



LEVEL OF DEBATE SKILLS OF GRADE 10 AND SENIOR HIGH SCHOOL STUDENTS IN THE SCHOOLS DIVISION OF SANTA ROSA CITY: BASIS FOR AN INTERVENTION PLAN

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ABSTRACT

The primary objective of the educational system is to give opportunities for students to receive practical and useful instruction in order to develop their cognitive skills and to improve their social abilities through speaking and debating. In a classroom context, there is a varied range of learners with varying levels of aptitude and ability to express effectively. Through classroom interaction and oral communication, the teacher encourages students to express themselves freely and share their thoughts and ideas based on how they fully grasped the lesson, observations from the outside surroundings, and experiences based on real-life situations, that were noticed and observed closely. However, not all learners are fluent communicators, particularly when speaking in the English language. Even if they have strong beliefs and can express their thoughts, sentiments, and emotions in various ways, they lack the confidence to say them appropriately. As a result, the learner's dedication to education, the necessity of learning and practicing English, and the learner's deep commitment to the learning phase all pose problems to the educational system. The purpose of the study was to determine the level of debating skills of Grade 10 and Senior High School students in the Schools Division of Santa Rosa City in terms of style, content, and strategy. The students were composed of 25 students from the Schools Division of Santa Rosa City. This was essentially a descriptive study in which a survey questionnaire was used in conjunction with the purposive sample technique to gather data. In order to determine the respondent's demographic profile, the data were statistically handled using the frequency distribution and weighted mean. The t-test was performed to determine whether or not there were statistically significant differences in the degree of debate skills of the respondents when they were divided into groups based on their demographic profile. The data revealed that respondents' degree of debate skills has a verbal interpretation of good and that there was no statistically significant difference between their demographic profiles. The findings also revealed that the majority of respondents were first-timers in the debate competition environment. It was proposed that students should engage in constant practice and coaching to improve and develop their arguing talents, as well as participate in debate workshops and training to improve their skills and strategy, in order to improve their overall performance. As a result, the intervention strategy is proposed.

Keywords: style, content, strategy, logical, critical thinking skills, reasoning ability

INTRODUCTION

Speaking is the production of communication that occurs naturally during regular activities. Speaking abilities enable pupils

to communicate their thoughts, feelings, and sentiments across languages, cultures, and countries. Mastering speaking abilities is critical because it enables individuals to begin interacting with others, delivering ideas, and exchanging

information. Through speaking, individuals will be able to convey emotions, transmit meaning, express viewpoints, and explain ideas. The teacher frequently exercises his or her right to free speech within the classroom, and the fact that diverse instructional tactics are used to improve students' speaking abilities is readily apparent throughout the class hour and conversation. Despite teachers' efforts to give students strategies for speaking, such as oral speaking, choral reading, and debate, there is still a need to strengthen this skill. It is evident that the achievement of students' English learning is contingent on their aptitude and willingness to engage in learning activities, which are influenced by their attitudes and interests in English (Lumbangaol and Mazali, 2020). It may be true that students' views and interests influence their ability to learn proper speaking, particularly in a debating setting.

However, with the help of the teacher's creativity, students' oral communication skills can be enhanced, thereby attracting attention and increasing their interest and willingness to study and participate in classroom activities such as debate, which is a kind of communicative activity is. Ghazali (2013) states those aspects such as course objectives, students' skill levels, and the types of role-playing games, partnered discussions, questionnaires, or challenge scenarios and classroom debate can all influence the use of real classroom interactions.

This research study was done to find out why some students have problems with oral communication through debate. Many people are not good at debate, even though it has been used as a way to teach in the past. Debate is a good way for students to improve their speaking skills. It can be a good way to teach because in debates, students are actively involved and responsible for their own learning. The more students' debate, the more active they become in speaking and expressing their opinions or ideas and the better they get at it. The more students say what they think, the more likely they are to get better at speaking. It also means trying to communicate ideas or opinions that come to mind to two or more people who do not agree with each other and try to defend their ideas or opinions. One way to learn is

to use the debate method, which is supposed to make people more excited and help them learn more. It is one of the best ways to learn how to speak English better. This is a way for two or more people, both alone and in groups, to argue about and solve problems and differences. In Gover's (2014) study, he said that two or more people take opposing sides on a topic or question in an effort to get an audience or the other side to agree with them would make a sense of arguments.

Today, because of the pandemic and the fact that only a limited amount of face-to-face interaction is being adopted throughout the entire school system, students' speaking abilities are not being heard or practiced, as the majority of the lesson, content is delivered in a modular delivery of learning. When using this form of teaching-learning strategy, debates, on the other hand, are not allowed to be competitive. Teachers will not be able to listen to students' opinions; they will not be able to evaluate the participants' attempts to build consensus for their position among the audience, or non-competitive, in which the conversation of the relative merits of different roles is the most important, will not be visible to the participants. There will be no audience to hear the ideas of the participants or to pass judgment on the opponents' arguments. Since it is beneficial for all debates, but absolutely necessary for competitive debates, to have some way of measuring the overall opinion of the audience after the debate in order to determine whose argument was the most persuasive is a good idea for all debates. Also crucial is that the moderator ensures that the discourse does not become personalized and that the speakers stay steadfast and calm, and a set of basic principles is helpful in reducing the likelihood and effect of any difficulties occurring during the session. Due to the fact that the debate technique in education involves both the teacher and, more importantly, the learner's intellect, it is one of the most successful teaching strategies for helping students better uncover and deal with uncertainty. The learners will also have a greater understanding of their own weaknesses, and they will be able to develop mastery of the content and the ability to communicate them effectively. (Najafi et.al. 2016).

The capacity to correctly communicate in a second or foreign language is a difficult



undertaking for Filipino students, especially when one considers the numerous interconnected aspects that must be considered when developing this ability. Speaking is an intellectually and ethically difficult skill since it requires encoding and conveying thoughts incoherent and contextually relevant speech streams in order to be understood by others (Goh, 2017). It takes a significant amount of cognitive space in the working memory to comprehend, construct, and convey concepts, which prevents students from paying proper attention to all elements of speech (Majidi et.al, 2021).

According to the findings of the study, students are unable to express their thoughts and reply to the viewpoints of their peers when speaking in English. They are unable to articulate their thoughts in order to respond to other ideas, regardless of whether they agree or disagree with the point of view of another. When the teacher requested them to respond in English, they remained deafeningly silent. It shows that they are barely audible silent, especially when the teacher inquires about their opinions. Due to the fact that they do not know how to convey their views or disputes in English, they are apprehensive of responding to their feelings and emotions. Students are apprehensive about making a mistake. As a result, it is clear that students can express their thoughts and reply to the opinions of others when the debate is used as a technique in the classroom to teach speaking.

The researcher's effort to undertake this study allowed for the opportunity to hear the students' voices through the online debate. This survey was conducted in the Santa Rosa City Schools Division SY 2020-2021 among Grade 10 and Senior High School students. Students competed in online discussions and the celebration of Young Minds Debating for a Better Future, which coincided with the Presidential Proclamation No. 229, Section 2002, or the 2021 Philippine International Youth Day. The following DepEd program banners support the program: Department of Education Order No. 021 s. 2019 Policy Guidelines on the K12 Basic Education Program; under the Enhanced Basic Education Program: K to 12 no. 18 a, b, c, and d; and with legal justifications K12 Basic Education Curriculum

in Araling Panlipunan Learning Areas, DepEd Order No. 31 s. 2012.

In the last century, the nature of information and knowledge has become increasingly intricate. Due to ever-increasing amounts of data and the increasing speed at which it is being generated, social, political, and educational debates now have national and worldwide significance. As a result of the improvements in information and communication technology, which have made it possible for more people than ever before to participate in online debate and discussion, this worth has grown. Even in the field of education, the significance of argument is being practiced.

As noted in Gardiner's (2017) study on argumentation, the debate has been defined as the discursive and participatory practice of employing rational thinking to analyze many views and conclude. A situation in which its implementation is employed by an entity in order to come to a conclusion and make up his/her mind, as well as by groups or individuals with the purpose of persuading other people to agree with them or changing other people's choices, views, and attitudes on a selected subject. Debate and argumentation have long been well-known competitions throughout the entire community. It is also practiced inside the classroom as part of the teaching technique, and it helps students learn how far they can take their reasoning by applying logical and critical thinking abilities. It is also practiced in the real world.

It is believed that young people should practice public speaking abilities since those talents will help them improve in situations such as presentations, oral presentations, and presenting at special events. Furthermore, public speaking will teach students to think methodically, which will result in a more straightforward grasp of the material being conveyed to the audience. According to Penedikan (2017), debate in the classroom is considered to be a theoretically successful instructional activity that can aid in the development of students' analytical and persuasive abilities. In terms of conceptualizing and employing critical and reflective techniques, many agree that the debating process is one of the most effective techniques available. In addition, the environment provides several reasoning incentives that help to

improve debate skills. Students who participate in the debate are forced to search for, inspect, and analyze ideas, as well as to overcome personal preconceptions and biases, discover flaws and weaknesses in their opponents' line of reasoning, and ultimately to construct well-thought-out and persuasive arguments. No matter how bad the epidemic is, it will never prevent us from finding answers to pupils' difficulties in studying various subjects.

With the above description of debate and an understanding of the benefits it can provide to students during this time of the pandemic, the researchers conducted this study in accordance with the recent division Young Minds Online Debates in order to assess the level of Grade 10 and Senior High School debating skills such as style, content, and strategy. The competition was held in lieu of DepEd Order No. 9 s. 2005 Establishing Measures to Increase Engaged Time on Task without Interfering with Other Classes. This research report suggested an intervention strategy for student enhancement and confidence-building; hence, this young mind online debate increased student confidence in this new normal era of education.

OBJECTIVES OF THE STUDY

The purpose of this study was to determine the degree of debate skills of Grade 10 and Senior High School students. The study aimed to: 1) determine the respondents' demographic profile in terms of grade level, gender, and age; 2) Evaluate the respondents' debate skills in terms of style, topic, and strategy conformity; 3) understand the significant difference in their degree of debate skills based on their demographic profile; 4) present a Strategic Intervention Plan for Debate.

METHODOLOGY

The descriptive research design was employed in this study, which is a research method that tries to gather data in order to describe phenomena, circumstances, or populations in detail. To put it another way, it helps answer the

what, when, where, and how questions about the research topic, rather than the why (Metz, 2021).

Descriptive research, according to Gay (1992: 217), is the collection of data to test hypotheses or to answer questions about the current status of the subject of the investigation. In a descriptive study, facts are gathered and documented. Descriptive study is a type of scientific investigation in which a specific area or population is the focus of a methodical description of an event, phenomenon, or fact. The reason for this is that it is critical to know what a research problem is all about before looking into why it exists. Before conducting any additional investigation, descriptive research allows academics to properly investigate the problem's background.

The descriptive research approaches and studies used in this research resulted in questionnaire-based survey analysis. Surveys are used to gather data from a large number of individuals in a variety of ways, including online surveys, paper questionnaires, web-intercept surveys, and even face-to-face interviews with parental consent and observation of social distancing and standard health measures. The researchers used this survey research questionnaire to ask several survey questions, collect data from a group of respondents, and discuss the findings in order to get numerical results. The research design was assisted Teresita F. Quintos, the Education Program Supervisor in Araling Panlipunan with regard to the content.

Traditionally, the research study conducted face-to-face interviews, but given the pandemic's growth and increasing prevalence, Covid 19 and the fact that only limited face-to-face interaction is permitted, the data analysis design was conducted over the phone; online media such as email, Facebook Messenger, Google Forms, and other social media platforms were used to solicit suggestions, recommendations, and validation from experts. All 25 Grade 10 Junior and Senior High School Students who participated in the Online Debate were given a survey form. Additionally, the researchers utilized the purposive sampling method, which is a non-probability sampling technique in which components picked



for the sample are chosen based on the researcher's judgment. Researchers frequently feel that by using competent judgment, they can acquire a representative sample, so resulting in cost savings of both money and time (Black, 2010).

As a result, this descriptive research study was critical in presenting information regarding the nature and condition of anything. This emphasizes the current quality, condition, and standing facts, as well as what is being done to maintain or further evaluate the performance of such assessment in the development of students' debating skills in the division of Santa Rosa City.

Santa Rosa Schools Online Debates: Young Minds, Division Memo No. 020 s.2021, all interested Grade 10 and Senior High School students registered for the competition, debating for a Brighter Future. At the conclusion of the registration period, 25 students took part in the online debates. Following the conclusion of the online conversations, the researchers filed a research proposal for the study's implementation. After approval was received, permission was sought from the School Head and parents to allow their kid to participate in the study. Google forms were used to administer survey questionnaires. The collected data were treated with strict confidentiality, carefully evaluated, and interpreted.

Table 1
Population and sample size of the respondents

Respondents	Frequency	Percentage
Grade 10	8	32
Grade 11	9	36
Grade 12	8	32
Total	25	100

Total responders are shown in Table 1. There were eight or 32% from the 10th grade, nine or 36% from the 11th grade, and 8 or 32% from the 12th grade. Twenty-five students from Santa Rosa City's Schools Division in Grades 10 and Senior High School participated in the survey for the school year 2020-2021.

RESULTS AND DISCUSSION

1. Demographic profile of the respondents in terms of grade level, gender, and age

1.1 In terms of Gender

Table 2
Profile of the Respondents in terms of Gender

Respondents	Frequency (f)	Percentage (%)
Grade 10		
Male	5	20
Female	3	12
Grade 11		
Male	4	16
Female	5	20
Grade 12		
Male	4	16
Female	4	16
Total	25	100.00

Table 2 shows the percentage and frequency distribution of the respondents' genders. As can be seen from the results table, males made up the vast majority of those who took part. Males account for 5% of Grade 10 survey takers, while females account for 3%. 4 or 16 percent of students in grades 11 and 12 are male, while 5 or 20 percent of students in grades 11 and 12 are female.

1.2. In terms of Age

Table 3
Profile of respondents in terms of Age

Age	Frequency (f)	Percentage (%)
15	3	12
16	7	28
17	7	28
18	8	31
Total	25	100%

Table 3 shows that only three respondents (15 or 12 percent) were between the ages of 15 and 17; 7 or 28 percent were between the ages of 16 and 17, and 8 or 31 percent are between the ages of 18 and 21. This demonstrates that the age brackets of all respondents did not differ by a greater age gap, but it cannot be concluded that their reasoning and debating skills would also be closer because age may not be associated with the ability to think critically, it is just a number and it is not a simple fact of measuring one's skills and ability. They said that there were no significant age variations in intellect cognition as evoked by the



standard maturity level intelligence task, which was supported by Thomas and Kunzmann (2016).

2. Respondents' debate skills in terms of style, topic, and strategy conformity.

Table 4
Summary of level of the respondents debating skills according to style, content and strategy

Debating Skills	Mean	Verbal Description
Style	2.85	Good
Content	3.06	Good
Strategy	3.21	Good
Total	3.04	Good

As shown in Table 4, the respondents' debate ability is described verbally as Good. Style, defined as the manner in which arguments are communicated, has an average score of 2.85. Each debater must develop a style that is compatible with his or her personality and level of confidence. The following debate skill, content, has an average score of 3.06. This ability refers to the actual statements made by the debater during the debate, the arguments used to construct his or her own side's case and rebut the other side's. The final ability, strategy; with an average score of 3.21. This is the section of debating that requires the most technical knowledge.

It is the examination of the fundamental parts of the strategy that defines the nature of a discussion. Although strategy receives fewer points in competition than style and content, it is frequently what distinguishes highly excellent teams. The term "strategy" refers to the process of fulfilling a debater's role in the debate, as well as the structure, timing, teamwork, and involvement in the entire debate. According to Bailey and Molyneaux (2005), debating is about convincing an audience (whether composed of members of the general public or adjudicators) that the particular side of an issue for which you are arguing should be supported. In debate, these innate argumentative abilities are applied in a much more organized manner, with distinct roles, norms, and laws. It is prudent to evaluate styles, content, and strategy each time a person debates and to constantly seek comments from adjudicators

afterward so that he can learn how to better his performance the following time.

3. Significant difference in their degree of debate skills based on their demographic profile.

Table 5
Summary of mean difference in the level of debating skills of the respondents when grouped according to their profile

Variable	P Value	Computed Value	Critical Value	Statistical Interpretation
Grade Level	0.97	**0.30	*3.22	Not Significant
Sex	0.77	**0.08	*4.07	Not Significant
Age	0.60	**0.69	*2.61	Not Significant

Legend: * t test ** f test at 0.05 level of significance

When the respondents were categorized according to their profile, as shown in Table 5, there was no statistically significant variation in their degree of debate skills. According to the table, Grade Level has a p-value of 0.97 with a computed value of 0.30 and a critical value of 3.22; for the Sex profile, the p-value was 0.77 with a computed value of 0.08 and a critical value of 4.07; and for the Age, the p-value was 0.60 with a computed value of 0.69 and a critical value of 2.61, all of which were interpreted as Not Significant.

It just argues that there was no statistically significant difference in the degree of debate skills as rated by the respondents based on their demographic profile. For generalization purposes, the demographic profile merely shows and depicts knowledge/analysis about the respondents, and it is extremely important to verify whether the persons participating in a given study are a representative sample of the target community. Salkind, (2010).

4. The Proposed Intervention Plan

This Intervention Plan is designed to help students develop critical thinking skills that are necessary for success in school. These abilities include the capacity to articulate well-reasoned

arguments and to challenge the evidence that supports a specific stance or conclusion. Critical thinking will assist students in being intrigued about new ideas while also maintaining a healthy amount of pessimism and developing a healthy attitude toward questioning and challenging authority. The program will also assist students in honing their debate skills, which will allow them to build meanings from what are typically difficult subject matter. This intervention will help students build a creative mind that will allow them to discover relevant topics that are related to current events and societal concepts as a result of the intervention. It will also prepare students to take part in interactive classroom discussion activities and to improve their public speaking skills, among other things.

The debate method is one of the most effective ways to increase one's ability to communicate effectively in English. This is an argumentative activity that takes place between two or more parties, both individually and in groups, with the goal of debating and resolving problems and disputes that arise. This intervention strategy for improving students' arguing skills was inspired by Division Memo No. 020 s.2021, Santa Rosa Schools Online Debates: Young Minds Debating for a Brighter Future, and it was proposed as part of this study.

SWOT Analysis. This will assist the students in developing their critical and logical thinking skills, as well as their ability to reason in a debate setting. This will also aid in the development of their confidence and the sharpening of their knowledge.

CONCLUSIONS

The following conclusions had been made as a result of the investigation:

1. The majority of those who responded were first-timers in the debate competition and exhibited shyness rather than courage and strength.
2. The respondents' level of debate skills was obtained by good verbal interpretation, and as a result, their demographic profile has no statistically meaningful association with their debating abilities.

3. There is no statistically significant difference between the level of debate skills of the respondents and the profile of the students, indicating that they can develop their skills with adequate practice.
4. It has been determined that the suggested Intervention Plan is necessary.

RECOMMENDATIONS

The following conclusions had been made as a result of the investigation. In accordance with the findings of the study, the following recommendations are made:

1. When selecting a candidate for the discussion, it is important to assess their abilities
2. It is possible to argue that good and consistent practice is required when participating in a debate.
3. The conduct of workshops and training sessions is thought important in order to prepare students for a more serious debating competition.
4. Put the Intervention Plan into action for future competitive debaters who will be able to compete at a higher level of debate competition in the future.

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