

**Teachers' Role towards Students' Achievement in English Debate Competition****Jumharia Djamereng**Alauddin State Islamic University of Makassar  
*jumhariaali@gmail.com***Abstract**

The research is qualitative research that intends to describe the factors that influence the students' achievement in debate competition *English Got Talent*. Therefore, it was formulated the problem statement as follows: 1) Which factors that influence the students' achievement in debate competition? 2) How are the competences of English teachers of SMUN 1 and SMUN 3 in teaching and guiding English subject in both schools? Thus, primary data were taken from 10 teachers from both schools, while the secondary data also were 10 students through interview and observation. The result of the research reveals that the factors that contribute to the students of SMUN 3 and SMUN 1 in their achievement in debate competition, such as; the competencies owned by teachers from both schools who some of them have S1 degree in English Education and some others are Magister in English Education. Besides, they actively develop their skills in teaching methods by joining seminars and workshops. They also combine the teaching material provided by the school and develop their own materials taken from commercial books and internet. Over all, other contributed factor is the existence of teachers as the supervisors who responsible to prepare the students before joining the competition.

*Keywords : Teacher's role, Achievement, debate competition.*

**Abstrak**

*Penelitian ini adalah penelitian kualitatif yang bertujuan untuk menggambarkan factor-faktor yang berpengaruh pada prestasi siswa dalam mengikuti kompetisi debat dalam English Got Talent. Oleh karena itu rumusan masalah disusun sebagai berikut: 1) Faktor apa yang berpengaruh pada prestasi siswa dalam mengikuti kompetisi debat? 2) Bagaimana kompetensi guru bahasa Inggris pada SMUN 1 dan SMUN 3 dalam mengajar dan membimbing mata pelajaran bahasa Inggris pada sekolah tersebut? Selanjutnya data primer diambil dari 10 guru bahasa Inggris dari kedua sekolah tersebut, sedangkan data sekunder diambil dari 10 siswa dengan menggunakan teknik interviu and observasi. Hasil penelitian menunjukkan bahwa factor-faktor yang berkontribusi pada prestasi siswa-siswa SMUN 3 dan SMUN 1 dalam kompetisi debat adalah; kompetensi yang dimiliki oleh guru-guru bahasa Inggris yang ada di kedua sekolah tersebut yang berkualifikasi Sarjana Pendidikan Bahasa Inggris dan beberapa lainnya berkualifikasi Magister Pendidikan Bahasa Inggris. Disamping itu, mereka aktif mengembangkan keahlian dalam metode pengajaran dengan secara aktif mengikuti seminar maupun pelatihan-pelatihan. Mereka juga menggabungkan materi pelajaran yang disediakan pihak sekolah dengan materi-materi yang dikembangkan sendiri melalui buku-buku komersil dan internet. Secara keseluruhan, faktor lain yang juga berpengaruh adalah keberadaan guru-guru pembimbing yang bertanggung-jawab mempersiapkan siswa-siswa sebelum mengikuti kompetisi.*

*Kata kunci: peran guru, prestasi, kompetisi debat.*

## Introduction

Some efforts in developing the quality of education now a days are highly needed in order to produce an adequate results. Generally there are some factors that mostly influence the quality of education, likes; quality of human resources, facilities, supports from related institution. Development of human resources quality involves matters relates to education and skill belong to teachers. Certainly education becomes primary requirement that should be complied by teachers so they can fulfill the criteria of education that is assigned in regulation.

A good teacher should be aware of the importance of teachers' potency in enforcing their teaching program. They should understand some skills related to teaching activities that should be developed based on current development. The skills that might be influenced their competences in presenting the teaching materials or teaching and techniques method that can be stimulate and force students to learn. Thus, good teachers should also be innovative in designing even developing teaching materials based on the subject, students' ability and students' need. To comply the target it is surely need high motivation from them as they are necessary to spare their time, vigour, and even some costs.

In connection with those matters, it is assumed that the existence of competent teachers are hopefully bring positive effects toward students achievement. Naturally, every individual was born with their own talent and cognitive ability so teacher may find students who have high intelligence and some others are found have competences in average. Although students have high competencies, it does not mean they do not need any guidance from competent teacher. In other sides, good guidance will aid students in developing their talent. Potential students will gain maximal results if they are guided and supervised by appropriate teachers who recognize their students' potency.

As it is expressed previously, that teachers and students are two important elements in teaching process. Teacher plays his role as a subject in teaching while students undergo their role as subjects who will get input and output as a result of the process. In this case, teacher holds his responsibility to manage the teaching program, even in material preparation, application of teaching method, and also selection of proper evaluation techniques.

## Related Theories

Debate is an activity which is usually done by students in the class especially in learning oral skill. Generally the ability in debate can be conducted by those who have been in intermediate and even advance level in English competencies. The students' competences in such level have commonly mastered adequate vocabularies. Besides being able to pronounce words correctly, they also have good grammatical abilities and general knowledge. Hence those abilities can support them when conveying argumentation in debate activity.

As Simon (2005:3) states in Pratiwi (2012:5), "Debate is an activity in exchanging ideas between two pupils or more where everyone try to persuade others to accept ideas they conveyed. Since English debate activity has been popular among English learners, it becomes one of the activities that always be competed in annual event of the Association of English Education Students IAIN Palopo "*English Got Talent*" in which joined by

students of Elementary school, Secondary and High school among Luwu Raya Regency. Since the competition have been conducted for several years, there are 2 high schools such as SMUN 1 and SMUN 3 that always be prominent and competed each other to get the highest position as the winner specially in debate competition. Both schools have been popular and become the favourite schools in Palopo as they always be the first choice of students when entering high school.

It is commonly known that the high quality of schools certainly cannot be separated from headmaster and teachers' roles. Headmaster is supported by teachers to develop their students' achievement, besides they can compete with others to enter favourite university that becomes one indicator of the school success, they also may join various competition in local and national levels as well. To get the high standard, there are many conditions that should be fulfilled by the teachers. It is not only high loyalty, but it also needs adequate competencies from them in order to manage their students properly. Concerning with competency, there are many things that can be involved in getting high competency, namely; education, skills, creativity, aim, and many others. Based on these factors, skill and creativity developed by teachers cannot be reached in short time, in other sides, it needs a long time work to complete their selves with some attributes as qualified teachers. Teacher' skill and creativity in English language teaching may be gathered from many shared experiences from other teachers through workshop and seminars.

A competent teacher knows how to manage his classes including teaching strategies, materials, class management, assessment and evaluation, etc. Before teaching, he has already prepared things that will support successful learning. Besides he also recognizes well his students so that he can treat his students in proper ways. It is worthy to say that appropriate degree of guidance from the teachers is also key to successful EFL learning (Chen, 2016:63). All teaching attributes will enhance interest, motivation, and ability of students in language learning. Therefore, he believes that providing students a clear guidance absolutely will support students' achievement.

Education is the first important thing that should be fulfilled by teachers and of course relevant language teacher education will be considered as a competent teacher. Language teachers should be aware that they do not simply have expertise and proficiency in the language he teaches, as Widowson (2002: 67) says that teacher should know and understand well the language as a subject, not a language in general, but particular language; i.e. English, French, German, Russian. This does not mean that the teacher should be a native speaker who certainly masters his language very well as he acquires it in his early age in language acquisition. It is different if knowing language as subject rather than it is experienced by native speakers naturally in everyday life. They only understand the use of language in daily communication but do not know linguistic mechanism and language pedagogy as teachers and linguists acquired.

It becomes challenge for non-native English teachers in which they are forced to have a fluency in English before they teach. By having adequate fluency in English skills will affect their self-confidence and performance, so that they can create an effective learning process (Murdock (1994:254) in Cullen (2002:220) states " for non-native English teacher, language proficiency always represents the bedrock of his professional confidence. His confidence could be in both effective teaching in the class and interactive communication with colleagues in outclass meeting and other professional events.

Concerning with professional standard of teacher may involves some elements, not only education, but all aspects that relates to learning and teaching activity. However, the meaning of "standard" currently still in debate because it is rather difficult to determine standard of professional teaching. Every country has an authority to determine its accredited standard for professional teacher. Darling-Hammond (1999) in Sachs (2003:176) argues, 'Recently developed professional standards for teaching hold promise for mobilizing reforms of the teaching career and helping to structure the learning opportunities that reflect the complex, reciprocal nature of teaching work' (p. 39).this opinion seem more emphasizes on how teacher develop his career relating to his teaching works.

Thus, Day (1999) in Sachs (2003: 182) also suggests that that teachers who, in Huberman's terms, have reached a professional plateau may seek opportunities to re-examine the basis upon which their assumptions and beliefs about teaching are founded, question the purposes and contexts of their work, review and renew their intellectual commitments through further study either by participating in school, local education authority or district networks, or by participating in further degree work. It is clear that teacher need to develop his competence, not satisfied with the current achievement, but he can improve his self-development by getting new information related to his work and sharing with other colleagues in many events.

To fulfill the professional standards for teachers commonly in teachers' perception in local and national schools, those are; simply related to their competency in managing the class, how they create the good learning atmosphere by using teaching strategies and selecting good and appropriate material for students. As Sachs (2003: 185) states "Professional standard for teachers have significant potential to provide the necessary provocation for teachers to think about their work, classroom activities and professional identity in quite fundamentally different and generative ways. What is required is a variety of opportunities for teachers to do this collectively and individually.

Characteristic of learners highly influence their success in foreign language learning. Moreover teachers' role is very essential in helping students mastering language skills. Some characters that belong to the language learners are ethnic background, linguistic ability and also their beliefs. These characters may help teacher to arrange his teaching activities. Besides there are also other important characters belong to learners that can influence their achievement namely their native language, education level, their social character and economy. It can be assumed that life experience possibly contributes indirectly to their second language acquisition and foreign language acquisition as well. Their intellectual level, strength and weakness certainly will affect their ability in learning a foreign language. (Brown, 2007:2)

## **Methods**

Data primary were taken from 5 teachers of SMUN 1, 3 of them have Bachelor in English Education, 1 teacher is Magister of English Education and the other one is assistant teacher who is also Bachelor in English Education. While the similar number of informant was also taken from SMUN 3 comprised 2 teachers are Magister in English Education and 3 others are Bachelor in English Education. Secondary data were taken from 5 students of SMAN 1 and SMAN 3.

The techniques of data collection that were used in this research were interview and observation. Interview was aimed at gaining the data related to the teachers' efforts in guiding and supervising English subject. Moreover, it also intended to gather important information about the teachers and facilities that available in both schools. Thus, observation was used to gather information related to learning situation in the classes which may involved students' activities in studying English materials. The collected data were then analyzed descriptively and qualitatively to describe the factors that may support students to get accomplishment or to be the winner in every competition, especially *English Got Talent*.

### **Finding and Discussion**

In teaching process, there are many factors that may contribute to students' enhancement that could be internal and external factors. As it is discussed previously, that, although students have good competence in language skill but if they do not guided and managed properly by good teacher, probably their competencies will not give a significant result.

After collecting data, the researcher find that there are several factors that influence the students' competencies so they can get high achievement. Those factors are presented as follows:

#### ***Education***

Based on interviewing teachers, it can be revealed that the success that teachers have in teaching English subject in those schools (SMAN 1 and SMAN 3) depends on the head master's support, competencies, and teachers' loyalties. As it is stated previously that education level of the teachers in that schools that is Bachelor and Magister in English Education certainly influences their competencies. Although there are still 2 of them who have hold Magister degree, their education level of others do not decrease their creativity in managing their subjects, as a result in students become more motivated and interested in studying English.

Besides formal education, teacher's competence is also determined by development of human resources through the teachers involvement in various activities related to teachers development programs likes workshop and seminars. As the *informant 1* (teacher of SMAN 3) said that he frequently attends socialization of the 13 Curriculum and workshop on teaching methodology. This program is supported by the headmaster considering that it will give influences to teachers and students as well. Sometimes heavy teaching activities cause them have limited time to attend seminars and workshops both in national and international scales, where usually held far from their home base. Unfortunately the school seldom have more funds for supporting that programs, therefore some teachers do not want to pay to support their competence development. It is different from *the informant 2* who likes to attend seminars and workshop related to English Language Teaching even only in several times. He realizes that having attended the program, it will be valuable for him as a English teacher where he can add and share more experiences and knowledge with other teachers especially teaching English as foreign language.

### **Teaching Methods**

Teaching methods highly affect students' interest and motivation so that they automatically affect their competence enhancement in learning English. Based on interview from teachers, most of them are still enjoying teaching by using conventional ways, that is explanation, particularly in teaching grammatical structure. They assume that this method is still the best method to facilitate students to understand the rules in English Grammar. As it is usually done by *informant 1*, he mostly apply the explanation way when teaching grammar. Based on his experience, students are more easy to understand the material by giving tasks rather than using other methods. However, he sometimes uses game to change the class atmosphere when watching the students get tired and bored. So, he said that the use of teaching method depends on the material to present.

As it has been conducted by *informant 1*, the teaching method that is "explanation" is likewise conducted by informant 6 however gives practices and tasks more that related to the materials he presents. He assumes that by giving more practices the students can be easier and faster to understand the material than explaining more but less practices. Teaching in such a way seems good for students' proficiency but it will be better if it followed by a kind of *feedback* so they may identify their false and correct them all at once. *Feedback* technique is believed can motivate students in completing tasks and also understand the correction forms based on mistakes in their tasks (Djamereng, 2014).

Based on *informant 3*, she seldom use explanation as her teaching alternative method. Considering this informant often becomes as *trainer in USAID*, the researcher concludes that she must have good competency. She also gives high attention to the output of teaching process as she has been senior in her career. Therefore, she is aware of being innovative teacher in selecting teaching methods in which learning process is more emphasize on students roles (student-centred learning). As she mostly teaches in class XII, she considers the students have already understood the basic English grammar therefore she needs them to refresh the materials they have learned previously from the first level. The use of *game* is also often used in teaching likes the use of pictures as teaching media. Through this technique, students can be taught to express their identities and also develop their cognitive abilities. They are also taught making report and present it in report form. To evaluate students' ability, she often gives practices in completing tasks that certainly will be more helpful when they are tested in summative test, formative test and even national test.

### **Teaching Material**

Generally basic and high education mostly use books that provided by the school based on the curriculum. As a matter of fact, this condition facilitate their teacher in teaching process where they do not need spending time to find book to teach. Besides, using the provided book will fulfil the similarity of material taught to the whole classes although ignoring the content whether it is suitable based on the students' abilities or class classification those are; Social classes (IPS) and Science classes (IPA). If teachers can be wiser, this condition seems not fair for students considering human were born with their own different potencies. Some people own high ability in the right brain, some others have high ability potency in the left brain. It is known that left brain controls intelligence quotient (IQ) while the right brain controls the use of emotional quotient (EQ).

By considering the matters, teachers should be more sensitive in identifying their students in their class. Before teaching skill subjects like listening, reading, speaking and writing, teacher needs to know students' background in order they can decide easily which materials are used. Therefore, necessary to conduct placement test to know the students' level of abilities. After knowing this information, it can be continued to further analysis about their needs and interests related to materials and learning process. Process in learning involves many things that concerns with the whole learning activities that take place in the classes.

Based on the interview results, some teachers still enjoy using the provided book that regulated by the curriculum. This book is commonly presented to students from Social classes where the teachers who responsible to teach in that classes prefer to use it. Some informants say that the students from the Science Classes generally have higher competencies than those who are from the Social Classes. Therefore, based on the observation, some teachers who teach in Science Classes are younger and more creative in managing the class. While teachers who teach in Social classes are those are categorized as senior teachers where they less develop the materials and prefer using the conventional method in teaching the subject.

Thus, some teachers who teach in the Science classes have still used the provided book but they modifies with their own books that are appropriate to be taught to the students. As it has been done by *informant 2* who does not use the book at all, in other sides, he prefers using materials from his book collection in order to encourage students to learn more. He indeed selects the book which appropriate to the students' level of ability. Besides, the commercial books he provided by himself are more vary in presenting tasks that related to grammatical knowledge and other skills namely speaking and reading skill. He also adapts these circumstances with the students' level of ability where he mostly teaches in the XII years' class, the students in this year are prepared to take the national testing.

### ***Teacher' Guidance and Extra Curricular***

Based on the interview results from the teachers in SMAN 2 and SMAN 3, they really pay attention toward the development of students' competency in English in both schools. The researcher also noticed how teachers spend their time to lead students in that activity in which need a high loyalty from them to help students to improve instructional quality and students competency as well. Thus, the extracurricular activities that have been conducted in the schools are as follows:

***English Full Day.*** The activity is known as *Cambridge class* which have been conducting in SMAN 1 since 2010 that is offered for the students who are interested in developing their speaking skill as this activity put a priority in developing in such skill. It is scheduled in twice a week in every month and followed by the X years' and the XI years' students. Although number of students who are interested in joining the activity are only about 3%, but they are the students who are often selected as representatives from their school to join various competition. As the informant 2 (teacher of SMAN 3), says that the students who often join the competition are those from Science class while students from Social class are usually selected as the students' exchange to abroad.

***Teacher' Guidance.*** This activity temporarily conducted in which teacher specially guides the students who want to join the competition. Here he performs their role in preparing his

students to compete based on the kind of competition. For example, debate competition, they are prepared to deliver argumentation critically and systematically. Other competitions that are usually prepared are *English Speech* and *English News reporting*. Moreover, the teacher also asks whether they still have problems related to the material such the use of *tenses*, grammatical structure likes understanding *conditional clauses*. This activity is usually conducted since they have been in the X' years where it is carried out in 3 months before the competition takes place and arranged in 12 meetings.

Teacher who is given responsibility to become guide teacher is a person who has good capability and loyalty toward the improvement of students' achievement as a whole. Teacher has authority to select potential students who capable to join competition because he has known the students' competency very well as he has taught them every time in the classroom. However, the students are offered opportunity to be selected since they are interested to join the competition.

**Guidance in Scientific Writing.** Besides guidance in English skills, both schools also give additional class for guiding scientific writing. The teacher who has adequate knowledge in doing research and writing scientifically is responsible to carry out this activity. This becomes one of the school programs because there is always competition in this case for high schools level. Both schools have good achievement and they always compete each other to get the highest position in the competition. It is the reason why these schools are well known in good reputation for many years among the schools in Palopo.

**Facilities.** This factor also highly influences the school achievement in general. When the decision marker supplies good facilities to the school, it may certainly affect the learning atmosphere in the school. The clean and good environment may give convenience around the school. Even in the clean and tidy class, good exposure and circulation also will affect learning atmosphere. Based on observation, the situation and condition in the schools have fulfilled the standard that mostly found in the state schools in general. The rooms have not been equipped yet with *air conditioner* except the certain rooms such as the headmaster's room. The most important thing for those schools namely they have already owned the language laboratory which is good enough for helping teacher facilitate their teaching process related to the learning activities that use audio and audio visual as media.

**Students' Competence.** It is naturally that every individual has his own talent and potency. Students' potencies certainly affect their achievement in studying. It has been described clearly how teachers play important roles in managing the class and guiding the students in the previous explanation. In consequence, they are able to deliver their students to the position where they can be succeed in many competitions among high school levels. Students with high competences of course will facilitate the teachers in assisting them. Nevertheless, they will not be succeed specifically in competition if they are not handled by the proper teachers. Therefore, teachers' assistances that stand for external factor extremely influence the students' great achievement as they have been discussed previously.

Here, it is not deeply analysed internal factors such as motivation, attitude, interest, aptitude, intelligence as this research focused on teachers' competence as the influential factor. In fact these factors also can contribute to the students' achievement. Based on students' information, they often join English meeting which is conducted as extra-curricular. It seems that those who are interested in joining this activity are mostly students

from Science Classes (IPA). They like the way their teacher explain the materials that is combined with many interesting strategies, practices in interactive learning. The materials are diverse, not only using the book which is provided by the school but teachers also take from other English learning books.

## Conclusions

Based on the discussion in the previous parts, it can be concluded the factors that may influence the students' achievement in joining English competition are the teachers' role in guiding the students since they have been studying English in the X years. In fact there are many factors that can contribute to the learning output. Since this research focuses on how teachers play their important role in delivering their students to the English competition, therefore there are some attributes that support them to be competent and qualified teachers namely; 1) most teachers in both high schools are Magister in English Education. Some of them still hold the bachelor in English Education. Besides, they usually join workshop related to their self-development in ELT, 2) Teachers' creativity in using teaching strategies that encourage students in learning English and using various related materials in English lesson, 3) Using the interesting material also affect the students' enthusiasm toward the English subject, 4) Teachers' loyalty in spending their time to guide their students in English meeting club and preparing them to join English competition that is usually conducted in 3 months before the competition occurred, 5) The students who have good competence, high motivation and interest in English will become more qualified when they are handled and guided by appropriate teachers.

## References

- Brown, Douglas Brown. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Fransisco. Addison Wesley Longman Inc.
- Brown, Douglas H. 2007. *Prinsip Pembelajaran dan Pengajaran Bahasa*. United States. Pearson Education Inc. Edisi Bahasa Indonesia. Jakarta. Kedubes Amerika Serikat.
- Chen, Yih-Lan. (2016). *How teachers support student autonomy in EFL context*. Asean EFL journal. p.63)
- Djamereng, Jumharia. (2014). *Meningkatkan Kemampuan Menulis dan Berpikir Kritis melalui Teknik Debat*. PPPM STAIN Palopo.
- Freeman, Donald and Jack C. Richard. (2004). *Teaching Learning in Language Teaching*. Taylor & Francis, Ltd.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. England. Pearson Longman.
- Permata Sari, Siluh Putu Ayu Indah. (2010). *The Implementation of Debating Technique Learning to Improve Skill in Writing Argumentative Paragraph For Student of SMA Negeri 2 Banjar Class X*. Tesis. Pendidikan Bahasa dan Sastra Indonesia.
- Pratiwi, Ida Ayu Ekayudha (2012) *Peningkatan Keterampilan Berbicara dengan Metode Debat Plus dalam Proses Pembelajaran Bahasa Inggris pada Siswa Kelas I SMA Pariwisata Kertha Wisata Denpasar*. Tesis. UNUD.

Sachs, Judith. (2003) *Teacher Professional Standard: Controlling or developing teaching?*  
Journal: *Teachers and Teaching*. Vol. 9: Number 2, p.175-186