

ANALYSIS OF STUDENTS' MATTER ABILITY IN SPEAKING FOR DEBATE AT FOURTH SEMESTER IN MUHAMMADIYAH UNIVERSITY OF BENGKULU

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Abstract

Matter in debate is the content of debate. Matter is seen as the main thing in conveying the arguments. However, the students often do not attentive on their matter in which reduce the quality of their debate performance. The aim of this study is to identify how students' matter ability in speaking for debate at fourth semester in Muhammadiyah University of Bengkulu. The data were taken from three steps, namely ; exercise, middle test, and final examination and were analyzed on elements of matter following Simon Queen (2005). This research used a descriptive method. The subjects of this research were 34 students at fourth semester who attended the course as speaking for debate at the English Study Program, Muhammadiyah University Of Bengkulu. The result showed that the students is low criteria with a percentage of 27%. Not all the students have understood about use of the elements of matter. It is suggested that English students need to learn more about the elements of matter and evaluate their arguments.

Keywords: *Speaking, debate, matter ability*

Introduction

Debate is one of the subjects that allow students to express their opinions and demonstrate their abilities based on their knowledge. Debate is the process of two competing parties proposing ideas or views and attempting to justify their position. (Laia, 2020) states that a debate is a discussion in which two teams argue opposite positions on an issue to win a debate. Debate means to argue one side of an issue, using logic, persuasion and proof. Before we debate an issue with another person, we must first develop a good argument. The purpose of the debate is not to declare winners and losers, but to help the students' practice making claims and defending them with reasons, even when others defend different claims. Debating can motivate students to think harder, moreover if they must defend their stand or opinion which is a contradiction with the conviction themselves.

Furthermore, there are three criteria that assessed by adjudicators during speech are manner, method and matter. The important aspect of the debate is the matter. The matter is the content of the debate. The matter refers to arguments or

body of speech. Matter is regarded as the most important factor in conveying the arguments. (Ananda, Arsyad, & Dharmayana, 2018) says that, argument is used to convince audience that the speaker's opinion or claim can be acceptable. Since argument or matter consists of reason, evidence, and fact and so on, it is important for the students to pay attention more on their matter. However the students often do not attentive on their matter in which reduce the quality of their debate performance. For example, the debaters make an irrelevance argument with the motion, deliver the argument inconsistently, and less of logic. Certainly, those will impact to the quality of their argument because the judges and the audience are difficult to grab the ideas. Moreover, the students in speaking for debate class are mostly non debaters therefore increasing the ability to construct a good argument on debate is really needed. Therefore, to make a strong argument, students should pay attention more to the content because those will affect to the quality of the matter of argument. Arguments must be consistent with the topic and the team's theme. A contradictory argument will cause the team lose because it erases the team's credibility. It is also important to prove that your side (government/opposition) of the topic is generally true. The debaters should present the arguments and the examples which are well argued analogically relevant.

Research Methodology

The researchers observed each fourth-semester student speaking for debate, for a total of 34 students in the Muhammadiyah University of Bengkulu English Department program who had matter skills in speaking for debate in the fourth semester. The instrument used in this research is observation checklist as a complement in data collection. The students score conclude to the range of achievement criteria.

This data was obtained after researcher watched debate videos after students send video links via WhatsApp, because the teaching and learning process was carried out online due to the Covid-19 pandemic. All videos obtained by the researcher were 18 videos. The data were taken from practice, middle test, and final examination. Data analysis based on Simon Quinn's 2005 theory, the researcher reviewed and interpreted the results of the observation sheet.

1. The matter review of fourth-semester students' success was summarized by the process.
2. The researcher estimated the percentage and leveled the data using the formula below:

$$- P = \frac{F}{N} \times 100\%$$

Findings and Discussion

Table 1. Students' matter ability in speaking for debate

NO		Aspects of Matter				
		N	R	F	H	S
1	Practice	6%	12%	82%	33%	12%
2	Middle Test	9%	28%	63%	25%	6%
3	Final Examination	10%	36%	66%	13%	10%
Mean Per Item		8%	25%	70%	24%	9%
MEAN ALL ASPECTS 27%						
Low						

N : News and Current Affairs
H : Home Turf
 Example
R : Research
S : Substantiation
F
 :
 Fabricating
 Matter
H
 :
 Home Turf

As indicated in table 4 describes all results of students' matter ability in speaking for debate at fourth semester Muhammadiyah University of Bengkulu in three debates. Furthermore, table 4 shows that at the news and current affairs aspect, showed 8% results which means that the students' matter ability in this aspect in a very low category, and 25% for research aspect in a low category, 70% for fabricating matter aspect in criteria as high. Home turf example aspect in a low category with a total of 24% and 9% for students' matter ability in substantiation aspect in a very low category.

More specifically, at the news and current affairs aspect, students are able to implement this aspect in a very low category. But on final examination, they are better than practice and middle test. The research aspect is in a low category, whereas but based on the results, the percentage of research aspects has increased during the three debates videos. And at the fabricating matter, students are in the high category, where this aspect is the best aspect that students fulfil . At the home turf example and substantiation aspects, the students' abilities fall into a very low category. In other words, it can be concluded that the students' matter ability in speaking for debate at fourth semester Muhammadiyah University of Bengkulu with 34 students as a sample in a low category with a value of 27%.

News and current affairs is indicated as students' can improve their argument by keeping in touch with news and current affairs it is also supported by Simon Queen (2015), keeping in touch with the news and current affairs is a great way to start improving your general argument. Like stated by (Iman, 2017), the students should select the most factual and current information that suit the debate motion. That means students have to find the latest facts. But based on the result, the percentage of the news and current affair aspects is in lowest

category. These might be caused the students who were not updating and keeping up with the current and factual issue with the debate motion.

Second, research aspects is indicated as the students' bring the evidence to strengthen their argument to explain why the argument is true. Because the strong argument should be supported by evidence, it is also supported by (Kurniawati & Suryakencana, 2020), in debate the additional information should include data or evidence. Evidence may only partially substantiate an issue, or it may be strong enough to conclusively justify the claim in the minds of those who make the decision. To win a debate students not only need to build a strong arguments but they also have to attack their opponent's arguments and provide strong defense from any attacks. Like stated by (Astati, 2019) rebuttal is one of the key to get the crown of victory.

Third, fabricating matter demonstrated as students' shows that the an argument to convince the adjudicator that the motion is true based on the facts that the student provides. As Simon Queen (2005 : 87) says that there are few ways to cheat in debate, but one of them is to fabricate matter (that is, make up examples and claim that they are true. It means that fabricating matter in the debate is allowed as long as it is related to the motion and actual facts. Fourth, home turf example as D'Cruz (2003) claimed that argument will be more effective in persuading the audience if provide an excellent example, is indicated as the students' can uses examples based on the governed by the issue of the debate to make a strong argument. Therefore, provide the example on the argument is important. (Sri Wahyuni, Mulyadi Syahputra, & Defi Irmayanti, 2020) says that the example that can be used in strengthening the speaker's argument can be in the form of: statistics, expert testimony, and specific examples are some of the most common.

Five, substantiation is indicated as the students' should explains the substantiation to support their argument. The students' also should illustrate the link and correlation between both of them.

Furthermore, as indicated in the data there is a visible change in the result during practice, middle test and final examination. As shown in the data, the news and current affairs and research aspects, has increased in three times the debate process. This means that the students always give the argument based on the news and current affairs related to the motion. The reason is that finding the latest issues is easy for students to do. They can look it up on the internet, television, and newspapers. In addition, a decrease in the percentage seen in the aspects of fabricating matter, home turf example and substantiation.

Conclusion

In conclusion, the result of this research revealed that the how students' matter ability in speaking for debate at fourth semester in Muhammadiyah University of Bengkulu which based on Queen's theory are obtained, namely : 1) News and current affairs, 2) Research, 3) Fabricating matter, 4) Home turf example, and 5) Substantiation. Based on the result in previous chapter, students' matter ability in speaking for debate at fourth semester in Muhammadiyah University of Bengkulu are in low category with the percentage 27% and happened for 3 times.

The present of this research has its a limitation. This study did not measure the students' strategy to deliver the debate content or matter in speaking for debate. This study measured only students' matter ability in speaking for debate. The researcher didn't focus wheter the students' strategy to deliver debate content can affect the students' matter ability in speaking for debate. From the limitation, it is suggested that future reasearcher can conduct another reseach will to do detailed research about it. For example, research about the students'

strategy to deliver debate content in speaking for debate.

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