THE COMPETITIVE DEBATE IN ACEH

SKRIPSI

Submitted in Partial Fulfillment of the Requirements for the Degree Of
" Sarjana Pendidikan " (S1)

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ENGLISH DEPARTMENT
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2021

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Skripsi ini telah disetujui oleh pembimbing untuk diajukan pada ujian skripsi program sarjana.

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ACKNOWLEDGEMENT

In the name of Allah SWT, the beneficent and merciful. All praise is merely to The Mightiest Allah SWT, the lord of the worlds, for the gracious mercy and tremendous blessing that enable me to accomplish this research report. This research report entitled "Implementation Jigsaw Cooperative Learning in Teaching Reading at the Second Grade Students of SMA N 2 Kota Metro", is submitted to fulfill one of the requirements in accomplishing the S-1 Degree Program at the Department of Language and Arts of Teacher Training and Education Faculty, University of Lampung.

There are many individuals who have generously suggested to improve this research report. First of all the writer would like to express his sincere gratitude and respect to his first advisor, Ujang Suparman, Ph.D., and his second advisor, Drs. Sudirman, M.Pd., who have contributed and given their valuable evaluations, comments, and suggestions during the completion and accomplishing of this research report.

The other supports also come from Affriyan Eko, Yudi, Harris Tamzil, Nandita Wana, Tanjung Wulandari, Kharisma Juve, Wahyudi, Okky, Aryo, Lanang

Last but not least, his special gratitude and indebtedness are dedicated to his beloved mother, Gilyawati and his beloved father, Murjio, who always give their loves, prayers, supports, and encouragements for every single path the writer chooses.

The other supports also come from my lovely coach, parents, and my friends. Hopefully, this script would give a positive contribution to the educational development or those who want to carry out further research.

Banda Aceh, Dec 6th, 2022

The Writer

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CHAPTER I
INTRODUCTION

In this chapter, the researcher writes some point that related to the theoretical of study. Those points are background of the study, the research problem, the objective of study, the scope of study, the significance of study and definition of key term.

1.1 Background of study

Debate is the process of each individual in giving particular contentions by using critical thinking about various issues from many points of view. It aims to convince the certain people regarding the idea that they offer or defend (Syahputra:2020).

Similarly, debate pushes students to build, develop, and maintain their perception or idea through a logic way of thinking and the reliable references about the issue being discussed. Therefore, the students are required to be able to deliver their argument explicitly and rebut their opponent team's idea successfully. In short, debate can elevate the students' qualification of communication and critical thinking (Wahyuni:2020).

Currently, competitive debate has been practiced in the long run and has been frequently held as annual events by government and many institutions as the platform for students to actualize themselves especially in critical thinking and communication skill, as well as

enriching their knowledge and experience. It also creates the network for all students who are passionate in it. The popular events that are usually run by the government like NUDC, JOVED, SOVED are also engineered by the other institutions by releasing the debate competition with diverse names or events in different areas like VEDA, ALSA UI, CIMSA, and ATMA OPEN.

According to Wahyuni (2020), competitive debate is a type of debate that is held in academic circle. The students are encouraged to think critically and work in team cooperatively in order to provide the best way to solve a problem so they can win the competition. The main part of debate is argumentation which must be principally and practically relevant to trust and implement. It means that an argumentation should be logic, relevant and important to be talked in the debate.

Nevertheless, the gap of debate quality between Acehnese debaters and the other provinces' debater is very tangible. The Acehnese debaters' achievement in national and international level still as a utopia (Iqhrammullah, 2017:50). For instance, none of Aceh debate teams has ever reached the semifinals or grandfinal of NUDC. It shows that the qualification of Acehnese debaters is still left behind.

Furthermore, the number of participation of Acehnese debaters in competitive debate is still low. The researcher found that there are only a few debaters who actively participate in competitive debate especially

in regional and national level (Iqhrammullah, 2017:21). It shows that most of debaters are not courageous enough to compete with the debaters from other provinces. They tend to be disincentivized to win the debate match nationally or internationally. It happens because some factors either internalities or externalities; those factors can be in a form of self-doubt about their capability, inadequate budget for the registration fee, limited sources in terms of coaches, teammates, and learning platforms.

Due to the facts that the debaters will be more likely insecure to appear among individuals who are genuinely distinctive from themselves. They are also probably some debaters who want to participate but at the same time they do not have enough fund to sign up for the competitions unless there are a sponsor or an institution that will capitalize them. Besides, when they want to enroll themselves to the matches and they are being funded, they need to find their teammates and coaches to teach them.

There are multidimensional problem happening around the Acehnese debaters in general, and in Aceh campus in particular. Therefore, it needs a quick and serious response to cope with the problems in order to reform the competitive debate into a better form. To overcome the problems, we need to apprehend the current circumstances of the competitive debate in Aceh and it will be exposed within this research.

There are some previous research that is related to the current research. The first research is from Muhammad Iqhrammullah and Natasya Zuelda from Syiah Kuala University Debating Club with the tittle of the research "The Landscape of Competitive Debate in Aceh". This research generally focus on all of educational layers up the senior high school to university. This research's porposes are to s to explore the impact of debate activities in Aceh, Acehnese students' competitive debate experience and achievement, challenges of competitive debate proliferation and quality of debate competition in Aceh.

The second research is from Misna Aura from Universitas Bina Bangsa Getsempena with the tittle of the study "An Analysis of Adjudicators' Feedback Strategy in Competitive Debate". The research hel in 2021 which focused on analyzing the strategy of the adjudicator while giving feedback in competitive debates.. Every debate competition must have the adjudicators that will give some feedbacks about the result of the debate towards the debater who compete in the events. Therefore, there is a correlation between the adjudicators feedback strategy and the competitive debate itself.

The third research is entitled "The Effects of Debate Competition on Critical Thinking among Malaysian Second Language Learners" by Moomala Othman et. al. (2015) from Faculty of Educational Study of University of Putra, Malaysia. This study talks about how the competitive debate affects the critical thinking of Malaysian second

language learners. It also includes the circumstances of the competitive debate where the study also mostly discuss about the impact of the debate competition towards human being.

Based on some researches above, the researcher wants to carry out the research by conducting a new research entitled "**The Landscape of Competitive Debate in Aceh Private Universities** ". What makes this research very exclusive is that this research is going to focus on the landscape of the debate in Aceh higher education.

1.2 Research Question

According the previous background and the focus of the research being elaborated above, the research question is "How is the landscape of competitive debate in Aceh private universities?".

1.3 The Objective of study

Based on the research question being appended above, so this research aims to know the landscape of competitive debate in Aceh private universities.

1.4 Scope of study

The research focuses on investigating the landscape of competitive debate in Aceh private universities which consists of the multi-dimensional perspectives in competitive debate among private universities in Aceh.

1.5 The significant of study

    This study is expected to give benefit for some stakeholders such as adjudicator, debater, teacher, student, and researcher. The significances as follow:

1. Debaters

Knowing the landscape the Acehnese debaters among private universities will be the self-introspection or evaluation for each debater so they will push themselves to be better in term of credibility.

2. Government

This research can also become the parameter for the government to design the competitive debate. It will send the message towards the government about what things that have gone well and wha things should still be improved in competitive debate that they held.

3. Teachers

This research is also going to very beneficial towards the teachers in term of how they apply debate in their classroom. They can also be inspired by this research because it can be the channel for themselves to acknowledge how the landscape of competitive debate in Aceh is. By recognizing the landscape, they will be more concerned to improve the implementation of the debate in their classes.

4. Students

The study will also be useful for the students. Knowing the landscape of competitive debate, the students are going to understand

on what things that still need to upgrade and pursued in competitive debate. Knowing the landscape means that they will be able to contextualize the circumstances happening in competitive debate. They will also keep actualizing themselves due to the fact that they need to represent their school in a debate match as well as possible.

5. Institution

This research will also push the institutions that want to hold a debate competition to be more concerned about the quality or credibility of the competition that they have and ensure the benefit of the competition. By this study, all institutions that intend to make a debate competition will get the constructive critique or evaluation that urge them to make and have a qualified and significantly better competitive debate in Aceh, especially in higher education level (campus).

6. Researchers

This study will be useful for the researcher to enlarge the writers' capability in creating the next researches that have correlations with this research. It will become an experience for the researcher to engineer such research and the experience will help the researcher to have a better way on the next researches.

1.6 Definition of key term

To avoid the misconception about some keywords that become the main points of the study that may be the readers do not have familiarity with those words so the writer provides some definitions that will help the readers to comprehend the study. The definition as follows:

1.6.1 Competitive Debate

Competitive debate is the clash of idea between pros and cons teams that struggle to win the debate. In competition, every team compete and against each other according to their position and stance. Winning teams are determined by a set of criteria centered on the ideas of content, delivery, and strategy (Cambridge Union Society:2015).

Competitive debate can be in the form of a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A competitive debate may comprise two individuals that against one another or two teams or more that against each other. A team can win the debate if they are have most exclusive idea and are able to engage with the others' teams' case (Medan Debate Academy:2020).

1.6.2 Landscape

The landscape that the writer means in this research is the multi-dimensional sides of competitive debate that are linked each other which leads to circumstances from the multiple points of view. According to Oxford Dictionary by Elizabeth Mavor, 1598, landscape is characteristic features of an area of activity. It is relevant to use as the keyword of the

study regarding how every features or side of competitive debate looks like. Features can be in a form of participation, achievement, interest in debate competitive debate, especially in private campuses of Aceh province.

CHAPTER II

LITERATURE REVIEW

This chapter presented the review of related literature or theories based on expert about the definition of debate, competitive debate, types of competitive debate in university level, kinds of competitive debate in university level, and kinds of competitive debate in Aceh University.

2.1 Debate

Debate requires debaters to eradicate the subjective assessment among the judges and observer. Everyone cannot use their sense of subjectivity like culture, religion, gender, social class and so on and so far. It means that the assessment should be about the comparison of which idea is more logic, exclusive, relevant and important to be talked and to apply. Everyone cannot use their subjectivity to eradicate the bias result or adjudication. Because the debate is a persuasion so every team must be able to persuade the adjudicators by their logic and complete reasons (Wahyuni:2020)

Furthermore, debate is a formal method of interactive and representative argument designed to persuade judges and audiences (Alasmalia:2013). Hence, each team necessarily have the ability to define, limit, make contextualize, give Argument and rebuttle, and provide appropriate evidence in persuasive ways.

Furthermore, debate stimulate the students' thinking ability and even they are forced to think and support an issue that sometimes may be contradictive with their belief (Maryhodi:2011)

2.2 Competitive Debate

According to Iqhrammullah (2021:48), debate is a formal discussion consists of two sides opposing one another and defending their own case in order to convince the adjudicator and win the debate. In competitive debate, every team is given an issue being the topic of the debate namely motion and each individual in a team needs to collaborate with the teammate to find a strong and exclusive substantive. At the same time, they also need to defend their team's case and to attack the other teams' case by giving rebuttals. A contention must have the explicit explanation, reasons and the accurate evidences or an analogy to make it strong and valid.

Furthermore, Mulyadi Syahputra, (2020:9) noted that a competitive debate held under rules originating from British parliamentary procedure is a parliamentary debate. It indicates that a competitive debate has its own standard where it is dubbed as a tight debate or below averaged debate which relies on particular aspects to asses, such as engagement, style, and strategy (Mayzuhroh:2018).

2.3 Types of Competitive Debate In Aceh Private Universities

There are some types of competitive debate in university level regarding the system which indicates some distinctions, such as the number of participants in a team, the number of teams in a chamber and also regarding where the system itself comes. There are several different styles of debate system which are commonly used by all debaters around the world (Syarifah, 2016 as cited in Khoiryah and Suhartono, 2019:2) The types as follow:

2.3.1 British Parliamentary Debate System (BP)

British Parliamentary System is a form of competitive debate that consists four teams in a chamber and each team has two persons as debater. The teams are classified into two sides ; the teams who as the proposition teams will be called as "government" and they will support the motion. Meanwhile, the two others are called as the opposition teams and they will reject or oppose the motion. (Syahputra, 2020:9). Despite in the similar banche, each team under one side need to show of that they are more exclusive than another team in their side.

According to Sundari (2017:20), there will be two sides for in British Debate Parliamentary System.   Each sides comprises two teams; the government side consists of Opening Government (OG) and Closing Government (CG) while the opposition side consists of Openin Opposition (OO) and Closing Opposition (CO). Government sides as the proposition

teams while the opposion sides stands as the opposite teams. the examples of debate event that follows this system is NUDC, KDMI 2021, SOVED, JOVED, et cetera.

Wahyuni (2019:12-24) as cited in Misna (2020:14), stated that Parliamentary debate could be distinguished for five forms which includes the Australian Parliamentary System, Asian Parliamentary System, British Parliamentary System, Format World Schools, American Debate.

2.3.2   Asian Parliamentary System (AP System)

Asian Parliamentary Debate System is a form of debate competition that consists of two teams with the different position. There will be three speakers in proposition team called as the government team and there will also three debaters in the opposition side. What makes it different from the British Parliamentary Debate System is that this system also require a reply speaker of each team and the the speech of the reply speaker begins from the opposition team. Some kinds of the debate competition that apply this AP System are ALSA UI, NSDC, and ATMA OPEN (Khairah and Suhartono, 2019:1)

2.3.3   One to One Debate

One to One Debate is a debate consists of two deabters with different position. The position is decided by the the first speaker after the motion being launched. If the motion being launched, the first speaker is allowed to decide his or her position. If the first debater wants to be the proposition, the other

debater will automatically be an opposition team. This system is usually used in International Conference held by United Nation, Voice Up Fondation held by Immortal Youth MUN.

2.4 Kinds of Competitive Debate Held in Aceh University

There are several debate event in Aceh that have ever had and or become the annual event of the debate competition run in Aceh University level as follow:

2.4.1   NUDC

National University Debating Championship is one of debate competitions which follows the British Parliamentary Format and N1 Policy held by Pusat Prestasi Nasional (PUSPRESNAS). Before the national event, there will be the selection in 34 provinces of Indonesia. Each province is given the different number of slots or quotas to have the representatives. For example, Sumatera Utara get 8 slots, Aceh gets 5 slots, while DKI Jakarta gets 10 slots.

This tournament is devided into two major class, first class as beginner teams (Novice Category) and the the second class as the advance teams (MainDraw/ Open Category). Every team also has N1 Adjudicator as the independent judge but also has the chance to be eligible to have a considerable decision if the N1 is qualified regarding the assessment from the Chair or the Chief of Adjudicator.

The phase of the tournaments consists of five stages for Novice Category and four phases. Preliminary Round, Octofinals, Quarterfinals, Semifinals, and Grandfinals are for the open category while the Preliminary Round, Quarterfinals, Semifinals, and Grandfinals are for the novice category. There will be up to 16th Best Speaker for each category.

However, in Aceh, there were only ten campuses that participated in the NUDC Selection 2021. It shows that the motivation is still low among the university students in Aceh . Furthermore, the highest Acehnese debaters' achievement was only at Openoctofinals in 2020.

2.4.2   VEDA (Varsity English Debate in Aceh) 2020

Varsity English Debate in Aceh (VEDA) 2020 is a debate competition held by STKIP Bina Bangsa Getsempeuna Institution in 2020. The competition was followed by only three campuses in Aceh and those three campuses were from Banda Aceh, anyway. It indicated there `were just a few people who were enthusiastic. Moreover, the fee was just 50 rupiahs but the teams who participated was only eight teams. Comparatively, the registration fee of the other debate competitions outside Aceh exceeds 350.000 rupiahs and the slots are always full. This competition used the British Parliamentary System (BP System) with several invited adjudicator.

2.4.3   Open Debate EDSA Fair 2020

This event was held in UIN Ar-raniry, especially during the EDSA Fair 2020. It was one of the scopes of the EDSA Fair's competitions. Similar to VEDA, this event was also followed by eight teams from three campuses. It also used the British Parliamentary System. Even though the promotion to public before the event was done, the number of participants still did not reach the target of the slots.

2.4.4   Open Debate CIMSA USK (SCOPES)

This debate match is one of the annual competition kinds of SCOPES event (Scopes of English Competitions) held by CIMSA of Syiah Kuala University. Although this match was openly accessible for the cross-age, but the number of participants were also small. It was not more than ten teams that followed the competition. Meanwhile, USK is one of the center of competition organizer. It shows that the low rate of enthusiasm still become the problematic for the development of debate in Aceh.

2.4.5   Friendly Match of Abulyatama

It was held by Abulyatama University in 2017 and was organized by the members of the debate club in the university. The competition was followed by some campuses, such as Universitas Syiah Kuala, STKIP Bina Bangsa Getsempena, and Universitas Muhammadyah. Unfortunately, the event was only once and there was no competition done after the next year of it.

Meanwhile, this competition is very important to develop the debate skill. It indicated that there was a lack of participation and interest among the debaters in Aceh.

2.4.6   KDMI

Kompetisi Debat Mahasiswa Indonesia (KDMI) is simply similar to NUDC. The difference is only the basis language that is used in the competition. In KDMI, all debaters use Bahasa Indonesia as their language in their speech. In 2020, Aceh sent its two representatives on national tournament (KDMI). However, the representative only ranked 8 out of 68 teams from 34 provinces in Indonesia. It also shows that the Acehnese debaters are still not able to compete with the other debaters from the other provinces.

2.5 Kinds of Competitive Debate Followed by Aceh Private Universities

In this part, there will be some reviews of the debate events that Acehnese debaters have ever participated in many levels that indicates how far the debaters' experience is in some debate matches in university level.

2.4.7   WUDC

World University Debating Championship is the highest level of competitive debate in University. All of coutries' representatives will compete each other to win the contest. To be able to represent Indonesia, Acehnese needs to be the Grandfinalist team in NUDC or to give the payment as the

registration fee. However, if Acehnese debaters want to apply independently, they need to provide a very fantastic amount of money.

2.4.8   SOVED

Sumatera Overland Varsity English Debate Championship (SOVED) is applied for all debaters in Sumatera region including Aceh. So far, Acehnese Debater have ever won the debate as the champion in 2018 and as the 2nd runner up in 2021. Both achievements were won by Aceh debaters from Syiah Kuala University. However, USK was the one and only team from Aech that participate in SOVED. The reasons could be caused by the misinformation, fee, or the limited number of debaters.

2.4.9   NUDC

National University Debating Championship result also indicates that there was no a significant progress of the debate in Aceh. It seems to be stagnant. From the five representatives, there was none of teams from Aceh that was able to enter the Octofinals or Quarterfinals in both categories. It has been more a decades that Acehnese debaters to participate in NUDC. However, there is none of Aceh representative that reaches the semifinals or grand final in every year. So, it supposed to be a challenge for the next representatives of Aceh to bring the province into the grand final of NUDC for the next years.

2.4.10 Aurgumentum

Aurgumentum Debate is a national debate tournament. There were only two teams from Aceh involved in the competition, they were the team from Universitas Syiah Kuala and also the team from Universitas Bina Bangsa Getsempena. This event use the British Perliamentary System and is devided into two category (Novice and Maindraw). Both teams did not enter the breaking stage. In this recent years, the result shows that the progress of the debate runs very slowly. Hence, it literally and necessarily become a self-evaluation for each debater to pursue the higher level of debate skill in order to have the debate attainment in the higher level, such as regional, nasional, even international.

2.4.11 KDMI

Since it started in 2017, there has not been any team that represent Aceh in the grand final of KDMI until 2020. The researcher concludes that there is still no significant progress of KDMI debaters among campuses in Aceh. It has become a public secret that Acehnese debaters are still not capable to be the champion of KDMI so it necessarily and seriously considered by all of stakeholders among the debate community in Aceh.

Regarding the passage above, the researcher declares that there are still a lot of things to improve inside the Acehnese debaters circle in order to rank

the highest position or at least reach the semifinal round out of the other teams in the next Kompetisi Debat Mahasiswa Indonesia (KDMI).

2.5 Assessment Rubric

There are some essential matters going to be assessed by juries in competitive debate or commonly called as adjudicators. The matters as follow:

2.5.1 Matter

Matter refers to the speech's content (Ashari:2017). It covers the stated arguments as well as the general strength of the evidence, example, and analysis used to support and justify the argument (Harvey:2011). Furthermore, there are three types of arguments: substantive, rebuttal, and point of information (when a debate style uses it). Coherence and relevance are two essential factors in matter. Obviously, since the strength of the argument is so important, matter appears to be the most challenging aspect of the debate. According to Smith (2011), every speaker must engage in critical thinking as a solution to the motion and construct credible arguments.

A good matter comes from a good set of the argument or case which rely on some strictures, those are Assertion, Reasoning, Evidence, and Link back (AREL). AREL itself is a sequence of a constructed argument by the

debaters in building their case (Wahyuni and Syahputra, 2020:14). It means that an argument will not be well established without its structure. If one of structure is missing, an argument cannot be dubbed as a strong or complex argument. Every part of the argument structure support each other to strengthen the argument delivered by the debaters.

a. Assertion

According to Syahputra (2020), the fundamental point of an argument is a claim, which is a statement about what the debater intends to prove or can be stated about the argument's issue that will be delivered by the debater. The opening sentence of an argument must contain an assertion, often known as the "tagline".

b. Reason

A claim without a justification is nothing more than a claim. It will be difficult for people to accept and trust a statement without more clarification. Because the assertion and the notion both relate to the concept or proposition 16 you're attempting to establish (Sonnreich in Iqramullah, 2019). According to Wahyuni (2020), if the claim is essential because it directs the audience to the intended truth, the premise is significant because it assists the audience in moving along the path of argument and invites listeners to comprehend the speaker's arguments.

c. Evidence

Data or proof should be included in the additional information in debate (Nirwana, 2011:5). Statistics, circumstantial evidence, and particular examples are some of the most frequent types of evidence that may be utilized to support the speaker's point.

d. Link-back

According to Irmayanti (2020), link-back is a restatement of a claim that has been verified by logic and fact. This has a lot to do with consistency and relevancy. The adjudicator and the audience should be reminded that the analysis was done to prove the claim (Iqramullah, 2016). Link-backs, like claims, warrants, and data, should be carefully defined using precise phraseology.

2.5.2 Manner

Second, according to Ashari (2017) manner is considered as the way of a speaker in presenting the speech. Gestural/body language, eye-contact, and voice expression are the most common characteristics in manner. When delivering an 3 argument, a debater will usually make a typical gesture. The characteristics showing a speaker's persuasiveness are the reason why technique is included in one of the assessment considerations. Sari (2019) found that confident speakers are more credible than stuttering speakers.

Furthermore, DAV (2015) stated that there are some points that include in manner when debate:

a. Voice

Voice is important to speak not monotone and pause when it needs. It focus to emphasize important points and various tones to demonstrate whether a point is critical, sad or humorous. Thinking on how to communicate with friends and family and the number of tones and patterns of using speech.

b. Body language

In debate, body language is the essential role to speak. When it is performed correctly and in parts, body language itself helps to improve the effectiveness of expression. Public speaking is an activity of verbal communication and nonverbal communication which takes place simultaneously.

c. Eye contact

In the eyes of an audience, a deliberate look will reflect how much they care for their opinions. An invitation to transform talking into a conversation is continuous eye contact. It establishes a connection between the speaker and the audience, a relation that both parties benefit from.

d. Volume

Volume is how loud or softly speaking. In a debate, it needs to speak loud enough that all the audience can clearly to hear. If speaking too softly, or

mumble a speech, and the audience cannot hear, and be persuaded. Most debates are held in classrooms, so practice the volume of speech is important to make sure the volume is loud enough.

2.5.3 Method

The structure or organization of the speech is defined as method (Sari:2019). The structure of each member's speech, as well as the team's, is important in debate. In general, a speaker's speech structure includes an introduction, arguments, conclusion, and proper timing. However, in this case, an introduction is not the same as one that would normally occur in a conversation. It's more about the overall line of the contested subject, based on the team's point of view (Pradana:2017). Those kinds of judgment are important to improve students' critical thinking by feedback. Beside in debate, in teaching speaking also has a feedback.

On the other hand, The common aspect that evaluate in speaking are pronunciation, fluency, vocabulary, and accuracy (Wahyuni:2020). It means that every part of communication skill and facts are also influential towards the result of the debate.

2.7. The manifestation of the Assessment Rubric

From the assessment factors in the competitive debate, the adjudicators will manifest their adjudication result into two parts, they are Victory Point

(VP) and Speaker Score. The explanations as follow:

2.7.1 Victory Point (VP)

Victory point is a set of numbers or scores that indicate every team's rank in a debate chamber. Similarly, it can be the indication of which team that win or lose in a battle of debate. The higher rank that a team achieve, the higher victory point that they will get. Eventually, the teams who can enter the next round or phase are the teams whose the highest victory points. For example, if a chamber consists four teams, there will get the 1st rank with 3 VP, the team who get the 2nd rank with 2 VP, 3rd rank with 1 VP, and the 4th rank with 0 VP. All of VP collected by each team in every round of a phase will be accumulated and compared to one another (The Practical Guide To Debate World Style).

2.7.2 Speaker Score

Speaker score indicates how much the contribution given by every individual of all teams regarding how exclusive their ideas are and also the way how they elaborate their idea. It is related to the matter, method, and manner of every debater. The more exclusive, extensive and explicit an idea is, the higher score will be obtained (Alex Borwix:2016).

2.8 The Debate Clubs

Debate club is a group consists of individuals who learn about debating skills. It is a platform for the debaters including the coach to develop their skills in debate in order to achieve the credibility of the debate skill. (ESU

Teaching Resource, 2019), describes that a debate club gives students of all abilities a fun way of developing their oracy skills. There are many debate clubs in Indonesia that compete each other to win every debate tournament.

2.8.1 The Debate Clubs in Aceh

In Aceh, there are some familiar debate clubs that researcher recognizes. Those debate clubs as follow:

a.   Dusk

This debate club is from Syiah Kuala University (USK). It is led by Iqhrammullah who acts as the coach at once. It consists of more than 20 active official members. The club has attained so many achievements in provincial, regional, and national level. In Aceh, they often get the first place of competitive debate and always become the provincial delegates in every annual debate competition like National University Debating Championship (NUDC) and Kompetisi Debat Mahasiswa Indonesia (KDMI). Its social media account can be accessed on @dusk_syiahkuala.

b.   Insiders

Insiders is a debate club of Universitas Bina Bangsa Getsempena (UBBG). It was founded in 2014 at the University of Bina Bangsa Getsempena (UBBG) under the guidance of Mr. Mulyadi Syahputra, M.Pd and Mrs. Sri Wahyuni, M.Pd. This club focuses on developing public speaking skills in both English and Indonesian, critical thinking, and developing local and global insights.

Since it was first formed, this UKM has succeeded in making many achievements from the provincial, national, to international levels and has always been one of Aceh's representatives in every national level debate event. Until now, this club has succeeded in producing many outstanding students and rallies to international events. It has an official account of social media that can be accessed on @insiders.bbg.

c. Abulyatama Debate Club

This is a debate club of Abulyatama University which consist of more than ten official members. It was established in 2016 guided by Ema and as the coach at the same time. This club has ever got the second place of Aceh NUDC selection in 2017. It often represents Aceh province in National University Debating Championship (NUDC) and other kinds of debate competition. The club also has the official instagram account which can be found on IG @abulyatama_debating_club.

d. UDS Umuslim

UDS Umuslim is a debate club coming from Universitas Al-muslim that has Ms. Walis and Mr. Rafy as the coaches of the club. The club has more than ten official members and it also has reached some achievements in provincial and national level. in 2018, they became the runner up in NUDC Selection of Aceh and entered the octofinals round. In 2021, they become the champion of NUDC seletion in Aceh province. Its social media account can be found on Instagram, namely @uds_almuslim.

2.8.2 The Debate Club in Indonesia

There are some debate clubs that have been widely known in Insdonesia. Those debate clubs can be widely recognized because of their contribution, achievement, and participations toward the competitive debate in Indonesia. Additionally, they also inspire people to create a debate club. Those debate clubs as follow:

a. **English Debating Society (EDS UI)**

The English Debating Society Universitas Indonesia (EDS UI) is a student run organisation that aims to foster critical thinking, develop public speaking skills, and provide students with the means to get involved in the democratic process through debating activities. Established on 5 May 1998, EDS UI is the pioneer of English debating in Indonesia, and has grown into the largest and most successful debating club in the country, as well as an emerging force to be reckoned with in the international debating circuit.

EDS UI participates at many national and international tournaments, hosts various debate and adjudication workshops, assists the Ministry of National Education in promoting debating activities in the provinces, and provides debate trainings for many high schools in Jakarta**.**

b. **English Debating Society (EDS UGM)**

English Debating Society Universitas Gadjah Mada (EDS UGM) is one of the largest and leading debating society in Indonesia. Specialized in English parliamentary debate, EDS UGM has created a lot of debating figure that held

numerous achievement in national and international stage. It is also one of the most prestigious and competitive debate clubs in Indonesia.

It was formed in 2005 based on the desire of a group of students who emphasized that debate activities are important and need to be developed in order to realize a democratic life system that is supported by the active participation of students through a culture of critical thinking. This then attracts students to be dynamic in debate activities, bringing EDS UGM to become one of the institutions with the best achievements in the debate circuit at regional, national, and international levels.

c.   **Student English Forum (SEF ITB)**

Initially, SEF ITB which was formed in 1986 was a Student Activity Unit (UKM) in the field of debate, but only an English learning club. However, in 2004, English debate competitions began to bloom in Indonesia. And this then triggers SEF ITB to develop its skills in producing debaters, who are good at speaking English, as well as mastering national and global content.

The seniors at SEF see that the potential of SEF ITB to develop in the field of debate is quite promising. Therefore, around 2005's, SEF ITB focused on capacity building activities in the field of English debate. Meanwhile, other activities are supporting activities," said SEF ITB, Aisyah Mustika.

Being involved in various national and international competitions, makes SEF ITB more mature in setting its podium in this field. A number of achievements have been made by its members, including competitions such as

the Unite Asian Debating Championship (UADC), the Asian English Olympic Debate (AEO), and even the most recent, being the champion at the 2020 World University Debating Championship.

d. English Speaking Union (ESU UNPAD)

The English Speaking Union (ESU) is a student organization that was founded on May 2, 1982. Initially, ESU was an English mentoring program to improve the ability of Unpad students in English. Now, ESU focuses its activities in the field of English-language parliamentary debate with a vision to develop, improve, and empower Unpad students in English. In 2017, ESU has brought the name of Unpad, both on a national and international scale, including the runner-up of the Indonesia Varsity Debate Competition (IVED) in Jogjakarta, sending two representatives for the Harvard Model United Nation (MUN) in Canada, and Paper Competition Goes to China.

e. Atma Jaya Debating Club (ADC)

Atma Jaya Debating Club is UNIKA Atma Jaya's official and only debating organization. It is one of the most prestigious debating clubs in Indonesia, sending delegates to both national and international competitions. This debate club focuses on parliamentary debating and public speaking, as well as quality organizational skills in a community-builing surrounding.

f. Hasanudin English Debating Society (HEDS)

Hasanuddin English Debating Society, otherwise known as HEDS was first established in the year 2000. HEDS was officially recognized as an UKM

(Unit Kegiatan Mahasiswa) in 2008, and is now officially known as UKM Debat Bahasa Inggris Unhas (UKM DBI UH). Throughout the years, UKM DBI UH has evolved into the most participative EDS from Eastern Indonesia, participating in almost all regional, national, and even international scale English debating competitions. UKM DBI UH members are also actively spreading the good name of Indonesian English debating in Eastern Indonesia, by being adjudicators in English competitions, ranging from High School to varsity competitions.

UKM DBI UH members are also appointed as trainers and coaches for various EDS across Eastern Indonesia. In terms of competitions, UKM DBI UH is inarguably the best EDS in Eastern Indonesia having participated and achieved various achievements in numerous national scale competitions. HEDS has always been able to break into octo-finals of national competitions, deeming HEDS as a 'dark horse'and 'potential underdog' in national competitions. Since it's inception, HEDS has grown prominently. Members have grown significantly throughout the years, which just shows the society's efforts to proliferate english debating in Eastern Indonesia has not been fruitless.

g. Parahyangan English Debate Society (PEDS)

PEDS (Parahyangan English Debating Society) is an UKM of Uiversitas Katolik Parahyangan that aims to channel students' interest in critical thinking, analysis, and public speaking through English debate activities. As a pioneer in

English debate activities in Indonesia, PEDS accommodates not only those who have experience in debate activities or those who have never participated in previous debate activities. All members will be guided through basic, regular, and intensive training so that they can finally engage in training at both national and international levels. This club has also some high achievments especially in national level; one of the achievement is being the grandfinalist of Open Grandfinal 2020.

h. Student English Forum Univ 11 Maret (SEF UNS)

Student English Forum Universitas Sebelas Maret (SEF UNS) Surkarta is a university-level student activity unit (UKM) that focuses on developing students' abilities in the field of public speaking in English, namely debate and general public speaking itself. SEF UNS was first officially formed as a university-level UKM in 2007 when a group of students who have interests and talents in developing the same skills decided to establish an official organization.

In the world of debate competitions, SEF UNS has made many achievements both regionally and nationally. For example, the English debate competition in the Student and Youth Sports and Arts Week (PORSIMAPTAR) by the Indonesian Police Academy. In addition, the English speech competition held by the Junior Chamber International was also another achievement event for public speakers from SEF UNS both at the local Solo and national level.

i. IPB Debating Community (IDC IPB)

IPB Debating Community was originally a debate club consisting of IPB students who liked English debate activities. In 2009 IDC officially became an UKM in IPB with the mentor Mrs. Dra Alfa Chasanah, MA. In 2010 officially had a secretariat at the Student Center. In this organization, all members learn how to think critically, analyze problems, and express opinions in a good and structured manner.

This debate club is also considered as one of the most prestigious and successful debate club which has achieved so many attainment in debate and other kinds of public speaking competition, such as 2nd Runner up of NUDC 2018 kopertis 3, 1st Runner up of UADC 2016, English as foreign language, 1st Runner up of JOVED Championship 2018, Novice category; 1st Runner up of JOVED championship 2018, main category.

j. Udayana Debating Society (UDS)

UDS is a club that focuses on public speaking in Indonesian and English. We train students to think critically, voice opinions in a structured manner and add insight into world issues and increase confidence, especially in public speaking and debate. UDS has given results by participating in debate competitions at regional and national levels and winning national debate competitions such as RASCIO and NUDC as well as regional ones, such as ArgUMentum, ALSA UNUD, KDMI regional level, regional NUDC and others. Some of their achievements are the 1st Place RASCIO UNUD 2018,

2nd place KDMI regional 2019, , 6th Best speaker NUDC Novice Category 2019 (Aldy Danupoyo).

There are still many debate clubs that the researcher mention and describe. However, those kinds of debate club are the biggest and successful debate club which have numerous achievement up to international level.

2.9 Kinds of Annual Competitive Debate in Indonesia

The researcher already searched some profiles of debate clubs in Indonesia, they are as follow:

a. ALSA Debate

ALSA Debate is one of the competitions conducted in ALSA English Competition (ALSA E-Comp) by the Asian Law Students' Association of Universitas Indonesia. It is also one of annual debate events in Indonesia which was first launched in 1995. This kind of debate applies the Asian Parliamentary Debate System where the participants are the immense variety of Indonesia.

The Asian Law Students' Association (ALSA) is an internationally broadcast non-profit organization whose members consist of architecture students from various Asian universities. In Indonesia, since 1987, ALSA National Chapter Indonesia has been established. One of ALSA's visions is to develop the use of English in everyday life. In realizing this vision, ALSA Local Chapter Universitas Indonesia (ALSA LC UI) initiated this competition.

b. IVED

Indonesian Varsities English Debate (IVED) is the first university-level parliamentary debate competition in Indonesia. This competition is held once a year up 1998 til now. It is also the oldest debate event in Indonesia which wa first held in Universitas Indonesia.

In 1996, three outstanding students (Mapres) from the University of Indonesia (UI) were sent by their campus to take part in the ASEAN-wide parliamentary debate competition, the 1996 ASEAN Varsities Debate at Universiti Malaya, Kuala Lumpur, Malaysia. Although he has not been able to achieve much, one of the three debaters is determined to develop this activity upon his return to his homeland. He then trained 3 UI students to form a team for the IV All-Asian Intervarsity Debating Championships competition, an Asian parliamentary debate competition organized by Nanyang Technological University, Singapore in 1997. This competition was also participated by a team from Parahyangan Catholic University. (Unpar), PEDS.

After returning from these activities, in 1997 Unpar decided to hold the first Java-wide parliamentary debate competition, the All Java-Overland Intervarsity Debating Championships (this name was later changed to Java Overland Varsities English Debate). At the end of the tournament, UI offered to be the next host.

However, UI finally chose to expand the scope of the competition and held the first IVED in 1998. The event received support from one of the private

TV stations in Indonesia (RCTI) which became the main sponsor. In IVED 2011 at Hasanuddin University, the first novice break category was competed and held simultaneously with the open break category.

c. National University Debating Championship (NUDC)

NUDC is an annual official debate event released by the government institution (Pusat Prestasi Nasional and Kementerian Pendidikan dan Kebudayaan Republik Indonesia). This event applies British Parliamentarya Debate System (BP) which consists of two steps. The first steps is conducted in regional/ province level while the second step is conducted in national level after the first step being done. The first step aimed to find the provincial delegates to compete in the national level and the second step is the main circuit where all of the provincial delegate compete each other.

In the national circuit, there are to categories that are contested, they are novice and maindraw. The novice category is a category for the beginners who still don't have experience in winning the national or regional debate even. Meanwhile, the maindraw category is for those who has ever won or become the best speaker or even become an adjudicator in a national debate event.

There are four stages in novice category, they are preliminary round, quarterfinal, semifinal, and grandfinal. Meanwhile, the maindraw category consists of five stages which are preliminary round, open octofinal, quarterfinal, semifinal, and grandfinal. Nevertheless, there are a similarity among those two categories, that is the preliminary round which is run at the

same time and they compete each other regardless their category eligibility.

e.   Kompetisi Debat Mahasiswa Indonesia (KDMI)

KDMI was firstly conducted in 2018. This is an Bahasa Indonesia based debate event. This debate competition applies Asian Parliamentary Debate System (AS). Similar to NUDC, before going on the national circuit, there will be a regional selection in every province of Indonesia. So far there is no category for KDMI, all of teams are similar and they compete each other.

CHAPTER III

RESEARCH METHODOLOGY

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3.1 Research Design

This research is a descriptive qualitative research. In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. It indicates that the writer is going to find the result of data analysis by describing it.

It is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data, according to Hancock & Algozzine (2006:15). This research tries to reveal, analyze and explain some data or information by describing it.

3.2 Research Subject

The research subjects are the individuals who of clubs of some campuses in Aceh which have the official members. Those debate clubs and the debaters are randomly selected by the researcher in order to avoid the subjective or biased data. From each debate club, there are two official members that will be the samples of the research. In this research, the intent of simple random sampling is to choose individuals to be sampled who will be the representatives of the population. Sample is a partial or

representative of a particular population that is expected to be able to represent the characteristics of any individual in a population ; it mean ls that sample is the part of population (Arikunto, 2011:62)**.**

In Addition, Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary et.al (2006: 148) sample is a portion of a population and the small group that is observed. Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2008: 152).

3.3 Research Instrument

In this research, there are some instruments being used to do the research, they are questionnaire, interview guideline, and documentation. Three of them are the appropriate tools for the writer to use in running this research. The purpose of those instruments are inherently to obtain the information or data directly from the reliable actors related to this study.

3.3.1 Interview Guideline

The researcher use the interview guideline to approach the actors who are correlated to the research. The researcher expects that he can access the information through the interviewees' answers. According to Ary (2010), interview guideline is one of the most deployed and basic ways to get the

qualitative data and it is used to collect the data from the individuals'
contention, feeling and their beliefs about a certain issue by their own words.

The interview guideline stands as the tool to held the interview to the
persons who became the sources of information so the interviewer can obtain
the data from that activity. There are for classified parts being interviewed,
they are participation, achievement, interest, and support. There will be at least
to questions being asked of each part.

3.3.2 Questionnaire

A questionnaire is a research instrument consisting of a series of
questions for the purpose of gathering information from respondents
(Sugiyono:2012). Questionnaires can be thought of as a kind of written
interview. They can be carried out face to face, by telephone, computer or post.

Questionnaires provide a relatively cheap, quick and efficient way of
obtaining large amounts of information from a large sample of people. Data
can be collected relatively quickly because the researcher would not need to be
present when the questionnaires were completed. This is useful for large
populations when interviews would be impractical.

The type of questionnaire used by the researcher is closed questions
structure. According to Sugiyono (2012), the closed questions structure is the
questions with the answer that only allow the respondents to give the answers

which fit into pre-decided categories in each question. The researcher utilize this type of questionnaire is to efficiently find the data by providing the categorized answers which lead the respondents to have a comparative way of responding process.

In this research, the respondents will alternatively choose the answer among some options of each questions with the that indicate the scales. The researcher use the Likert Scale. The Likert Scale is a tool used to develop instruments used to measure the attitudes, perceptions, and opinions of a person or group of people against the potentials and problems of an object, the design of a product, the process of creating products and products that have been developed or created. According to Sugiyono (2012:93), Likert Scale is used to measure attitudes, opinions and the perception of a person or group of a social phenomenon.

According to Sugiyono (2012: 93), there are four to five answer from highly positive to highly negative. Meanwhile, according to Mulyatiningsih (2012: 29) suggested to use four scales of answers without using a neutral answer in order that respondent answers will be more assertive.

3.3.3 Document Analysis

The researcher uses documents analysis as one of the instruments being used in this research. Document analysis is a form of tool to analyze the

documents to get understanding of the phenomena under the research (Ary, 2010). The examples of documents being analyzed are novels, journals, records, budgets, letters, e-mail message, youtube video, et cetera. (Ary, 2010:442). Therefore, this research apply document analysis.

Document analysis is defined as a method of research that is used in visual or written materials aimed to classify its (Ary, 2010). Specifically, general thoughts, subject or and idea were found and utilized as the premise of getting speculations.

The reasons why the writer opted the document analysis is that the document analysis can be valid evidences of information being researched. The data being attached or shown comes from the official institution or group which ensures the accuracy or reliability of the information which is published. The kind of document analysis utilized by the researcher is records. The records that the researcher means in this research is a written data which shows the result of a certain case published by the official group, institution, et cetera. The writer uses that kind of records because it is accesseable and it cannot be intervened or changed by any individual.

3.4 Data Collection

In collecting data, the researcher absolutely explores the information throughout the interview, questionnaire, and data analysis.

3.4.1 Interview

In collecting data, the writer uses the Interview process. It is a process of asking for some important information related to the research or topic being discussed or researched. In addition, interview can be a way of deepening a certain issue or case by absorbing and understanding the information related to the issue from the reliable people who are involved in the case being investigated. The people who become the source of information in the interview are called as respondents (Interviewees) while the one who asks some information stands as an interviewer (Moleong, 2014:186).

According to Nurgiantoro (2013:97), an interview is a method used to obtain information from the respondent (debaters or interviewees) by providing a question and spoken answer. It means that interview is a way to gain some information orally. The interview is done with the prepared questions that will lead and stimulate the respondent to answer and share what they think of related to the questions being given.

The researcher employ the semi structured interview with open-ended questions in the interview activity of this study. The researcher thinks that by using the semi structured interview with open-ended questions, it will be much easier for the writer to get deeper and further information from the interviewees. Because this study mostly talks about the circumstance so the researcher need to

have additional or free-form of questions regarding the variety of the experience and the qualification of teach debater.

At the same time, the researcher also needs the justification of each the interviewees' answer in order to discover the reasons of their claims. This semi structured interview with open-ended questions is an appropriate way to find interconnected replies so that the potential of valid information can be maximized; it is between the unstructured and structured interview, in which the questions relies on the vibe but still relates to the case of this research. Additionally, the questions are formulated at first but the interviewer may modify them when deemed necessary (Ary:2020).

Due to the covid-19 pandemic, the researcher held the interview via Zoom App. The researcher invites some individuals of some debate clubs to join the zoom meeting. The researcher applies the semi structure interview with the open-ended questions in order to explicitly gain the information either specifically or generally. By those methods above, it shows that the writer engage the reliable channel in discovering the information being researched in this study.

During the interview, the researcher also still uses audio-recorder as the data saver so that the researcher do not need to worry about the missing points withing the interview. This audio recorded is a necessity; because in semi

structured with open-ended questions, there will be unexpected replies that triggers unformulated questions and at the same tame it requires the details or reasons. Hence, the writer do not have enough time to write down all of the answers completely at once. Ary (2010) and Cresweell (2012) agreed that audio recorder is an efficient media to hold an interview.

3.4.2 Questionnaire

To obtain the data from the questionnaire, the writer utilizes the survey provided in a google form which can be accessed on a link sent by the writer to the random respondents. The survey consists of structured and close-ended questions with four scales of each question. The writer will only take the responses of the individuals who are from the private colleges due to the tittle of the research. Then the researcher will access the responses of each respondent who already submits the responses on the previous equivalent link. Thus, this way is effective and efficient to do so because it does not require much time and or somewhere to go.

3.4.3 Document Analysis

The researcher uses this instrument to support the result of the other instruments. The documentation that the researcher mean is the records of PUSPRESNAS and or LLDIKTI regarding the annual result of NUDC and KDMI of Aceh..

3.6 Data Analysis

Data analysis In this study, the data analysis approach uses data flow analysis, which includes three elements: data reduction, data display, and discussion. According to Miles and Huberman (Sugiono: 2013), qualitative data classified into 3 types: data reduction, data display, and conclusion.

3.6.1 Data Condensation

Depending on Sugiono (2013), data reduction means summarizing and collecting the key points and focusing on relevant topics that have been studied. 27 Furthermore, Sugiono (2013) notes that data condensation is a process of sensitive thinking that needs intellect and breadth and high analysis as well as depth. It means that the method of summarizing and classify the data. the researcher uses it because it is going to make the researcher easier to understand and recognize the differences or similarities between a certain data with others data.

The data collected at this point is noted in depth in the commentary. From the data already noted details, and then it is summarized. The data analyzed only the data that are related to the strategy of adjudicators while giving feedback in competitive debate. The information that refers to the strategy becomes the data in this study.

3.6.2 Data Display

The next step is display or show the data after reducing it. According to sugiyono (2013), it will make it easier to understand what is being displayed and to create a plan for the next work based on what has been understood. Data display is a way of displaying information in the form of tables, graphs, pictograms, so that it can be easily interpreted and related. Overall, qualitative analysis uses narrative text in presenting results, Prasetyo (2015). In this step, the data has been organized and then matched with literary and detail for easy to understand. Next, the data will be presented according to the focus of the research that analyzes the rate of achievement, participation, interest and supports among Acehnese debaters of private institutions in competitive debate.

3.6.3 Data Conclusion

The last step is discussion about the result of the data obtained from the beginning of the study. The three components above; data reduction, data display, and discussion are interrelated and conducted continuously from beginning to the end of the report. This study simply describes the data being analyzed briefly by appending the essential things only which leads to the final result of the research, such as participation, achievement, interest, and the support rate. Thus, the data is understandable and it does not require much time to find.

3.7 Triangulation Technique

The data validity approach used in this analysis is a triangulation technique, namely the technique of verifying data validity by comparing data discovered by the researcher with something outside the data. According to Moleong (2007), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data.

The triangulation technique that the researcher uses in this study is **the source of triangulation.** It is chosen in this study because the study using several data sources derived from theory and other references. The triangulation method that the writer used is the triangulation of data which is derived and referred from the various sources of data, such as documents and archives (Moleong, 2007). The researcher uses that way is to prevent the manipulation that probably done by the particular interviewees and respondents within the interview and survey process. It is crucial to do so as the indicator of data validity.

Moreover, the researcher cannot only rely on one-dimensional data because a spoken or written replies can be easily engineered by any individual. Hence, the writer needs to have more sources to guarantee the reliability or validity of data. Hence, the use of triangulation of data is effective to measure how valid the data is.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter serves the description of data, the result of research, the discussion and the debaters' responses regarding the landscape of the competitive debate in Aceh Private Universities.

4.1 Result

The research was conducted on September 27, 2021 by analyzing the result of interview, survey and the LLDIKTI Documents. In questionnaire, the survey is filled by some random debaters in Aceh univities and in interview, the interviewees are randomly selected debaters of Aceh provate universities. Meanwhile, the herokuapp websites record of National University Debating Championship (NUDC) is applied by the researcher to analyze the result of LLDIKTI Documents. The interview consists of 8 questions which are classified into four parts, they are participation, achievement, interest, and support system. Each part consists of 2 questions that are correlated each other. Meanwhile, each part of questionnaire consists of 4 statements which are also related each other, too.

4.1.1 Interview

The first part of the interview was about the rate of achievement of the Acehnese debaters among the private universities. This aims to dig the further information about the accomplishment that have ever been achieved by the debaters of Aceh private universities. This part comprises of two questions being asked to the debaters.

a. Achievement

There are two questions related to the achievement rate in the interview. The first question is "What is your highest achievement in competitive debate?" while the second questions was "What kinds of debate achievement that you have ever achieved in competitive debate?". The researcher the first interviewee as P1, the second interviewee as P2, the third interviewee as P3, the fourth interviewee as P4, and the last interviewee as P5.

1. The Result of the First Question of Achievement

The P1 said that his highest achievement was being in Top 10 of NUDC Regional Selection (Aceh). He also said that even though he was not the champion, but he was still proud because not all students have the similar opportunity to represent his campus.

> *".... Mungkin kalau achievement tertinggi pengalaman pertama ya ikut seleksi debat dan masuk 10 besar sih walau pun enggak masuk 5 besar, yaitu Lolos 10 besar di KDMI atau NUDC..."*

> '…My highest achievement was my first experience when I entered Top 10 in the NUDC and KDMI Regional Selection even thought I was not the champion…'

He explained his achievement in NUDC Regional Selection as he mentioned before as the team that entered the Top 10 of NUDC and KDMI Regional Selection 2021.

The P2 started talking about her highest achievement. She said that she has ever become the third champion of NUDC Regional Selection 2021 in Aceh.

> "My highest achievement is that I was the 2nd runner up of NUDC Regional Selection of Aceh and I also became my province delegations in NUDC 2021 and my team was able to rank 28th of 50 Novice teams in national level"

She talked about her experience when her teammate and she got the third position of NUDC 2021 in Aceh and ranked 28th out of other 49 teams of Novice category in the national circuits.

The P3 was stating that being able to get the 3rd position of the novice category in USU Open Debate is her highest achievement in competitive debate.

> "…I think the great one is I ever compete in USU Open in 2018. That is my first competition…."

She also explained the process of the way how she won the debate match. She considered that the achievement that she just mentioned above as her highest achievement in competitive debate.

> *"…Jadi yang paling bangga sih, engga mesti menjadi juara tapi dengan kampus mempercayakan saya untuk menjadi calon debaters di NUDC tingkat wilayah kemarin, itu saya sudah sangat bangga…."*
>
> 'The thing that make me proud when my campus trusted me as a delegation in NUDC Regional Selection 2021 of Aceh even though I did not win the competititon'

She explained a lot of how proud she was when she became her campus delegation in the event.

P5 talked about his achievement in debate competition of NPEOO 2019 held in Bali as the highest achievement that he has

> "…My highest attainment is when I was the 1st runner up of Novice Category in Debate Competition of NPEO 2019. It was in Bali…"

He stated that the highest achievement that he has ever reached was the National Polytechnic English Olympic 2019 that was held in Bali.

2. The Result of the Second Question of Achievement

P1 replied that entering the Top 10 of NUDC Regional Selection 2021 in Aceh was the first time for him to have an achievement. Thus, that was the one and only his achievement.

> *"...Sebenarnya ikut NUDC tahun ini pertama kali gitu di kampus makanya pas masuk Top 10 itu menjadi prestasi perdana dalam debat..."*
>
> '…Actually, participating ini this year NUDC was the first time in my campus so entering the Top 10 is my first achievement in competitive debate…'

Since it was the first time form his campus to participate in competitive debate, he declared that he it was the first experience for him to have an achievement in competitive debate.

P2 also have an achievement in the regional selection of NUDC 2021 in Aceh as the 3rd champion and Ranked 28th out of 50 teams in National University Debating Championship.

> *"...Untuk bisa ikut NUDC mewakili kampus saja, aku butuh 3 tahun untuk persiapan. Dan dapat juara 3 di tingkat provinsi Aceh juga jauh lebih susah dan kalau pas nasional kita dari Aceh masuk di posisi menengah dengan VP 8..."*
>
> '… To represent my campus i need to prepare for 3 years. And being the third winner is much harder to ge and in national circuit, we were in the medium position with the number of VP was 8…'

She explained her effort up to be her campus representative til get the 2nd runner up in Aceh and represented her province in national circuit. He added that her

team's position in national was satisfied enough even thought she did not win the battle.

P3 talked several things that become her achievements. Her achievement were USU Open Debate as the 2nd runner up, top 5 NUDC in Aceh Province and as the   Aceh delegation at once as well as the grand finalist of Friendly Match 2018.

> *"Selain USU Open, ada juga waktu itu ikut lomba debat persabahatan antar kampus se Aceh"*
>
> 'Beside USU Open, I also participated in a friendship debate competitions among the universities in Aceh'.

He talked about her achievments in two kinds of competitions as mentioned above.

P5 declared that he had some achievement are the 1st runner up of NPEO 2019 in Bali and also NPEO Semarang as the 2nd place of Master Category in 2021.

> "…The first achievement that I have was NPEO 2019 in Bali and the second achievement was also NPEO, but it was held in Semarang 2021…"

He described about the event of NPEO 2019 and NPEO 2021 that was held in Bali and Semarang and stated his position at the event.

He explain about his achievements and described the National Polytechnic English Olympic that he participated and won.

b. Participation

The next part of the interview is participation. This part aims to know how participative the Acehnese debaters in private universities. The part also consists of two questions. The first one is "Have you ever participated in a debate competition and what pushed you to participate in?" while the second question is ""What kinds of competitive debate that you have ever participated?".

1. The Result of the First Question of Participation

The P1 replied that he have ever participated in a competitive debate and he agreed that debate is interesting.

> *"...Kalau menurut saya pribadi dari debat itu sendiri menjadikan kita lebih kritis dalam menilai sesuatu atau menanggapi suatu hal gitu, lebih mau meneliti ,mengupas lagi lebih dalam…"*
>
> '…For me the debate itself makes us more critical in assessing or responding something, we need to dig something much deeper…'

He explicitly elaborated why he was interested in participating in a competitive debate to the interviewer.

The P2 stated that she has ever participated in some debate competitions and elaborated the reasons why she joined them.

"...Pernah, pertama jujur aja pengen ngelancarin speaking bahasa inggris, trus perubahannya itu signifikan gitu dan lagi cara aku misalkan berargumentasi dengan orang jadi aku engga sembarangan ambil data tapi aku menganalisa dulu, dan satu lagi debate itu membuat kita menjadi leibih open-minded..."

'...Yes, firstly, to be honest that i wanted to improve my fluency in speaking English, and the improvement is significant. Moreover, I don't easily rely on a certain information, but i also analyze it first. Besides, the debate makes us open-minded...'

She expressed her excitement in debate and elaborated the benefits of the debate that she got after being complicit in debate.

The P3 said that she has also ever been complicit in competitive debate talked about her reasons regarding her interest to participate in a competitive debate

"...Iya pernah... I just want to mau membawa nama baik kampus gitu, nah kami kan swasta jadi ada stigma di society bahwa yang negeri itu lebih wow, lebih didengar dari pada swasta, jadi ketika kita compete, at least ada nama gitu sedikti walau pun Cuma third position, fourth position..."

'Yes, I have... I wanted to promote my campus, I also wanted to break the social stigma saying that the national campus was greater than private campus. Hence, at least we have recognition even though we only as the third or fourth winner..."

She explained that she wanted to break the social stigma about the private universitite portraying that the private universities are under the national universities. She also added that she wanted to boost up her self-confident and public speaking.

"…Pengen skill bahasa inggrisnya dulu, jadi pas di debat sudah berani ngomong 2 menit 4 mening gitu…"

'…I wanted to increase my English first when I am joining debate, I have been brave to speak up for 2 and 4 minutes…'

She expressed a lot of reasons why she was excited to participate in many Debate activities.

The P4 replied that she has ever participated in a competitive debate, too. She also explained her reasons why she wanted to join the debate match.

"…Pernah ikut, dan kenapa mau ikut? Karena emang kayak ada prinsip itu bahwa saya mampu untuk meraih apa yang belum saya capai…"

'Yes, I have! the reason why I want to participate is that I have my own principle that I can achieve why I still have not achieved…'

She expressed about her principle that pushed or motivated her to participate in debate competition.

The 5P stated that he has ever participated in some debate events and explained why he participated in those debate events.

"…I want to explore and evaluate my skill in debate.."

He talked about his purposes in participated the competitive debate as he just mentioned.

2. The Result of the Second Question of Participation

P1 and P4 Have the similar answers regarding their participation in competitive debate. Both of them have participated once only, that is NUDC

Regional Selection 2021. They also stated that the event was the first time for

them to participate in competitive debate.

> *"...Ikut lomba debat sih baru lomba NUDC kemarin, selebihnya cuma diskusi diskusi dan penelitian ilmiah aja..."*
>
> '…I just participated in NUDC about a few months ago, the additional thing were just in a form of scientific reseach and discussion…' said P1

He talked about his participation of a debate competition that he has done and

explained the other thing related to debate.

> *"... Kalau misalnya untuk ikut kompetisi yang lain emang jujur emang belum pernah. Karena ini baru first time ikut debat bahasa inggris. Karena kan kami baru pertama ni kampus kami mengikuti debat yang KDMI atau NUDC..."*
>
> '…To be honest I have never participated in other debate competition except NUDC. Because it was the first time for me to participate in English debate. Because it was also the first time for our campus to participate in debate competition like NUDC or KDMI..'

Her explanation regarding her participation in competitive debate was barely

similar to the answer of the P1's statement

P2 has participated in some debate competitions, she also explained

abouth the events. The events were the national and province level.

> *"...Selain NUDC, pernah ikut Aurgumentum Open Debate, dia Aurgumentum Open Debate itu tingkat nasional yang diselenggarakan sama UI ya kalau engga salah, terus tahun 2020 itu pernah ikut KDMI tapi cuma bisa sampai peserta aja, engga sampai ke nasionl. Kalau untuk di banda aceh sendiri pernah ikut lomba debat kebangsaan unsyiah, kemudian VEDA juga yang diselenggarakan sama club debat Insiders dari BBG..."*

> '…Beside NUDC, I have ever participated in Aurgumentum Open Debate. It was a national level of debate competition conducted by UI if I am not mistaken, then in 2020 I also participated in KDMI but we did not enter the national circuits. In Aceh itself, I have ever participated in Lomba Debat Kebangsaan Unsyiah and VEDA that was held by the debate club of UBBG namely Insiders…'

She talked about her experience in participating the debate competition by mentioning the kinds of the debate matches that she has participated in, such as Aurgumentum Open Debate, NUDC, KDMI, and so on.

P3 said that she has also ever participated in some debate competition like USU Open Debate, NUDC 2016, and Friendly Match Debate.

> "…I still remember that I have ever participated in USU Open Debate 2018 in Medan, NUDC 2016 Selection in Aceh, and also Friendly Match Debate 2018. The friendly match itself was held by our campus and we won the competition, too…"

He talked about the kind of those debate competition that she has ever participated and also explained about where and when were the events conducted.

P5 replied the questions by mentioning some debate competitions that he has ever participated in.

> "…I have ever been to Bali in 2019 to participated in NPEO 2019 and also been to Semarang in 2021 to participated in the similar event. Beside that, I have also ever participated in UIN Ar-raniry Debate Competition…"

He mentioned the events that he participated and explained to the interviewer about the NPEO that he has ever participated in 2019 and 2021.

c. Debaters' Interest

In the aspect of debaters' interest, there are two questions applied by the researcher. The first question is "Why are you interested to be a debaten? And how it influences your life?" while the second question is "How much do you enjoy doing any activity related to debate?".

1. The Result of the First Question of Debaters' Interest

P1 said that he was very interested in debate because debate become his source to improve his public speaking and critical thinking

> *"...Sangat tertarik ya, karena di debat itu kita berlatih bagaiman berbicara di depan umum dengan baik dan juga mengasah skill kita untuk berfikir lebih luas dan dalam terhadap segala sesuatu yang ada..."*

> '…I am so interested in debate. Because in debate we learn how to speak in front of public and it also sharpens our critical thinking…'

He declared how interested he was in debate and at the same time he also gave the elaboration about the things that make him interested in debate.

P2 also has similar answer with the previous interviewees where she was also very excited in debate.

> *"...Debate itu membuat kita berpikiran luas gitu, jadi enggak sempit. Kita diharuskan melihat berbagai hal itu secara objektif. Debate itu membuat aku lebih wise lah untuk berprilaku dan berkata..."*

> '… The debate makes us open-minded. We are required to judge everything objectively. It also makes me wiser to behave and to talk…'

She stated that she was very excited by delivering the advantages of debate that she obtained. He explained explicitly of how the debate influence the way how she behave and talk.

P3 started explaining why she was interested in debate. Then, she talked a little about her experience before joining the debate.

> *"...Pertama mau latihan debat pengen skill bahasa inggris karena oke waktu itu ambil jurusan bahasa inggris, tapi engga bisa ngomong, cuma bisa teori aja. Terus yang kedua karena debat itu membuat cara berfikir kita lebih rasional gitu..."*

> '...Firstly, I want to increase my speaking skill in English. Because at the time i took English major but i could not speak; i only knew the theory. Secondly, the debate makes us to be more rational to think of something...'

She mentioned several things that she considered as the benefits of debate that

she got after joining it.

P4 bluntly declared that she was very interested in debate, too. She

explained the influence of debate to the interviewee.

> *"...Dan sebenarnya sangat berpengaruh ya antara skill debat dengan kehidupan kita. Kenapa? Karena ketika misalnya dalam ruang lingkup kampus, kita tahu cara etika berdebat dengan orang yang baik itu teman kita, saat presentasi, dan yang lainnya..."*

> 'Actually, the debate skill is very influential in our life. For example, in campus, we know the ethic when we argue with our friends and also during the presentation, and so on...'

She clearly explained about the advantages that she got from participating or

join the debate competition. She also added her experience when she first joined

debate

> *"...Dari pengalaman debat kemarin menjadi tahu misalnya kalo debat sebenarnya itu bukan seperti yang kita bayangkan, tapi dia ada etika dan prosedurnya…"*

> '…From the last debate experience, i just knew that the real debate was not like why we did as usual, but it has ethics and procedure..'

She talked about how the competitive debate was exclusively different from the debate procedure or ethics that she did before.

P5 also considered that debate was such an influential thing for him. He mention those benefits clearly.

> "…I like discussing about stuffs because debate creates my way t do what i like. I learn ton of knowledge in debate, and it expands my insight…"

He stated that he was passionate in debate and explained how the debate itself benefit himself. He also added

> "When I start to join and do debate, people tend to more listen to what i was saying in organization or even in any discussion; i can lead the opinion of participants…"

He talked many things about the advantages that he got when he first join and do the debate.

2. The Result of the Second Question of Debaters Interest

P1 explained how excited he was in doing any activity related to the debate. He mentioned some his activity that he did which was related to the debate.

> *"...Sebelumnya, selain debat saya juga lebih sering diskusi yah.. diskusi ilmu kaya bedah buku, kajian-kajian tentang permasalahan, jadi kelihat aspek itu engga satu hal. Nah dari diskusi itu saya kembangkan ke debat..."*

> '…Previously, beside debate, I also often discuss and do research about a problem so I see an aspect not only based on one dimensional. Hence, I develop the discussion or the research into a debate…'

He stated that he always infused the debate in some activities that he did, such as discussion, research, and or something like that.

P2 said that she was also very excited in conducting every activities that has correlation with the debate.

> *"...Kalo lagi engga ada kegiatan lain yaa itu emang very excitedyaa. Karena kan emang seseru itu . Karena kekgini kita membahasnya itu apalagi misalkan kalau kita membahasnya itu engga sendiri misalnya kita punya orang untuk bertukar pikiran yang punya apa sih namanya itu, satu circle yang sama dan sama mengerti konsep debate itu jadi kaya itu tu emang seru banget, misal opini kita itu tentang A tapi misalkan dibantah dengan opini B jadi kaya kita itu bisa berargumentasi tapi berargumentasinya itu dengan apa namanya itu dengan cara yang benar jadi akhirnya kesimpulannya itu bisa didapatkan., jadi aku sexcited itu untuk mengegage segala kegiatan aku dengan debatekekgitu..."*

> '…When I do not have other activity, I am soxcited in doing it. Because it is such an interesting that way. Here is the thing, when we discuss about something especially with someone that has the similar circle or passion that also understand about the concept of the debate itself. It will be extremely interesting! For example, when we have an opinion about A than it is debunked by the another opinion about B so we can argue but through the correct way. That's why I am so excited as that way…'

She explained the reasons why she was greatly enjoyed doing any activity correlated to the debate.

P3 expressed that she was excited in doing any activity related to debate, too. However, she did not have a lot of time to do it.

> *"...To be honest sangat tertarik, cuman sekarang engga punya banyak waktu untuk fokus di situ. Karena kakak sudah berkeluarga dan kerja juga jadi banyak kesibukan..."*
>
> '...To be honest, i am so interested in it! But i don't have a lot of time to focus on it now. Because I have got married and i also have job, too so I have a lot of things that i have to do...'

She talked about her excitement and her obstacles in doing the every thing related to the debate.

P4 said that she was excited, too. She started expressing her reasons why she was excited a lot in it.

> *"...Kalau hal-hal yang berkaitan dengan debat pasti tertarik ya, karena emang debat itu seru. Kita benar-benar tertantang untuk berfikir kritis dan membicarakan ide yang ada dalam pikiran kita..."*
>
> '...I am absolutely excited! Because debate is interesting! We are literally being challenged to think critically and speak our idea...'

She frankly talked about anything related to debate was interesting by saying several things that challenge her while being involved in debate.

P5 bluntly said that he engaged all of things which have correlation with debate because he has known the debate's impacts that he got.

> "...I always relate debate to all i do especially during discussion in an organization where i am of the member in it. As the result, people trust me because of my analyzing and speaking skill..."

He proved that debate brought the benefits when he did anything related to debate or infused debate into everything he did.

d. Support System

In this point, the result of the support system aspect being obtained from the interview will be released. There are two questions which were addressed to the participants of interview, they are "How is your campus's treatment towards your debate club? " and "Are you satisfied with the debate facility provided by your campus?".

1. The Result of the First Question of Support System

P1 started explaining about how is the treatment or support given by his campus toward the debate activities in the campus.

> *"...Alhamdulillah, sejauh ini responnya positif sih. Misalnya, ada privilege lah untuk anak-anak debat karena kan first time ni di MNI ada mahasiswa ikut lomba trus lolos seleksi kadang nasional gitu atau provinsi baru pertama kali jadi respon positif nya itu banyak dukungan dari kampus juga, ada privilegelah. kalau anak debat ini istilahnya dianakemaskan sama yayasan gitu jadi ada banyak kemudahan yang didapatkan karena kampus sangat menndukung gitu dengan adanya klub English...".*

> '…Alhamdulillah, so far my response is positive. For example, we have privilege as the debater in our campus. because it is the first time in MNI that there was some students participating in the selection of debate in province level. We are being prioritized by the institution so we get the easiness because the campus support us so much…'

He talked about the treatment given by his campus and said that the debate club

in his campus becomes the campus priority.

P2 started explaining her campus treatment toward her debate activity by

describing some treatments given by her campus during debate practice or

competition that they conducted.

> *"...Kalau perlakuan kampus sendiri kami biasanya ya kalau misalkan latihan itu ada emang disedakan ruangan tapi itu bukan ruangan khusus untuk insiders, dia lebih kayak kalau misalkan kalian mau latihan di sini itu boleh. jadi insiders itu dia lebih kaya bebas, kalian mau latihan di mana aja boleh. Tapi ketika misalkan ni dibutuhkan tempat untuk misalkan mau lomba kan apalagi udah dua tahun terakhir ini kan kita ikut NUDC nya itu secara online yaa jadi kalau untuk itu memang difasilitasi penuh mulai dari ruangan kemudian kaya seperti WIFI, dan makan, minum, pokoknya itu disediakan dengan lengkap..."*

> '…The campus usually provide a room when we conduct a debate practice but that room is only a temporary. It seems like if we want to practice in a room that we mean, we are permitted to use the room. However, if we indeed need a certain room for a competition and moreover it has been two years for us to participate in online debate competition like NUDC, we will be completely facilitated right from the room, WIFI, and consumption. Last but not least, we are adequately accommodated…'

She described a lot of things that her campus gave to the debate club when it

conduct or participate in any debate activity.

P3 emphasized that her campus was so supportive and then she

continued explaining about the treatment of her campus for the debaters in the

campus.

> *"...Dari yayasan kampus itu sangat mensupport. Kenapa saya bilang mensupport karena mereka mau untuk pay the coach; mereka mau membayar coach coach yang dari luar, misalnya kaya bang siapa kemarin yaa bang Nanas dan bayarannya bukan sedikit habis tu kita latihannya berhari hari, sangat banyak pokoknya. Kalau kita bilang sangat banyak pengorbanan yang dari kampus..."*

> '…The institution is very supportive. Why do i say so? Because it wants to hire the coach, it wants to hire the coaches from outside of campus. For an instance, when it payed Mr. Nanas and the payment was not a little amount of money. Then, we practised day bay day, and many things. The point is that the campus sacrifice a lot of things…'

She talked about her campus treat her and other debaters by saying that they had some hire coaches.

P4 began explaining the treatment of her campus toward the activities conducted or followed by the debaters in the campus.

> *"...Kalau dari support kampus, sangat support emang. Dari kampus misalnya kami ni patah semangat, ada support system dari pihak kampus untuk menyemangati kami untuk lebih bagus lagi, yang penting kata kampus sudah berusaha masalah urusan kalah atau menang itu urusan belakang..."*

> '…The campus is very supportive indeed. There will always be a support system from the campus to push us to be better, for example. The most important thing is that we already struggled, winning or losing do not really matter…'

She described about how her campus treatment is. She also emphasized that her campus was a such a supportive that keep advocating the debaters to be better even if they win or lose at the end.

P5 began explaining about his campus treatment to the debaters during the practice and the competiton.

> *"...Dalam persiapan kompetisi, kampus menyediakan fasilitas mulai dari konsumsi hingga ruangan yg nyaman untuk berlatih Selain itu, kampus juga menyediakan secara penuh, kebutuhan untuk kompetisi…"*

> '…In competition, the campus provides the facilities like the food and the comfortable room to practice. In addition, the campus also fully provides the accommodation of the competition…'

He describe the facilities or accommodation provided by his campus to the debaters who are practicing and participating in a particular competition.

2. The Result of the Second Question of Support System

P1 began expressing how much impressed or satisfied he was about the support or treatment from his campus to the debaters in the campus.

> *"...Sejauh ini cukup ini yaa cukup baik ya respon apalagi fasilitas yang diberikan gitu mungkin kekurangan di kita coachnya aja gitu yang belum ada yang bener bener emang dari MNI itu sendiri, harus didatangkan dari luar gitu, mungkin fasilitas, lebih ke SDM nya sih mungkin kalau kita minta ke kampus sih..."*

> '…So far, the respon is good especially in term of facility. May be the flaw is only the coach. There is still no special professional hired coach for us in MNI itself. We should invite the coach who are not the part of the campus. In conclusion, the lack is only on the absence of the Human Resource…'

He declared that he was very supportive even though there was still a flaw that the campus needed to fix like a professional coach.

P2 started expressing her satisfaction toward her campus to the debaters for doing any activity related to debate.

> *"...Sampai saat ini sih puas. cuma kalau misalkan untuk saran maunya sih disediakan tempat khusus..."*

'…So far I am satisfied. Yet, if i may suggest that the campus is supposed to give a special room for us…'

She stated that she was satisfied toward the treatment even though there were still several things that need to be catered.

P3 began expressing her satisfaction rate about her campus treatment toward the debaters in the campus.

> *"...Kurang puas, kurang puas karena kenapa karena ada pas menang sekali aja baru orang tu mau baru yayasan mau ngorbankan..."*

'…I am nor really satisfied! Because the campus just wanted to sacrifice when we won a debate once…'

She stated that she was not really satisfied for the treatment given by her campus toward the debaters as she said before.

P4 explained that she was very satisfied to her campus in facilitating them during the debate competition that she had participated.

> *"..Kalau masalah terhadap support kampus sangat puas. Karena emang sangat berkualitas ketika saat debat kemarin..."*

'…Talking about the campus support, I am very satisfied! Because the treatment was maximal or qualified during the debate in the past…'

She talked about her satisfaction toward her campus treatment and talked about the quality of her campus treatment.

P5 started giving his satisfaction expression about his campus treatment toward his debate club.

> *"...Saya pribadi sangat puas atas perhatian kampus terhadap klub debate terutama saat jelang kompetisi…"*
>
> '… I myself is very satisfied for the attention given bt our campus toward our debate club especially during the preparation for a competition…'

He said that he was so satisfied with the treatment or support given by his campus.

4.1.2 Questionnaire

In order to obtain the data og the debaters' responses about the landscape of competitive debate in Aceh private universities through questionnaire, the researcher make 16 questions on a google form which were addressed to 40 random debaters in Aceh universities. The questions are classified into four parts which aim to know each debater's achievement, participation, and their interest in debate as well as their satisfaction toward the support system that they have around them, especially from their campus. Each part consists of four statements that require the respondents to pick the option based on the attached scales provided on the google form.

To make sure the reliability of the questionnaire result, the researcher filtered the respondents by sorting them based on their universities status. Then, the researcher will only combine the responses coming from the debaters who are from the private universities students in Aceh. Thus, the result of the questionnaire is 100% coming from the valid responses.

a. Achievement
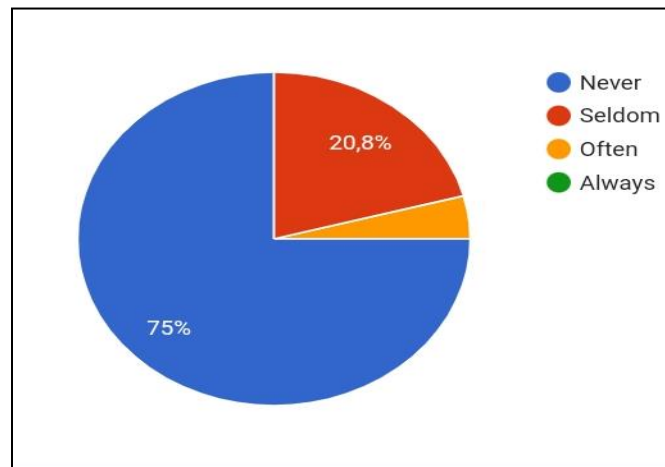
Chart 4.1.2 Statement One : "I get an award or certificate as the best speaker or the champion in national level of debate competition"

The first part is about the rate of achievements of Acehnese debaters in private universities. This part is formed by four statements, they are "I get an award or certificate as the best speaker or the champion in national level of debate competition" and "I pass the breaking novice or open category in national tournament of competitive debate". The responses of the first statement is dominated by option "Never" with the total percentage is 75%, 20,8% indicates "Seldom" percentage, and 4,2% indicates word "Often". Similarly,
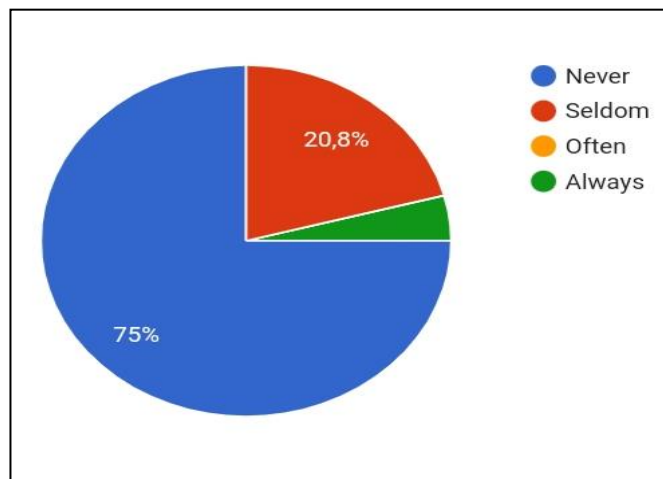
Chart 4.1.3 Statement 2 : "I pass the breaking novice or open category in national tournament of competitive debate.

The second statement shows the similar percentage of the previous statement. 75% is the percentage of "Never", 20,8% is the percentage of "Seldom", and 4,2% is the percentage of "Often". It shows that no one of respondents that answered "Always".
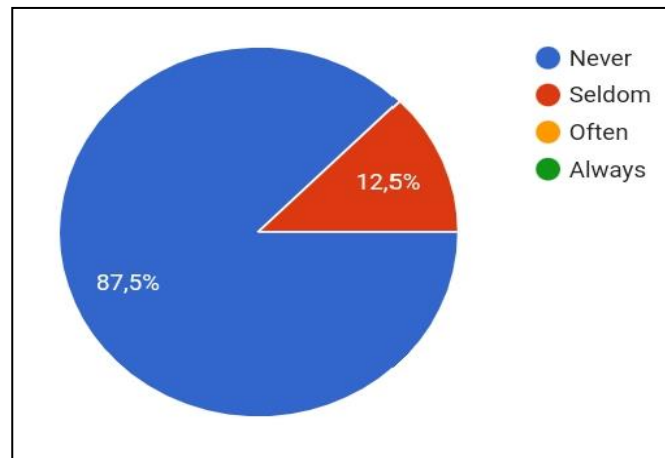
Chart 4.1.4 The Statement 3 : "I enter the grand final of national debate competition".

Furthermore, the third question is "I enter the grand final of national debate competition". The percentage of answer "Never" is 87,5% and the percentage of "Seldom" is only 12,5%. Meanwhile, there was nobody who answered "Often" and "Always".
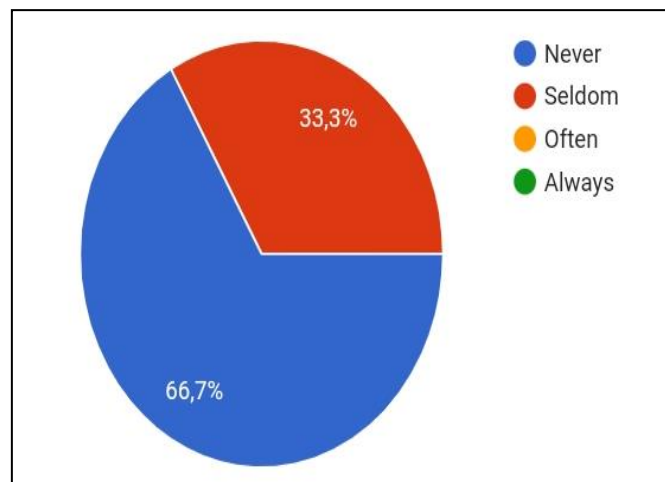
Chart 4.1.5 Statement 4 of Achievement : "I become an N1 Adjudicator in breaking of open or novice category"

The fourth statement "I become an N1 Adjudicator in breaking of open or novice category" gets 66,7% as the percentage of "Never" and 33,3 % as the percentage of "Seldom". There is no respondent that answered "Often" and "Always". It indicates that the percentage of those options are 0%.

b. Participation

The second part is to mitigate the rate of participation with four questions. This part also consists of 4 statements that obligate the respondents to opt the scales between "Never", "Seldom", "Often", and "Always".
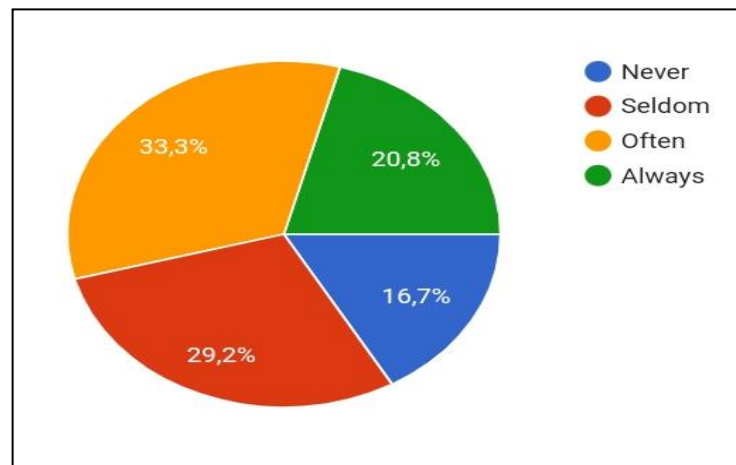
Chart 4.1.6 Statement 5 of Participation : "I represent my debate club or campus in any competitive debate"

The first statement is "I represent my debate club or campus in any competitive debate" with the total percentage of "Often" 33,3%, "Seldom" 29,2%, "Always" 20,8% , and "Never" with 16,7%.
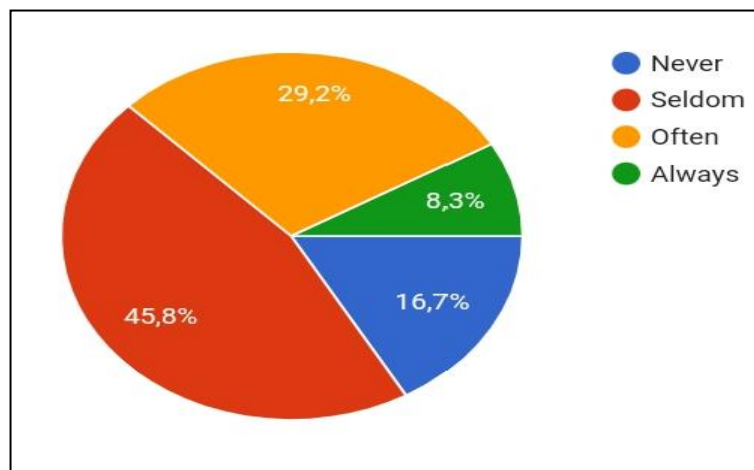
Chart 4.1.7 The Statement 6 of Participation : "I participate in national competitive debate"

The second statement "I participate in national competitive debate" shows that it get 45,8% as the "Seldom" percentage, 29,2% as the "Often" percentage, 16,7% as the percentage of "Never", and 8,3% as the percentage of "Always.
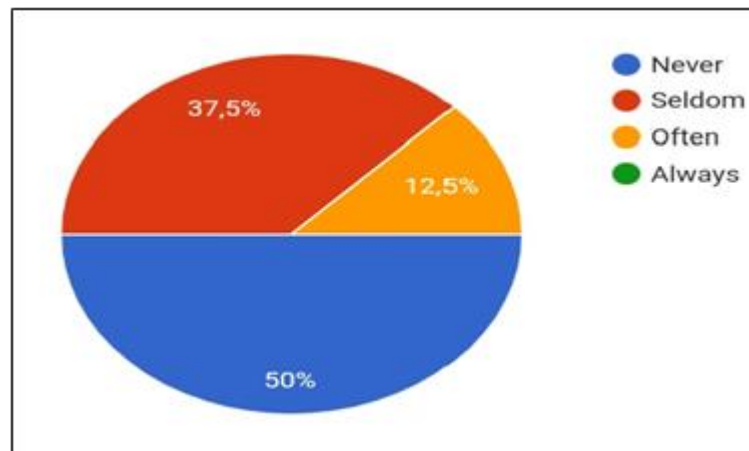
Chart 4.1.8 The Statement 7 of Participation : "I become my provincial delegate in national debate match"

Meanwhile, the percentage of the third statement "I become my provincial delegate in national debate match" shows that "Never" with 50%, "Seldom" with 37,5%, "Often" with 12,5% and "Always".
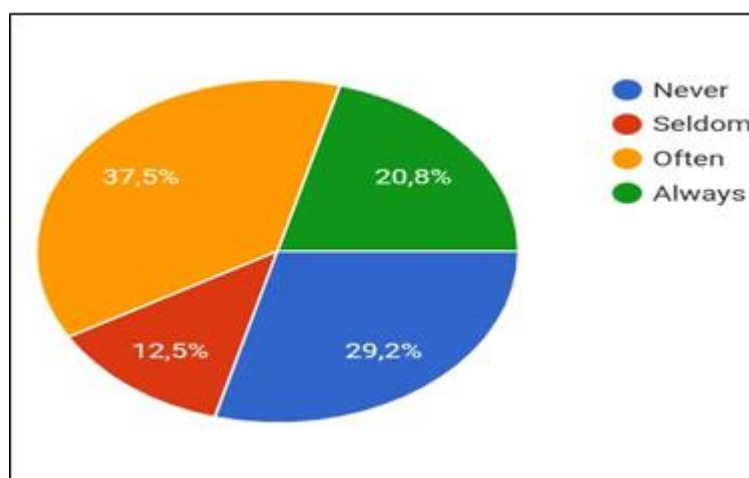

Chart 4.1.9 The Statement 8 : "I get a certificate as aparticipant in every debate tournament"

At the same time, the fourth statement "I get a certificate as a participant in every debate tournament" gets 37,5% which indicates "Often", 29,2% indicates "Never", 20,8% "Always", and 12,5% indicates "Seldom".

c. Debaters' Interest

The third part aims to analyze the interest of the debaters of Aceh private universities. This aspect also consists of 4 satements which are related each other.
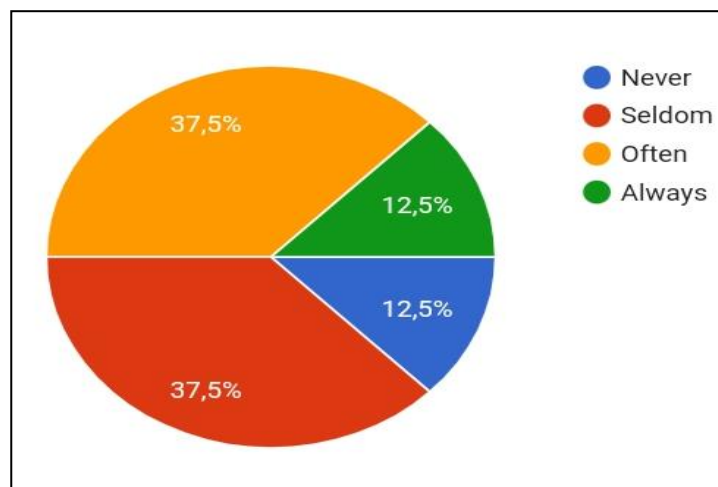

Chart 4.1.10 Statement 9 of Debaters' Interest : "I practice debate by myself when i have my spare time"

The first question of this part is "I practice debate by myself when i have my spare time". The percentage of "Often" is 37,5%, "Seldom" is "37,5%, "Always" is 12,5%, and "Never" 12,5%.
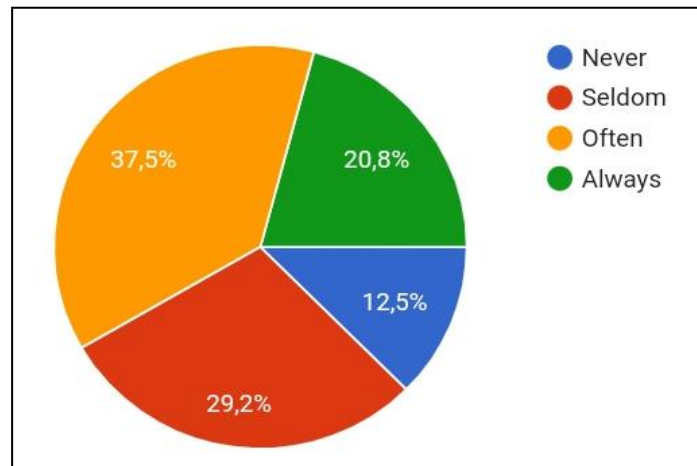
Chart 4.1.11 The StatemenT : "I am excited to practice and follow my weekly debate club's activity"

The second statement is "I am excited to practice and follow my weekly debate club's activity". It has "Often" with the percentage 37,5%, "Seldom" with the percentage 29,2%, "Always" with the percentage 20,8%, and "Never" with the percentage 12,5%.
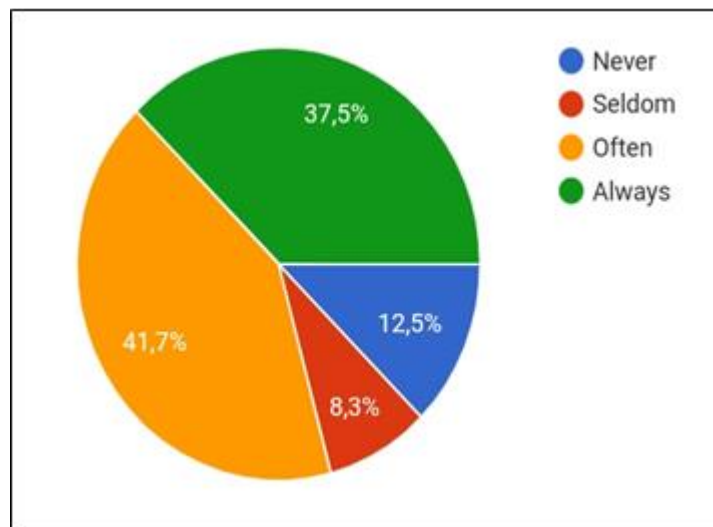
Chart 4.1.12 The Statement 11 : "I do every assignment given by my debate coach"

The third statement "I do every assignment given by my debate coach", the percentage of "Often" in this statement is 41,7%, "Always" is 37,5%, "Never" is 12,5%, and "Seldom" is 8,3%.
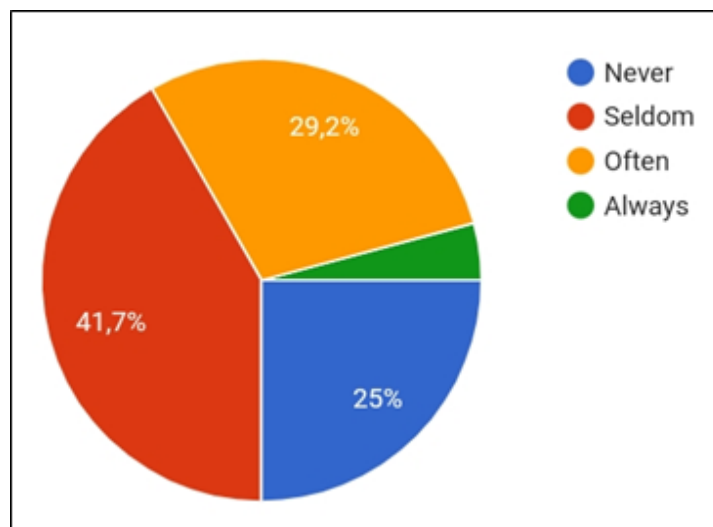

Chart 4.1.13 Statement 12 : "Debate becomes my priority over other things".

Meanwhile, the fourth statement "Debate becomes my priority over other tings" has 41,7% that indicates "Seldom", 29,2% indicates "Often", 25% indicates "Never". Meanwhile, the percentage of "Always" is 4.6%.

d.   Support System

The last part focuses on investigating the support system among private universities in Aceh toward their debaters. It also consist of the four statements completed by four scales. The first statement is "My campus funds me to participate in a competitive debate", the second one is "My campus provides a room and hired coach for our debate club", the third one is "I pay the registration fee of a debate competition independently", and the last one is "My campus appreciates and incentivizes me when i participate and win a competitive debate".
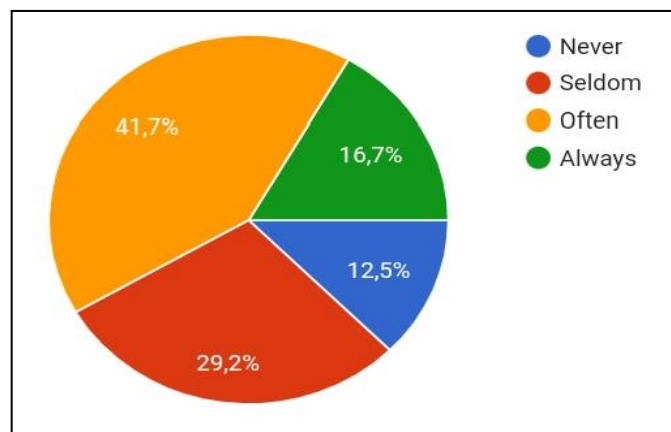

Chart 4.1.14 Statement 13 : "My campus funds me to participate in a competitive debate".

The first statement of the last part with the percentage of "Often" amounted to 41,7%, the percentage of"Seldom" is 29,2%, the percentage of "Always" is 16,7%, while the perentage of "Never" was 12,5%.
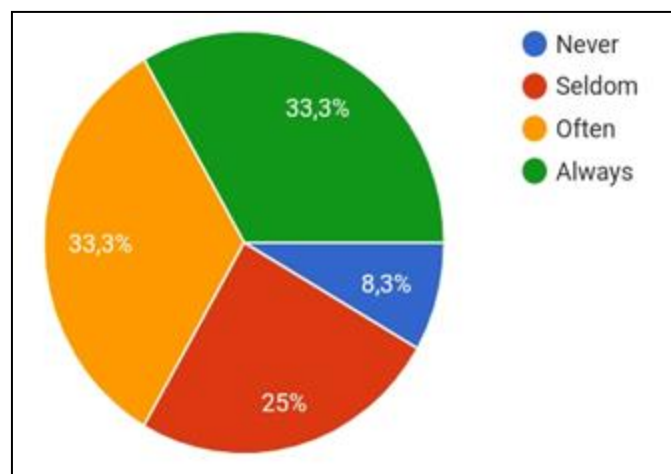

Chart 4.1.15 Statement 14 : "My campus provides a room and hired coach for our debate club"

Meanwhile, the second statement get the response "Often" with the percentage 33,3%, the response "Always" with the 33,3%, "Seldom" with 25%, and the response of "Never" is 8,3%.
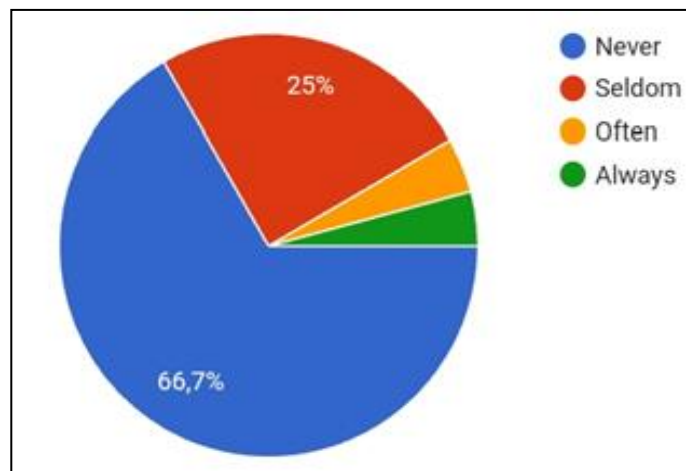
Chart 4.1.16 Statement 15 : "I pay the registration fee of a debate competition independently"

The third statements gets the response of "Never" amounted to 66,7%, "Seldom" with the percentage amounted 25%. Meanwhile, the percentage of the response "Often" and "Always" is 8,3.
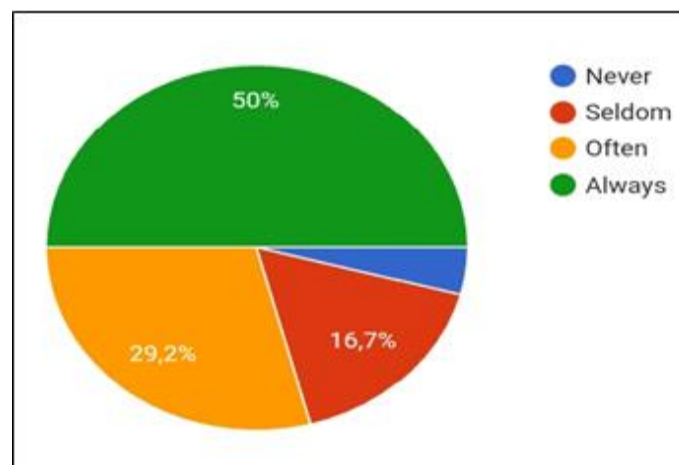

Chart 4.1.17 Statement 16 : "My campus appreciates and incentivizes me when i participate and win a competitive debate".

The last statement "My campus appreciates and incentivizes me when I participate and win a competitive debate" has the response "Always" with the percentage 50%, "Often" with the percentage 29,2%, "Seldom" with the percentage 16,7%, and the percentage of "Never" is 4,1%.

4.1.3 Document Analysis

Table 4.1.3 Document of LLDIKTI in NUDC 2021

Based on LLDIKTI's record about National University Debating Championship (NUDC) 2021 in Regional Selection of XIII, the researcher

found that there were five universities successfully entered the Top 5 and represented Aceh province in the national circuit, the winner are Universitas Al-muslim as the first champion, Universitas Syiah Kuala as the runner up, Universitas Bina Bangsa Getsempena as the 2nd Runner up, Universitas Teuku Umar as the fourth winner, and Universitas Muhammadyah Aceh as the fourth runner up.

Meanwhile, there were five teams who only entered from the 6th to the 10th rank and they were not eligible to be the delegations of Aceh in the national tournament 2021. The majority of the teams were coming from the private universities, such as Universitas Abulyatama, STIKE Medika Nurul Islam, Universitas Jabal Ghafur, and STKIP Bina Bangsa Meulaboh. Meanwhile, only one national university who did not enter the Top 5. Moreover, the national university still ranked the highest position out of the 5 universities who did not enter the national circuit, it was Universitas Malikussaleh (UNIMAL) who ranked 6th out of the other five universities who did not enter the national competition of NUDC 2021.

4.2 Discussion

In this point, the information and the data obtained through the interview and the questionnaire will be discussed and analyzed in order to get the conclusion of every information or data from the interviewees and the

respondents in this research. The researcher will use every information and response and compare them to one another so the conclusion can be taken. At the same time, the research also uses the documentations od LLDIKTI in a form of record which can be the indications of the reliability of the conclusions of response and information from the research subjects.

The discussion is not formed by the points of instruments but it is formed by the four aspects of the competitive debate landscape. Each aspect consists of the coherency of the result among the interview, questionnaire, and the data analysis which have been analyzed by the researcher.

4.2.1 Achievement

Firstly, according to the information of the interviewee about the achievement, most of the debaters' highest achievement in Aceh private universities are only in the province level. Moreover, some of them only become the delegation of their campus, not as the winners or their province delegations. Although some of them have ever become the provincial delegation, they have never become the champion even never enter the breaking open or novice category. The highest achievement that the Acehnese debaters among the private universities was only in regional level (Sumatera). However, it was just a minuscule point. Hence, the result of discussing the information

obtained through the interview indicates that the rate of the achievement rate among the Aceh private universities is still low.

According to the documents of LLDIKTI of NUDC in 2021that the research found and analyzed, the number of debaters coming from the private universities in Aceh that won or became the Aceh delegation in debate competiton was fewer than the number of debaters from the national universities in Aceh. It means that the debaters of the national universities were dominating the debate competition as the winner or the best speaker as well as the accredited adjudicator. Therefore, the record of LLDIKTI amplified the discussion result of the interview.

Similarly, the result of analyzing the data submitted by the respondents through the questionnaire indicate that the rate of achievement was low, too. The majority of the respondents never have the achievement of debate competition in the national level. Only a few of them who ever won or became the national best speaker and adjudicator of competitive debate. It proves that the debaters of Aceh private universities were still not able to compete with other province debaters in the national matches. There were some debaters who have ever had the national achievement in a competitive debate. Nevertheless, the achievement was not something common or it just happened once or twice. In addition, it was only pursued by the certain debaters.

The researcher also tried to search the amplification through the document of LLDIKTI records. According to the record of LLDIKTI in NUDC 2021, the fact was also equivalent to the result of the questionnaire regarding the rate of achievement. That is why the writer conclude that the rate of achievement from the questionnaire was coherent with the document of LLDIKTI's record.

4.2.2   Participation

Based on the interview result that the researcher found and analyzed, it indicated that the rate of participation among the debaters of Aceh private universities was still low. It because most of the participants of the interview never participated in more than 3 debate competitions. Moreover, the debate events that they participated were mostly under the province level and there were some debaters who participated in less than two debate tournaments. Meanwhile, a lot of debate events held every year. Only one of them who has ever participated in 4 debate matches. Therefore, the researcher concluded that the participation rate from the interview was still extremely low.

In comparison to the result of questionnaire, the researcher found that the rate of the Acehnese debaters of private universities' achievement was still very low. It was because the researcher already compared among the four cases of the achievement aspects being mitigated and all of the result of each case was

low, too. The participation was low in terms of representing the debate club or campus, representing the province, and participating in the national debate competition as well as having the certificates as the participant in the debate events. It was because the gap between the high rate of participation to the low was too low. Moreover, a half of them never represent their province in the national debate event and most of rest was seldom.

4.2.3 Debaters' Interest

The discussion result about the debaters aspect through the interview was higher than the rate of achievement and participation of the debaters among the Aceh private universities. All of the interviewees were very interested in debate even they elaborated the reasons why they were interested in it. They talked many things about the advantages or the influences of debate that makes them very much into it even if there were a few of them who did not have full time to conduct the debate. At least, they were extremely interested.

Meanwhile, the result of the questionnaire also indicated that the rate of debaters interest in debate was also stable. The number of them who were excited in doing every assignment by their debate coach and also participate in their weekly debate practice was dominating the percentage while the number of them who deprioritize was also lower than who prioritize it. Lastly, the number of respondents who practice debate by themselves when they have their

own spare time was in in line of balance with the number who rarely did it. However, at least they have ever intended to practice debate by themselves during a sapre time.

4.2.4 Support System

Based on the analysis of the researcher from the information collected from the participants of the interview, the rate of the support system was high. It was proven by the statements which were expressed by the informants. The rate of the debaters satisfaction about the treatment or support given by their campus to the debaters was extremely high. They also gave the reasons on why they were satisfied with their campus's support or treatment. In conclusion, the rate of support system was high .

Meanwhile, the positive response of the debaters in the survey toward the treatment or support of their campus was higher than the negative response. Most of them agreed that the private universities were supportive and provide the adequate and maximal treatments toward their debaters for the practice and competition. It indicated that the result of the questionnaire about the support system of the Aceh private universities toward their debaters was coherent with the result of interview. That is why the researcher concluded that the rate of support system of the Aceh private universities toward their debaters was high

Based on the explanation above, the writer found that there is a strong coherency among the three sources of data used within this research. Each result of the data sources are correlated each other. It means that the result of the research is valid enough to be released by the researcher; the nuance of triangulation exists in the research and ensures the reliability of the result. At first, the researcher already compared every result of each data source being used in the research and the writer found that there was no clash or contradiction among the results of the data sources which are used in this study. Hence, the triangulation has been achieved in this research.

CHAPTER V

CONCLUSION & SUGGESTION

After presenting the finding and the discussion of the research from the previous chapter, the research will present the conclusion and some suggestions based on the research. The conclusions was taken from the summarizing process of the essential information of the discussion result. Meanwhile, the suggestion was launched through the analyzing process of the research result that still needs several things to be enhanced by particular stakeholders.

5.1 Conclusion

Based on the result, the researcher can concluded that: firstly, the achievement rate of the competitive debate in Aceh private universities was low. The conclusion was taken from the discussion process of the questionnaire, interview , and the LLDIKTI's record. There was a high coherency of result between the interview and questionnaire showing that the achievement rate was low. The result was also strengthened by the LLDIKTI's document about the result of National University Debating Championship (NUDC) 2021.

Secondly, the participation rate was also low. The result of interview and questionnaire showed that the number of debaters who often participate in competitive debate was very low. There was no one of debaters that has ever participated in more than 4 debate competitions. Moreover, the majority of the debaters participated in less than 3 debate competition. The LLDIKTI's record

used by the writer also became the amplification of the validity of the result. The three of data sources indicated the coherency. Hence, the rate of participation in the competitive debate among the debaters of Aceh private universities was still severely low, too.

Thirdly, according the survey and interview, the researcher concluded that the rate of debaters' interest in debate among the Aceh private universities was stable. The result was a little higher than the rate of participation and achievement. However, the debaters interest still needs to be increased. The result of the interview regarding the excitement rate was high while the result of questionnaire regarding the implementation of the interest was not too low and not too high, too.

Finally, the rate of the support system was the highest rate of the competitive debate landscape in Aceh private universities. The result between the questionnaire and the interview about the rate of support system was greatly higher. It means that the result was reliable. The researcher found the coherency between the questionnaire and the interview result.

5.2 Suggestion

In the end of this chapter, the researcher gives some suggestions which addressed to the students, teachers, debaters, and the institution. The suggestions are addressed to some stakeholders as follow:

5.2.1 Students

To maximize the students' ability in speaking English and critical reading, the students must have the interest to sharpen their own ability in debate. Due to the fact that the debate itself is impactful toward their English development which involves writing, speaking, and critical thinking skill. Besides, the students must contribute in optimizing the landscape of the competitive debate in Aceh generally, and private universities particularly by elevating the rate of their participation and achievement in competitive debate, too.

5.2.1 Teachers

Meanwhile, the teacher should motivate their students in enhancing debate skill by implementing the competitive debate as one of their method or alternative in teaching English for their students. In addition, they also need to boost their ability in debate in order to be able to engage the concept of the competitive debate into their practicality during the teaching process.

5.2.2 Schools

To the schools, the researcher suggests that the schools need to be able to establish a platform of debate skill training for their students. The schools also have to advocate their students in order to be a debaters because the impact of the debate is undeniable for the students speaking and critical thinking skill. At the same time, the school must launch the competitive debate as the exploration and evaluation momentum of their students' debating skill.

5.2.3 Debaters

Furthermore, the debaters especially who are coming from the private universities must seriously eradicate their low participation and achievement rate in the competitive debate. Because both of the aspects are the crucial or urgent things that they need to deal with. Inherently, they have got the adequate treatment and positive support from their campus so they need to equalize their participation and achievement to the treatment and support given by their campus. In addition, they also need to increase their intensity of their practice in order to elevate the level of their debating skill.

5.2.4 Institution

Lastly, the writer also suggests the institutions especially the government institutions to be more concerned on creating more platforms for the debaters to sharpen their own ability by launching more program of training and competition toward the debaters as well as providing more human resources like coaches and so on. At the same time, each institution should take part in giving the motivation or incentive to the debaters so that they will be pushed to level up their debate skill and be more competitive and participative in debate competition.

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