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# APPENDICES

**Appendix 1 Questionnaires of Students Difficulties & Factors Affect Difficulties in The Use of Debate Technique**

There are 120 statement items from 12 indicators, each indicators consist of 10 statement items that will be tested for validity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Component of Difficulties** | **Indicators** | **Quistionnaires Items** | **Answer Scale** |
| **SA** | **A** | **N** | **DA** | **SDA** |
| **Students’ Difficulties (Internal factors)** |
| 1. 1.
 | Proficiency | 1. Lack of Vocabolary
 | It is difficult to understand new vocabulary |  |  |  |  |  |
| I find it difficult to respond to opposing argument due to my vocab limitation |  |  |  |  |  |
| I struggle to find appropiate word in speech |  |  |  |  |  |
| I feel that insufficient vocabulary can make it difficult to construct argument |  |  |  |  |  |
| I struggle to use persuasive language |  |  |  |  |  |
| It is difficult to use examples and anecdote in debate due to lack vocabulary |  |  |  |  |  |
| I struggle to use logical reason |  |  |  |  |  |
| I struggle to counter opponents’ argument |  |  |  |  |  |
| It is hard to summarize argument effectively |  |  |  |  |  |
| It is hard to respond quickly in debate |  |  |  |  |  |
|  |  | 1. Grammatical Proficiency
 | I struggle with the correct placement of adverb |  |  |  |  |  |
| My lack of grammar structure impact the clarity of my points |  |  |  |  |  |
| I confused to use singular and plural forms |  |  |  |  |  |
| I often misplacing or omitting questions marks lead, to unclear when making question |  |  |  |  |  |
| I often mixing up between “your” and “you’re” in conveying arguments |  |  |  |  |  |
| I struggle to use subject and verb agreement |  |  |  |  |  |
| I often misusing pronouns |  |  |  |  |  |
| I forget to use articles |  |  |  |  |  |
| I often make incorrectly possessive pronouns |  |  |  |  |  |
| I struggle with verb tenses (present tense, past tense) |  |  |  |  |  |
|  |  | 1. Semantics/comprehension
 | Misunderstanding and misinterpreting meaning lead to confusion |  |  |  |  |  |
| I struggle to recognize the underlying values influencing my argument |  |  |  |  |  |
| It is hard for me to convey intended meaning of my argument |  |  |  |  |  |
| I struggle to make clarity of my argument persuasively |  |  |  |  |  |
| I feel confused to differentiated similar terms |  |  |  |  |  |
| I struggle to adapt the language used to suits difference audience or judges |  |  |  |  |  |
| I struggle to identify & evaluate logical fallacies in opponents’ argument |  |  |  |  |  |
| Its challenging to differentiate between objective claims & subjective preferences |  |  |  |  |  |
| It is hard to recognize the underlying values or ideologies influencing arguments |  |  |  |  |  |
| It is hard to understand cause and effect in a given situation |  |  |  |  |  |
| 2. | Fluency | 1. Poor Pronounciation
 | I struggle to pronounce certain and familiar  |  |  |  |  |  |
| Pronounciation issues lead misinterpretation of argument |  |  |  |  |  |
| Mispronouce words often leads to misunderstanding |  |  |  |  |  |
| I struggle to make my pronounciation clear and correctly |  |  |  |  |  |
| It is hard to deal with the correct stress on certain syllables in words |  |  |  |  |  |
| My pronounciation issues affect my confidence |  |  |  |  |  |
| I often mispronounce words with difficult consonant sounds |  |  |  |  |  |
| I often mispronounce words with silent or reduced vowels such as “government/ castle” |  |  |  |  |  |
| I often mispronounce words with specific vowel combinations, such as “aa” / “ou” |  |  |  |  |  |
| I often mispronounce words with spesific word endings, such as “-ed” / “-s” |  |  |  |  |  |
|  |  | 1. Intonation/Tone
 | My lack of confidence makes my intonation shaking |  |  |  |  |  |
| It is hard to maintain confident and assertive tone |  |  |  |  |  |
| I struggle with stress and intonation patterns |  |  |  |  |  |
| It is hard to use appropiate intonation to ask question or make statement |  |  |  |  |  |
| I struggle to recognize the intended tone or attitude of the opponents |  |  |  |  |  |
| It is hard to conveying appropiate emotions through intonation |  |  |  |  |  |
| I struggle to make persuasive and convincing tone |  |  |  |  |  |
| I struggle to use appropiate intonation to express agreement or disagreement |  |  |  |  |  |
| I struggle to convey respectful & proffessional tone towards the opponents |  |  |  |  |  |
| Misinterpretating to intended sarcasm in different tone |  |  |  |  |  |
|  |  | 1. Lack of Materials’ Knowledge
 | I feel clueless about the materials’ of the topics |  |  |  |  |  |
| It is difficult to gain deep knowledge to construct a clear argument |  |  |  |  |  |
| I struggle to construct persuasive argument due tu lack of materials |  |  |  |  |  |
| I struggle to provide accurate & relevant facts to support my arguments |  |  |  |  |  |
| It is difficult to provise up-to-date information of the debats’ topic |  |  |  |  |  |
| I struggle to logical and coherent reason |  |  |  |  |  |
| I have no foundational knowledge of the topic |  |  |  |  |  |
| I struggle to differentiate between reliable & unreliable sources of information |  |  |  |  |  |
| Having difficulty in understanding the consequences of my arguments |  |  |  |  |  |
| It is difficult in applying relevant theories or frameworks |  |  |  |  |  |
| 3. | Students’ Attitude | 1. No Motivation
 | Lack of enthusiasm & energy affect on presenting arguments |  |  |  |  |  |
| Lack of motivation affect the quality of my arguments |  |  |  |  |  |
| I lost my enthusiasm when I don’t see the relevance of debate topic |  |  |  |  |  |
| I feel no sense of winning the debate |  |  |  |  |  |
| I feel that I have no ability to rebut opposite’s arguments |  |  |  |  |  |
| I feel inadequate convey argument persuasively |  |  |  |  |  |
| I struggle in expressing ideas with passion |  |  |  |  |  |
| It is hard to defend my own argument |  |  |  |  |  |
| I get no sense satisfaction participating debate |  |  |  |  |  |
| I often avoid risk to explore new perspective during debate |  |  |  |  |  |
| 1. Lack of Self Confidence
 | I feel afraid to speak in public |  |  |  |  |  |
| I doubt my ability to express my ideas |  |  |  |  |  |
| I worry about being judge/critized |  |  |  |  |  |
| I struggle to maintain clam |  |  |  |  |  |
| My lack of confidence makes me unfocused |  |  |  |  |  |
| I feel afraid of making mistake in conveying arguments |  |  |  |  |  |
| I feel unconfident in using evidence to support my argument |  |  |  |  |  |
| It is hard to maintain eye contact with the audience or judges |  |  |  |  |  |
| It is difficult to engage spontaneous rebuttals & counter arguments |  |  |  |  |  |
| I struggle to handle the pressure of the debate |  |  |  |  |  |
| **Students’ factor effect the difficulties (External factor)** |
| 1. | Learners’ Background |  | I struggle to engage in critical thinking doing debate |  |  |  |  |  |
| Limited exposure to academic or intellectual discussion within the family |  |  |  |  |  |
| I have negative experience eith public speaking |  |  |  |  |  |
| I personal interest & passion affect my performance in debate |  |  |  |  |  |
| I struggle with my limited knowledge about the topic given |  |  |  |  |  |
| My gender, race, or ethnicity influence my performance |  |  |  |  |  |
| My knowledge background can result differing interpretations of debate |  |  |  |  |  |
| My family value & benefits impact my perspective |  |  |  |  |  |
| I struggle to acces to books or educational materials relevant to debate topics |  |  |  |  |  |
| Personal experience create emotional reaction |  |  |  |  |  |
|  | Learning Environment |  | The size of the class affect the process of debate |  |  |  |  |  |
| Listeners’ attention affect the process of debate |  |  |  |  |  |
| I feel no opportunity make constructive critism |  |  |  |  |  |
| I struggle with the access of the internet resources |  |  |  |  |  |
| I don’t have quite space to prepare for the debate |  |  |  |  |  |
| The classroom is too noisy  |  |  |  |  |  |
| The teacher don’t provide sufficient debate training |  |  |  |  |  |
| I struggle with the limited given to develop my arguments |  |  |  |  |  |
| I rely on a fields notes a lot |  |  |  |  |  |
| 3.  | Teacher’s Quality |  | The teacher explains the instructor of the debate very clear |  |  |  |  |  |
| I feel that the teacher guide the process of the debate very well |  |  |  |  |  |
| The teacher assisst me in overcome my nervousness |  |  |  |  |  |
| The teacher’s guidance help me in developing strong argument |  |  |  |  |  |
| The teacher create a very supportive class’ environtment |  |  |  |  |  |
| Motivation from the teacher boost my confidence |  |  |  |  |  |
| The teacher pay attention to the students’ body languange when they speak |  |  |  |  |  |
| The advice of the teacher give more knowledge |  |  |  |  |  |
| I thik it is important for the teacher to be more knowledgeable of the topic |  |  |  |  |  |
| The Teacher give feedback to improve debate technique |  |  |  |  |  |
| 4. | Parental Involvement |  | I feel that parents should support more in my speaking skills |  |  |  |  |  |
| Supportive activities at home affect my debate performance |  |  |  |  |  |
| I could practice positive debat with parents |  |  |  |  |  |
| The support of my parents build my confidence during debate |  |  |  |  |  |
| The additional guidance from my parents improve my speaking skills |  |  |  |  |  |
| The attend of parents in debate competition push me to win debate |  |  |  |  |  |
| Parental pressure affect students’ performance  |  |  |  |  |  |
| Everyday communication with parents affect the way I think |  |  |  |  |  |
| Parents take part to make any decision |  |  |  |  |  |

Adopted from (Lumbangaol & Mazali, 2020), (Nurmamatovich, 2021), (Sari & Chakim, 2019), (Handayani, 2017), (Saputri et al., 2022), (Rahmatunisa & Syarifudin, 2021), (Rahmadi Islam, 2018), (Purba, 2019), (Dehham et al., 2020), (Amiri et al., 2017), (Wahyuni et al., 2020), (Afandi, 2017), (Laia, 2020), (Widiawati & Agustini, 2020), (Nuryani et al., 2018), (Amri & Pratiwi, 2022), (Iman, 2017), (Astuti et al., 2022), (Heliawati et al., 2020), (Nadia & Yansyah, 2018), (Zulhermindra & Hadiarni, 2020), (Purba, 2019), (Rohimah, 2021), (Hidayati, 2019), (Syukri & Mardiana, 2016), (Novaković & Teodosijević, 2017).

Appendix 2 Validity of The Quistionnaire

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Kriteria** | **Variabel** | **R Tabel** | **R Hitung** | **Nilai sig** | **Kesimpulan** |
| 1. | Proficiency : Lack of Vocabolary | Item 1 | ,6319 | ,698\* | ,037 | Valid |
| Item 2 | ,6319 | ,318 | ,405 | Tidak Valid |
| Item 3 | ,6319 | ,366 | ,333 | Tidak Valid |
| Item 4 | ,6319 | -,090 | ,817 | Tidak Valid |
| Item 5 | ,6319 | ,822\*\* | ,007 | Valid |
| Item 6 | ,6319 | ,304 | ,427 | Tidak Valid |
| Item 7 | ,6319 | ,731\* | ,025 | Valid |
| Item 8 | ,6319 | ,663 | ,041 | Valid |
| Item 9 | ,6319 | ,781\* | ,013 | Valid |
| Item 10 | ,6319 | ,612 | ,080 | Tidak Valid |
| 2. | Proficiency : Grammatical Errors | Item 1 | ,6319 | ,486 | ,184 | Tidak Valid |
| Item 2 | ,6319 | ,496 | ,174 | Tidak Valid |
| Item 3 | ,6319 | ,883\*\* | ,002 | Valid |
| Item 4 | ,6319 | ,413 | ,270 | Tidak Valid |
| Item 5 | ,6319 | ,831\*\* | ,005 | Valid |
| Item 6 | ,6319 | ,748\* | ,020 | Valid |
| Item 7 | ,6319 | ,694\* | ,038 | Valid |
| Item 8 | ,6319 | ,735\* | ,024 | Valid |
| Item 9 | ,6319 | ,790\* | ,011 | Valid |
| Item 10 | ,6319 | ,794\* | ,011 | Valid |
| 3. | Proficiency : Semantics/Comprehession | Item 1 | ,6319 | ,603 | ,085 | Tidak Valid |
| Item 2 | ,6319 | ,431 | ,247 | Tidak Valid |
| Item 3 | ,6319 | ,071 | ,856 | Tidak Valid |
| Item 4 | ,6319 | ,388 | ,302 | Tidak Valid |
| Item 5 | ,6319 | ,739\* | ,023 | Valid |
| Item 6 | ,6319 | ,807\*\* | ,009 | Valid |
| Item 7 | ,6319 | ,723\* | ,028 | Valid |
| Item 8 | ,6319 | ,385 | ,306 | Tidak Valid |
| Item 9 | ,6319 | ,276 | ,472 | Tidak Valid |
| Item 10 | ,6319 | ,049 | ,901 | Tidak Valid |
| 4. | Fluency : Poor Pronounciation | Item 1 | ,6319 | ,492 | ,178 | Tidak Valid |
| Item 2 | ,6319 | -,220 | ,569 | Tidak Valid |
| Item 3 | ,6319 | -,142 | ,716 | Tidak Valid |
| Item 4 | ,6319 | ,650 | ,048 | Valid |
| Item 5 | ,6319 | ,434 | ,243 | Tidak Valid |
| Item 6 | ,6319 | ,464 | ,208 | Tidak Valid |
| Item 7 | ,6319 | ,431 | ,247 | Tidak Valid |
| Item 8 | ,6319 | ,692\* | ,039 | Valid |
| Item 9 | ,6319 | ,577 | ,104 | Tidak Valid |
| Item 10 | ,6319 | ,922\*\* | ,000 | Valid |
| 5. | Fluency : Intonation/Tone | Item 1 | ,6319 | ,721\* | ,028 | Valid |
| Item 2 | ,6319 | ,680\* | ,044 | Valid |
| Item 3 | ,6319 | ,654 | ,046 | Valid |
| Item 4 | ,6319 | ,752\* | ,019 | Valid |
| Item 5 | ,6319 | ,564 | ,114 | Tidak Valid |
| Item 6 | ,6319 | ,666 | ,050 | Tidak Valid |
| Item 7 | ,6319 | ,254 | ,509 | Tidak Valid |
| Item 8 | ,6319 | ,747\* | ,021 | Valid |
| Item 9 | ,6319 | ,681\* | ,043 | Valid |
| Item 10 | ,6319 | ,222 | ,566 | Tidak Valid |
| 6. | Fluency : Lack of Materials’ Knowledge | Item 1 | ,6319 | ,425 | ,255 | Tidak Valid |
| Item 2 | ,6319 | ,777\* | ,014 | Valid |
| Item 3 | ,6319 | ,672\* | ,048 | Valid |
| Item 4 | ,6319 | ,891\*\* | ,001 | Valid |
| Item 5 | ,6319 | ,533 | ,140 | Tidak Valid |
| Item 6 | ,6319 | ,797\* | ,010 | Valid |
| Item 7 | ,6319 | ,918\*\* | ,000 | Valid |
| Item 8 | ,6319 | ,914\*\* | ,001 | Valid |
| Item 9 | ,6319 | ,672\* | ,048 | Valid |
| Item 10 | ,6319 | ,615 | ,078 | Tidak Valid |
| 7. | Students' Attitude : No Motivation | Item 1 | ,6319 | ,792\* | ,011 | Valid |
| Item 2 | ,6319 | ,792\* | ,011 | Valid |
| Item 3 | ,6319 | ,485 | ,186 | Tidak Valid |
| Item 4 | ,6319 | ,552 | ,124 | Tidak Valid |
| Item 5 | ,6319 | ,452 | ,222 | Tidak Valid |
| Item 6 | ,6319 | ,810\*\* | ,008 | Valid |
| Item 7 | ,6319 | ,204 | ,599 | Tidak Valid |
| Item 8 | ,6319 | ,323 | ,397 | Tidak Valid |
| Item 9 | ,6319 | ,596 | ,090 | Tidak Valid |
| Item 10 | ,6319 | ,275 | ,474 | Tidak Valid |
| 8. | Students' Attitude : Lack of Self Confidence | Item 1 | ,6319 | ,479 | ,192 | Tidak Valid |
| Item 2 | ,6319 | ,815\*\* | ,007 | Valid |
| Item 3 | ,6319 | -,192 | ,621 | Tidak Valid |
| Item 4 | ,6319 | ,867\*\* | ,002 | Valid |
| Item 5 | ,6319 | ,819\*\* | ,007 | Valid |
| Item 6 | ,6319 | ,292 | ,445 | Tidak Valid |
| Item 7 | ,6319 | ,679\* | ,044 | Tidak Valid |
| Item 8 | ,6319 | ,867\*\* | ,002 | Valid |
| Item 9 | ,6319 | ,582 | ,100 | Tidak Valid |
| Item 10 | ,6319 | ,863\*\* | ,003 | Valid |
| 9. | Learners' Background | Item 1 | ,6319 | ,056 | ,887 | Tidak Valid |
| Item 2 | ,6319 | -,024 | ,951 | Tidak Valid |
| Item 3 | ,6319 | ,594 | ,092 | Tidak Valid |
| Item 4 | ,6319 | -,135 | ,730 | Tidak Valid |
| Item 5 | ,6319 | ,683\* | ,043 | Valid |
| Item 6 | ,6319 | ,444 | ,232 | Tidak Valid |
| Item 7 | ,6319 | ,499 | ,172 | Tidak Valid |
| Item 8 | ,6319 | ,604 | ,085 | Tidak Valid |
| Item 9 | ,6319 | ,748\* | ,020 | Valid |
| Item 10 | ,6319 | ,565 | ,113 | Tidak Valid |
| 10. | Learning Environment | Item 1 | ,6319 | ,353 | ,352 | Tidak Valid |
| Item 2 | ,6319 | ,039 | ,921 | Tidak Valid |
| Item 3 | ,6319 | ,448 | ,227 | Tidak Valid |
| Item 4 | ,6319 | ,749\* | ,020 | Valid |
| Item 5 | ,6319 | ,622 | ,074 | Tidak Valid |
| Item 6 | ,6319 | ,440 | ,236 | Tidak Valid |
| Item 7 | ,6319 | ,469 | ,203 | Tidak Valid |
| Item 8 | ,6319 | ,820\*\* | ,007 | Valid |
| Item 9 | ,6319 | ,554 | ,122 | Tidak Valid |
| Item 10 | ,6319 | ,820\*\* | ,007 | Valid |
| 11. | Teacher's Quality | Item 1 | ,6319 | ,824\*\* | ,006 | Valid |
| Item 2 | ,6319 | ,811\*\* | ,008 | Valid |
| Item 3 | ,6319 | ,130 | ,738 | Tidak Valid |
| Item 4 | ,6319 | ,709\* | ,032 | Valid |
| Item 5 | ,6319 | ,740\* | ,023 | Valid |
| Item 6 | ,6319 | ,498 | ,173 | Tidak Valid |
| Item 7 | ,6319 | ,415 | ,267 | Tidak Valid |
| Item 8 | ,6319 | ,052 | ,895 | Tidak Valid |
| Item 9 | ,6319 | ,588 | ,096 | Tidak Valid |
| Item 10 | ,6319 | ,286 | ,455 | Tidak Valid |
| 12. | Parental Involvement | Item 1 | ,6319 | ,718\* | ,029 | Valid |
| Item 2 | ,6319 | ,840\*\* | ,005 | Valid |
| Item 3 | ,6319 | ,672\* | ,048 | Valid |
| Item 4 | ,6319 | ,901\*\* | ,001 | Valid |
| Item 5 | ,6319 | ,766\* | ,016 | Valid |
| Item 6 | ,6319 | ,766\* | ,016 | Valid |
| Item 7 | ,6319 | ,689\* | ,040 | Valid |
| Item 8 | ,6319 | ,656 | ,055 | Tidak Valid |
| Item 9 | ,6319 | ,863\*\* | ,003 | Valid |
| Item 10 | ,6319 | ,530 | ,142 | Tidak Valid |

Appendix 3 The total of validity

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Component of Difficulties** | **Variable** | **Validity** |
| **Valid** | **Invalid** |
| **Students’ difficulties (Internal factors)** |
| 1. 1.
 | Proficiency | 1. Lack of Vocabolary
 | 5 | 5 |
|  |  | 1. Grammatical Proficiency
 | 7 | 3 |
|  |  | 1. Semantics/comprehension
 | 3 | 7 |
| 2. | Fluency | 1. Poor Pronounciation
 | 3 | 7 |
|  |  | 1. Intonation/Tone
 | 6 | 4 |
|  |  | 1. Lack of Materials’ Knowledge
 | 7 | 3 |
| 3. | Students’ Attitude | 1. No Motivation
 | 3 | 7 |
| 1. Lack of Self Confidence
 | 5 | 5 |
| **Students’ factors effect difficulties (External factors)** |
| 1. | Learners’ Background |  | 2 | 8 |
|  | Learning Environment |  | 3 | 7 |
| 3.  | Teacher’s quality |  |  4 |  6 |
| 4.  | Parental involvement |  |  8 |  2 |

In students’ difficulties, proviciency in lack of vocabulary has 5 valid items and 5 invalid items invalid, grammatical errors has 7 valid items and 3 invalid items, semantic has 3 valid items and 7 invalid items. In Fluency, poor pronounciation has 3 valid items, intonation has 6 valid items and 4 invalid items, lack of material’s knowledge 7 valid items and 3 invalid items. In students’ attitude, no motivation has 3 valid items and 7 invalid items, lack of self-confidence has 5 valid items and 5 invalid items. In students’ factor affect the difficulties, learners background has 2 valid items and 8 invalid items, learning environtment has 3 valid items and 7 invalid items, teacher’ quality has 4 valid items and 6 invalid items, parental involvement has 8 valid items and 2 invalid items. The researcher takes the smallest total of valid result that is from learners’ background that has 2 valid items. the smallest total then becomes the total number for every indicators to be in questionnaire.

**QUESTIONNAIRE**

**(Valid)**

Procedures :

1. The researcher share the link of google form and distributed to personal chat to each students.
2. The researcher asked the students to fill up the form
3. The researcher collect all the answer
4. The researcher analyze the answer

Assalamualaikum wr. wb.

I’m Ghina Hardani Zulfatunnisa. I’m an English department student at Universitas Pancasakti Tegal. I’d really need your help to fill up this questionnaire as you had the experience in debat technique in public speaking class for. Im working on final thesis entitled “STUDENTS’ DIFFICULTIES IN USING DEBATE TECHNIQUE IN PUBLIC SPEAKING CLASS” These are 24 items about students difficulties (internal factors) and factor affect the difficulties (external factors) in the use of debate technique in public speaking class.

There are NO WRONG or RIGHT answer, but choose the answer based on your EXPERIENCE with the following instruction :

SA = Strongly agree

A = Agree

N = Neutral

D = Disagree

SDA = Strongly disagree

Before fill up the questionnaire, don’t forget to write name, class, and gender in the coloumn provided. Please read the statements carefully so there would be no misunderstanding. The data of the questionnaire will be used as research project for my thesis.

Thankyou for your participation.

Link form: <https://bit.ly/QuestionnairesGhinaHardani>

**Appendix 4 Questionnaires of Students Difficulties & Factors Affect Difficulties in The Use of Debate Technique**

Name :

Class :

Gender :

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Component of Difficulties** | **Indicators** | **Questionnaires Items** | **Answer Scale** |
| **SA** | **A** | **N** | **DA** | **SDA** |
| **Students’ Difficulties (Internal factors)** |
| 1. 1.
 | Proficiency | 1. Lack of Vocabulary
 | It is difficult to understand new vocabulary |  |  |  |  |  |
| I struggle to counter opponents’ argument |  |  |  |  |  |
| 1. Grammatical errors
 | I struggle to use subject and verb agreement |  |  |  |  |  |
| I struggle with verb tenses (present tense, past tense) |  |  |  |  |  |
| 1. Semantics/comprehension
 | I feel confused to differentiated similar terms |  |  |  |  |  |
| I struggle to adapt the language used to suits difference audience or judges |  |  |  |  |  |
| 2. | Fluency | 1. Poor Pronounciation
 | I struggle to make my pronounciation clear and correctly |  |  |  |  |  |
| I often mispronounce words with spesific word endings, such as “-ed” / “-s” |  |  |  |  |  |
| 1. Intonation/Tone
 | My lack of confidence makes my intonation shaking |  |  |  |  |  |
| It is hard to use appropriate intonation to ask question or make statement |  |  |  |  |  |
| 1. Lack of Materials’ Knowledge
 | I have no foundational knowledges of the topic given |  |  |  |  |  |
| I struggle to provide accurate & relevant facts to support my arguments |  |  |  |  |  |
| 3. | Students’ Attitude | 1. No Motivation
 | Lack of enthusiasm & energy affect on presenting arguments |  |  |  |  |  |
| Lack of motivation affect the quality of my arguments |  |  |  |  |  |
| 1. Lack of Self Confidence
 | I doubt my ability to express my ideas |  |  |  |  |  |
| My lack of confidence makes me unfocused |  |  |  |  |  |
| **Students’ factor effect the difficulties (External factor)** |
| 1. | Learners’ Background |  | I struggle with my limited knowledge about the topic given |  |  |  |  |  |
| I struggle to acces to books or educational materials relevant to debate topics |  |  |  |  |  |
| 2.  | Learning Environment |  | The size of the class affect the process of debate |  |  |  |  |  |
| Listeners’ attention affect the process of debate |  |  |  |  |  |
| 3.  | Teacher’s quality |  | The teacher explains the instruction of the debate very clear |  |  |  |  |  |
| The teacher create a very supportive class’ environtment |  |  |  |  |  |
| 4. | Parental Involvement |  | Everyday communication with parents affect the way I think |  |  |  |  |  |
|  | Parents take part to make any decision |  |  |  |  |  |

Adopted from (Lumbangaol & Mazali, 2020), (Nurmamatovich, 2021), (Sari & Chakim, 2019), (Handayani, 2017), (Saputri et al., 2022), (Rahmatunisa & Syarifudin, 2021), (Rahmadi Islam, 2018), (Purba, 2019), (Dehham et al., 2020), (Amiri et al., 2017), (Wahyuni et al., 2020), (Afandi, 2017), (Laia, 2020), (Widiawati & Agustini, 2020), (Nuryani et al., 2018), (Amri & Pratiwi, 2022), (Iman, 2017), (Astuti et al., 2022), (Heliawati et al., 2020), (Nadia & Yansyah, 2018), (Zulhermindra & Hadiarni, 2020), (Purba, 2019), (Rohimah, 2021), (Hidayati, 2019), (Syukri & Mardiana, 2016), (Novaković & Teodosijević, 2017).



