	Debaters felt anxiety because lack of knowledge
10	Debaters feel shy because of their looking and mistake .
12	Debaters had lack of listening ability because sometimes they do not comprehend what the speaker say
13	Debaters had habit using mother tongue
14	Debaters had less of practice in speaking

15	Debaters had lack of preparation
16	Debaters forgot
17	The speaker speak too fast so debaters could not catch the meaning
18	Debaters had lazy to memorize or read a book

3. Conclusion Drawing/Verification

Miles and Huberman's theory on Conclusion drawing or verification is the third level in the qualitative data analysis model. In this case, the data described in the data display will be discussed in depth to make research findings. In this case, the discussion and findings were divided into two parts: about the problems and the makes problems for debaters' speaking at English Education Debate Club period 2019-2020 IAIN Padangsidimpuan. During the interview, the researcher found the makes problems for debaters' speaking as follows:

1) Debaters' Speaking problems

Based on the data about debaters' Speaking problems. The researcher could explain as follows:

- Debaters who have a limited vocabulary.
- Debaters feel confuse to pronounce the word.
- Debaters have lack of grammar, so they cannot form and arrange the sentence well and when they want to speak in English.
- Debaters lack of fluency in English, because they cannot imitate pausing, rhythm, stress and intonation well
- Debaters did not comprehends/ understand what the speakers said and it make they not understand.

2) Making problems for debaters' speaking

Based on the data about the makes problems for debaters' speaking. The researcher could explain as follows:

- Debaters felt unconfident in speaking
- Debaters afraid to make mistakes while debate
- Debaters felt anxiety
- Debaters felt shy
- Debaters had low motivation in English
- Debaters had lack vocabulary
- Debaters had lack of knowledge about pronuniation
- Debaters had lack of knowledge about grammar
- Debaters had lack of knowledge about motion or topic beeing discuss
- Debaters had habit using mother tongue
- Debaters had lack of listening ability
- Debaters had lack of practice in speaking or presenting arguments using time
- And laziness

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Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriyani Fahmei Lubis, M.Ag
2. Zainuddin, M. S.S., M.Hum

(Pembimbing I)
(Pembimbing II)

di-Padangsidimpuan

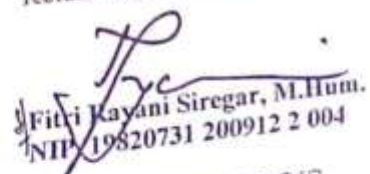
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi	: Debaters' Speaking Problems at English Education Debate Club Period 2019/2020

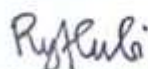
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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16 September 2020

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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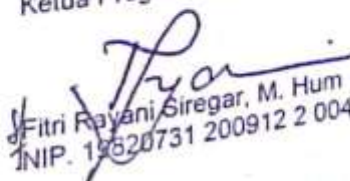
Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

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Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan pada tanggal 24 September 2020 s/d 26 September 2020 dengan judul "Debaters' Speaking Problems at English Education Debate Club Period 2019-2020 IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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