

INTRODUCTION

English has evolved into a worldwide language. It is used as a lingua franca among nations. Even in nations where English is not the official language, English is spoken, learned, and understood (Qureshi, 2007). Specifically in the English language learning process, there are four fundamental skills namely, listening, speaking, reading, and writing. However, Rao (2019) stated that speaking skills are the most essential competency to gain when learning a foreign language since it plays a prominent role in communication. Hence, in order to communicate effectively, language learners need to improve their speaking skills.

English is taught as a foreign language in Indonesia; however, it is hard to develop students' speaking skills since students often do not have much time to actually use it. Indonesian students may also prefer to use Indonesian even in an English class. In line with this, Ur (1996) stated that learners are likely to use less target language when all or a majority of the students have the same mother tongue. Furthermore, she also asserted that the students might not talk because they feel like there is no meaningful purpose or motive to use English in class. From the teachers' side, teachers in the 21st century are expected to incorporate the 4Cs skills into their lessons. As of right now, universities have to implement the learning process in order to develop capable learners for the 21st century. Critical thinking, problem-solving, and communication skills are expected from the students (Erdogan, 2019). According to Priyatni & As'ari (2019), the 4Cs are critical, creative, collaborative, and communication skills, the four most essential skills needed to survive in the 21st century. Therefore teachers should be aware of how they teach speaking to their learners while considering incorporating the 4Cs skills into their teaching.

To answer the challenges of teaching speaking in the EFL context and the 4Cs integration need, further exploration may be needed to contribute to filling the research gap.

In the English Language Education Program at Universitas Kristen Satya Wacana, Indonesia, the “Debate Tournament” is a debate activity held as one of the projects in the Academic Speaking course. In this project, students will be working with their partners thinking about a problem and conveying solutions to other people. Here, the students collaborate with their partners, practicing before the debate, and helping each other in the debate. It also promotes the use of the 4Cs in the process since they have to think creatively and critically to understand their topics and deliver a solid argument. Lastly, they must communicate by conveying their ideas or arguments in the debate. With those 4Cs integrated, theoretically, the implementation may impact the students in the learning process through this specific project. As a considerably new speaking activity implemented in the course, this Debate Tournament activity is also worth more exploration.

From here, this present study focuses on answering the research question: What are the students' perceptions of the Debate Tournament in the Academic Speaking course? This study aims to explore students' perceptions of the Debate Tournament with its influence on their speaking skills. The result of this research may be used as a reference for further studies about how the students perceived the debate tournament as a speaking activity in the Academic Speaking Course, especially in the area of speaking skills, 4Cs skills, and the challenges faced by students. It may also be used by teachers and students to understand how integrating 21st-century skills could benefit and help students learn and improve their speaking skills.

LITERATURE REVIEW

Teaching Speaking in an EFL Context

According to Bailey (2003) teaching speaking skills focuses on giving students opportunities to communicate in the target language. She also added five things to consider when teaching English; they consist of awareness of the differences between second language and foreign language learning context, balancing the practice between fluency and accuracy, providing opportunities for students to talk in pairs or groups to limit teachers' talking, involvement of negotiation for meaning in the teaching process, and lastly, designing classroom activities that provide both guidance and practice. There are several methods used in teaching speaking. Thamarana (2015) stated that one of the most effective and contemporary methods for teaching English as a foreign or second language is called Communicative Language Teaching (CLT). The communicative method fits the "Debate Tournament" since it focuses on making meaningful communication and makes the language relevant to the real world rather than the classroom context. That way, learners may quickly acquire the required abilities, especially when speaking in this context.

In Indonesia, English is considered a foreign language. It is hard for Indonesian learners to learn to speak English effectively and gradually improve their communication skills since they are not exposed enough to the target language. Wuryantari, et al (2019) concluded that when it comes to speaking English, lack of confidence and high anxiety rates are the things that mainly affect Indonesian EFL students. This happens because of the ineffective teaching method used by the teacher and the lack of chance to use English to communicate in the learning process. Additionally, Nuraini (2016) stated that teaching speaking must receive special attention from the teachers since speaking is a crucial component in learning a foreign language. Therefore, teachers should be

aware of the teaching method used in their speaking classroom in order to make a meaningful and effective learning process for the students.

Learning L2 Speaking

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. According to Goh (2016), in order to speak, articulatory, social, and mental processes must interact dynamically. In an academic context, four skills are important in the English language namely, speaking, listening, reading, and writing. Speaking is one of the most important skills to be developed and enhanced as a means of effective communication (Leong, Ahmadi, 2016). Mastering speaking is difficult in the EFL context; as Oradee (2012) stated, speaking is the most important skill in learning and teaching foreign languages since it is the foundation of communication and the most challenging skill. Therefore, it is important to practice speaking skills using a real-world context, to allow students to speak not only from textbooks but also train them to communicate in their daily lives and some other context or purposes. For example, in speaking for academic purposes students will focus more on learning speaking for academic contexts like presentation, debate, presentation, and discussion.

4C Skills

The 4C Skills consist of creative thinking, critical thinking, and collaboration & communication. Those four Skills are important for students to have so they can survive in the 21st Century. Teachers need to prepare them with the 4C skills. Students will not be adequately equipped for the problems of society and employment if they graduate from high school without an understanding of their talents and the competencies that our century demands (Erdoğan, 2019). To prepare the students to acquire the 4C skill, the teacher must be prepared first before teaching

the students. According to Salama (2019), the first stages in achieving this goal are preparing EFL teachers for the process and creating English language resources that support the 4C skills. Additionally, he stated that further study needs to be done on teachers' and learners' attitudes, beliefs, perceptions, and practices of these skills.

Debate Technique

Debate is a forum where two people or groups are having a discussion from different points of view, where they will have to argue and reach an agreement after the arguing process (Dale & Wolf, 2000). The roles of the learners guarantee that they have sufficient shared knowledge about the topic and diverse viewpoints or interests to support it. In a debate, the topic could bring up actual or hypothetical issues. The debate activity can be summed up as one in which students choose viewpoints on issues and defend those positions (Arung & Jumardin, 2016). According to Zare et al (2013), the debate is an effective way to learn in a classroom since it provides engaging interaction between students. Moreover, they also highlight the benefits of debate, such as the emphasis on developing critical thinking which fits the principle of 21st-century skills.

In Universitas Kristen Satya Wacana, the debate technique is used in the Academic Speaking course. Students will partner up with a student from a different department at UKSW and participate in a Debate Tournament. Before the tournament, students will be trained by experienced debaters and adjudicators. The event was divided into three sessions. The first session was held on March 4th, 2023 at Hotel Wahid, Salatiga. The students receive the materials about how to participate in a debate. Then, on the second meeting, the students are followed up with debate training from Satya Wacana Debate Forum (SWDF) and additional materials on March 18th, 2023 at FBS Kartini Campus. Finally, the students participated in the debate tournament on April 1st, 2023. The debate tournament is divided into four rounds. The participants will compete

for the most points from the first to third rounds. Since the tournament uses the British Parliamentary style, the four teams with the highest accumulated points from rounds one to three will advance to the fourth or final round. The debate tournament participants are PBI students from the 2021 batch who took the academic speaking course and plenty of students from other faculty.

Previous studies

Debating is not a new way to practice speaking skills in class, and several studies have been conducted around the implementation of debate in English classes. Michael, et al (2019) conducted a study on 27 students at MAN Modal Bangsa, Aceh. class X/IPA-5 of the academic year of 2017/2018. They used Classroom Action Research (CAR) as their methodology. Based on the students' responses, the debate technique method was successful in motivating, making them happy, and giving them the confidence to speak English. Another study was conducted by Fernandes and Jumardin (2016). They also run a CAR for their method. The study was conducted on 29 students from the second year of SMA Negeri 1 Lasusua. They concluded that For both teacher and student, teaching speaking via debate may be a fun experience. Students' speaking abilities might really increase after learning the debating strategy. As the implementation of this method is new in the PBI course at UKSW, further research is needed to find how effective the implementation was from the students' perceptions.

THE STUDY

This study aims to learn about the students' perception of the Debate Tournament in the Academic Speaking Course. This research study is a basic interpretive qualitative study.

Context of the study

This study was conducted at Universitas Kristen Satya Wacana (UKSW), specifically at the Faculty of Languages and Arts. This study focuses on the use of a debate tournament in the Academic Speaking course. The Academic Speaking course is offered as a three-credit course in the second semester of the 2022-2023 Academic Year at UKSW. In this course, the students learned how to participate in academic discussions, convey argumentative presentations, and participate in a debating tournament. Students participated in a debate tournament where they used their communication and critical thinking skills while engaging in an academic discussion.

Participants

The participants of this study were the students from the 2021 batch and older batch students who took the Academic Speaking course and participated in the Debate Tournament. Those students were chosen because they have experienced the Debate Tournament as a form of Project-Based Learning implementation in the class. Hence, these students have their own opinions and perceptions of this project. The target participants were around 30 students who were taking the Academic Speaking course. A questionnaire was distributed to the participants and a follow-up interview was conducted with 5 participants who were chosen from a random purposive sampling.

Methodology

The researcher used qualitative methodology in this study. Specifically, the basic interpretive qualitative method. It focuses on how the participant experiences a certain event and how they perceive it (Merriam, 2002). Hence, the researcher used this method since this study will focus on how the students perceived the Debate Tournament in an Academic Speaking Course.

Data collection instrument(s)

The data collection instruments that were used in this study were open-ended questionnaires and semi-structured interviews. By using the open-ended questionnaire, the participants freely expressed their views about the debate tournament in which they had participated. The open-ended questionnaire consisted of eleven questions. The purpose of the interview was to follow up on some of the participants' answers so the researcher could acquire more knowledge and perspective about the student's experiences and behavior related to the debate tournament.

Data collection procedures

The researcher conducted pilot research to test the data collection instruments. The piloting stage participated by some students participated in the piloting stage of the debate tournament. The data collection took place in Semester Gasal 2023-2024. The researcher analyzed the questionnaire to categorize the answers. Then, some participants were picked with random purposeful sampling to give further information about their answers based on their consent for the interview.

Data analysis procedures

The researcher did a thematic analysis. The researcher analyzed the data using a basic interpretive qualitative method to seek and understand participants' points of view. The researcher read all the answers to the questionnaire and categorized them. After 6 participants were picked to do a follow-up interview, the researcher interviewed them to clarify and give further explanations on their answers. The interview results were transcribed and analyzed. The answers were categorized into two main sections which are the benefits and the challenges that students experienced during the debate tournament. The analyzed answers have helped the researcher to find and learn about the students' perception of the Debate Tournament in the Academic Speaking course.

FINDINGS AND DISCUSSION

In this chapter, the findings will be discussed based on the data gathered by the researcher. Using the thematic analysis, the researcher can identify many perceptions and opinions towards the implementation of debate tournaments that they feel, starting from their general opinion, the benefits they feel, improvements in the 4cs sectors, and the challenges they face.

Students' Overall Perceptions of Debate Tournament in Academic Speaking Course

Based on the data collected in the open-ended questionnaire, the researcher found some themes generated by the participants, which were divided into positive perceptions and negative perceptions. Some students with positive perceptions stated that their enthusiasm and benefits were gained from the Debate Tournament. In contrast, the negative perceptions contained feelings of

being overwhelmed, confused, scared, and nervous from the student's point of view. Some of the positive perceptions from the questionnaire stated:

Table 1. Participants Responses with Positive Perceptions on Debate Tournament

Participant	Statement
P8	“It [Debate Tournament] is good for improving students’ speaking skills. (Translated by the researcher)”
P11	“one of the ways to learn about the debate is by doing it”.
P22	“Fun and interesting”
P25	“I can be able to upgrade myself with the new skills of debating and speaking from the event and having more relations with other people.”
P28	“It's great for practicing speaking, , through this activity, students can increase their self-confidence.”
P29	“I think this activity is a very good activity to be implemented for English education students because this will train students' courage and hone their thinking power.”
P30	“It is an interesting activity/ competition and makes student[s] practice their speaking skills”

In total, there are around 14 positive statements marking the positive perceptions from the questionnaire participants. Some participants who joined the interview conducted by the researcher have a more elaborate answer, for example:

I find it [the debate tournament] useful because before I joined the debate, the way I talked was too stuttering, even in the tournament, I still do that. But after joining the debate I kinda talk, kinda good (better). Other things I found useful because it pushed me to think critically cause I had to drill some motion regarding the debate tournament. So I kinda think it really pushes me a lot in critical thinking. (Interviewee 1)

It helped me a lot since when you have to like speak academically, you have to speak in front of people, you have to build up your confidence, and yes, I believe speaking in front of people in a tournament, it helps foster our confidence in proceeding to the next academic lever or something. (Interviewee 2)

I can have more courage in speaking English through this tournament, and I can make more connections with more people. (Interviewee 3)

It appears it was very astonishing and helpful to drill students' speaking competency. (Interviewee 4)

Those students have a positive perception of the debate tournament and have experienced some improvement. Arung (2016) concluded that debate is an interesting activity to implement in class since students will have room to hone their speaking skills through active participation in the activity.

On the other hand, the student participants with negative perceptions in the questionnaire stated the feelings of being overwhelmed, for example;

Table 2. Participants Responses with Negative Perceptions on Debate Tournament

Participant	Statement
P1	"I find it overwhelming, as I've never joined a debate competition before"
P17	"At first, I felt nervous because I was not confident with my speaking and I didn't know the techniques in the debate competition. "
P14	"A little confused"
P18	"might be too hard and complicated due to not understanding the concept".
P20	"It will be hard and require lots of preparation. It's going to be the hardest project for an introverted and quiet person like me.

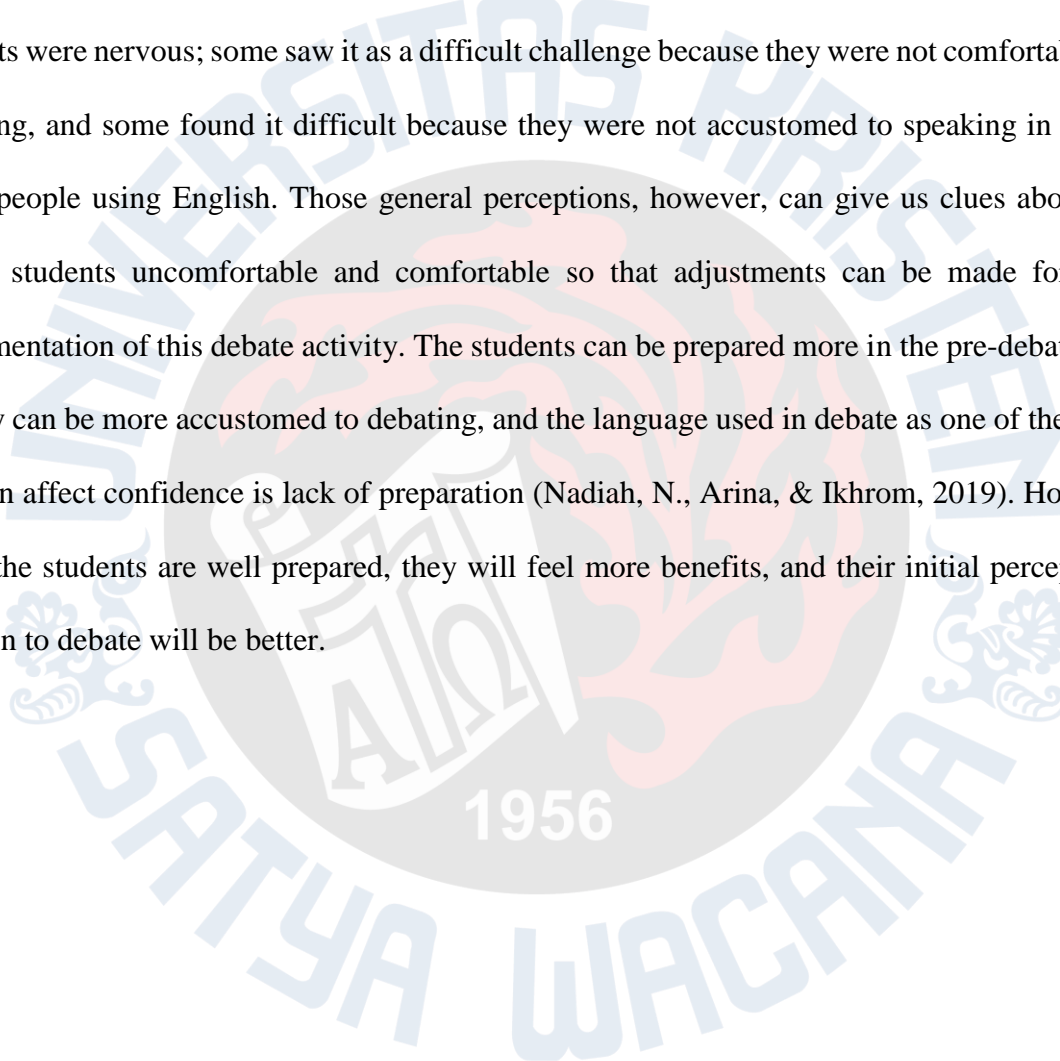
With the addition of one of the interviewees

Of course, it's negative. I'm not really confident with my speaking skills, and English skills, that's the reason why my reaction was negative because I'm not confident with pronunciations, articulations, and you know speaking skills. (Interviewee 5)

Those statements show how some students feel overwhelmed because of a lack of understanding and experience related to the debate activity itself. Compared to Wuryantari et al.

(2019), who believed that when it comes to speaking English, lack of confidence and high anxiety rates mainly affect Indonesian EFL students, the findings in this research show that the cause of the anxiety is mostly from lack of understanding and confusion about the concept of the debate presented in this course.

Although many stated their positive perceptions, the overall perception is most of the students were nervous; some saw it as a difficult challenge because they were not comfortable with speaking, and some found it difficult because they were not accustomed to speaking in front of many people using English. Those general perceptions, however, can give us clues about what makes students uncomfortable and comfortable so that adjustments can be made for future implementation of this debate activity. The students can be prepared more in the pre-debate phase so they can be more accustomed to debating, and the language used in debate as one of the factors that can affect confidence is lack of preparation (Nadiyah, N., Arina, & Ikhrom, 2019). Hopefully, when the students are well prepared, they will feel more benefits, and their initial perception or reaction to debate will be better.



Benefits in Speaking

While looking at the perceptions, some students mentioned some of the benefits they felt some of them are mentioned by some students for example:

Table 3. Participants Responses about the benefits they have gained (Confidence)

Participant	Statement
P3	“Train the use of English academically, practice debate, and train self-confidence.”
P6	“I feel more confident to speak in front of many people”
P14	“Shape our “mental” to speak confidently”.

Those statements are in line with Pramono’s (2016) findings, which show that students who participated in a ‘project’ in class will receive the benefit of improved confidence in speaking. Although these students may have negative perceptions about the debate tournament, they are not denying the improvement in confidence that they have gained from participating in the debate.

Some other participants claimed that they have improved their speaking skills; in the questionnaire, they stated as follows:

Table 4. Participants Responses about the benefits they have gained (Speaking skills)

Participant	Statement
P7	“With this event, I can train my speaking skills”
P10	“trains speaking skills, public speaking dan mental”
P19	“I learned many things when I was participating in the debate tournament. I should confident with my arguments which is it also could improve my speaking skills”
P20	“...to train/improve speaking skills, especially in giving speech.”

The statements about the improved speaking skills gained from the debate activity above are in line with Zare and Othman (2013), who already researched debating as a learning approach. They mentioned that debate could improve speaking skills because it provides engaging interaction between students. This present study found similar findings based on the questionnaire, which shows that this debate has a positive impact on students' speaking skills.

Another theme that emerged from the students' responses was that they were given opportunities to speak English which made them comfortable expressing their ideas; they stated:

**Table 5. Participants Responses about the benefits they have gained
(Speaking chance)**

Participant	Statement
P27	"I have a great chance to speak and to be able to deliver my statements of what I believe is valid information without worrying about it."
P28	" I had stated my arguments, point of view, and piece of mind against a topic or two and I believe it was such a great opportunity to be able to speak out what I believed in."

These statements show how this debate event has given participants space to speak about their thoughts especially in English giving them opportunities to talk, hence giving them more chances to train their speaking skills. It is in line with the previous findings by Bailey (2003) who believes that speaking activity should give students the room and opportunity to speak more using the target language.

From the data, we can see many students experienced various benefits for their speaking skills. We can see how participating in the debate fosters a meaningful, practical, and intentional use of the target language (Majidi et al., 2021), which gives students a chance to speak, learn new

things from the topic, practice their speaking skills, and push them to train the use of English as the target language.

Benefits Related to 4Cs

As stated in the introduction section, teachers teaching in the 21st century are expected to incorporate the 4Cs skills into their lessons. This section delves into the students' opinion of whether or not this debate tournament has allowed them to improve their 4Cs skills. First, we focused on the critical thinking skills aspect of the 4Cs. Some students' questionnaire responses on whether or not they think critically in the debate are as follows:

**Table 6. Participants Responses about the benefits they have gained
(Critical thinking skill)**

Participant	Statement
P27	“Yes, I do think so. I can feel it when I have to explain something to people. I used to copy what other people have said, but at this point, I can analyze and make a good argument.
P20	“Yes, since I had to prepare both pro and contra ideas, I was thinking hard and trying to be as critical as possible at that time.”
P22	“Yes, preparing and doing the debate tournament requires me to think critically. I must search, compile, and develop all possible arguments.”.
P7	“Yes of course, because while participating in this activity students are trained on how to think critically to look for arguments how to debate healthy or positively, and how to solve a problem.”

In addition to those statements, here are some statements from the interviewee when asked about the use of critical thinking in the debate tournament are as follows:

When we were debating, we could not always rely on prepared motions or arguments, we have to prepare what to say and think about what kind of arguments will counter our opponents. So, I believe thinking that deeply about a topic in such little time, really helps me build up my critical

thinking level. The topic wasn't so easy also, so yeah it helped me a lot. I hope you understand.
(Interviewee 2)

“Because before I want to speak I have to research my statement before I bring it to motions”
(Interviewee 3)

Most of the students stated “yes” when asked if they think critically in the debate; this result is expected as Zare et al. (2013) already stated that debating requires students to think critically, making the debate tournament fulfill its purpose of improving students' critical thinking skills. Even though criticality cannot be measured, the way the students did research, and thought of an argument was aligned with the conclusion about critical thinking skills that critical thinking involved logical thinking, scientific analytical reasoning, detecting and analyzing arguments, and taking into account outside effects on debating (Dick 1991 as cited in Alsaleh 2020). As experienced by the student participants in this present study, the debate tournament process has trained their critical thinking and hopefully improved after the debate.

Second, in the creative thinking skills aspect, many students stated agreement towards their improvement in the said skill. The questionnaire responses are as follows:

Table 7. Participants' Responses about if they were thinking creatively in the debate tournament

Participant	Statement
P6	“Yes, because I need to be able to relate the opinions and issues that were give”
P10	“Not really, because my creative thoughts don't appear when the situation is tense”
P29	“Yes. I believe thinking out of the box is very important. I used my creative mind to speak out some arguments that my opponents did not expect.”
P27	“I don't think so, because I only think about the general ideas that even non-debaters can think about. Not a unique and creative argument.”

Other answers show similar results as not everyone feels like they were thinking creatively since what they perceived to be creative is different among students. But, the emerging pattern is, that almost everyone agrees that they improved in the aspect of creative thinking as they stated:

Table 8. Participants' Responses about the benefits they have gained

(Creative thinking skills)

Participant	Statement
P27	“Yes, I do think so [that]. [...] I came up with a kind of unique solution to solve her [my friend’s] concerns.”
P28	“I’m able to be more creative in bringing information to the public in fun, catching, grabbing the audience's interest.”
P8	“I would say yes [add context] because in the pre-debate tournament we as a candidate were taught to have a creative attitude in making arguments so after finishing the tournament I felt there was a change in the way I behaved.”

As seen in the table above, most of the students agree and even bring their personal experiences to explain how they have improved in the creative thinking aspect.

Then, in relation to communication in 4C’s, most participants saw that the Debate Tournament activity could support their communication skills. Participant 7, 8, and 29 for example, in the questionnaire stated:

Table 9. Participants' Responses about the benefits they have gained

(Communication skills)

Participant	Statement
P7	“...by participating in the debate I can speak English quite well in front of an audience and after that when there is a presentation in class I have the courage to not only read the contents of the slides but I also try to explain even though my grammar is messed up also. Now, I am more active in group discussions in class and sometimes I can solve a problem from a problem. For this reason, I believe collaboration skills when participating in tournament debates are very useful”

P8	“I guess so. Recently, in the debate tournament, I speak a lot and I think it also have an impact on my college life.”
P29	“Yes, I believe shouting our view of the world to one another is one of many communication skills that exist. Even though it is not as effective as talking normally, it is still a good way to improve my communication skills.”

Students from the interview also stated,

about the improvement huh. Um, after the debate tournament, I think that tournament changed me a bit. I think, my willingness to speak in front of people has improved. (Interviewee 5)

well since I have to like guide my partner, since she wasn't very bright. I kinda have to guide her and it helped me to improve my communication skills since i have to be a lecturer one day. (interviewee 2)

20 students believe that this activity has improved their communication skills, and the statements above are some of the students who give deeper insight into how the debate tournament has boosted their communication skills since they have to communicate with their teammates, audience, judges and have to convey their ideas and arguments, in some way they believe it has improved their communication skills.

Some student participants, however, thought differently about the benefits of Debate Tournament and collaboration skills. Working in a team during the debate tournament did not have a lot of impact on their collaboration skills as one interview participant mentioned

“I don't think so. I still have issues working together as a team. The fact that I did not get a group in my Intro to Literary Theory class until now, can be the proof that I still have issue with that.”

(Interviewee 1)

And with the addition of student's statements when asked if they have improved their collaboration skills, some students stated in the questionnaire:

Table 11. Participants Responses about the benefits they have gained**(Collaboration skills)**

Participant	Statement
P25	“..Since my partner was not helpful at all, my collaboration skills didn't improve.”
P15	“Not really”
P6	“don't think so, I couldn't find a partner and ended up with the one my lecturer already chose and it's not helpful at all, my collaboration skills didn't improve.”

Those statements show how some students deny the improvement of their collaboration skills because they have a problem with their partner, which is connected with the challenge that will be talked about in the next section.

To summarize, the benefit related to the 4Cs gained from this speaking activity, we can see a positive number among the skills based on how students thought about those skills. The benefits that the students gained in critical thinking, creative thinking, communication, and collaboration skills aspects. most of the students agree that this tournament has improved their critical thinking, creative thinking, and communication skills. However, many still need help with collaboration skills as they shared their experiences in collaborating with other students in another class and still need help to collaborate.

Challenges

Challenges are common in a course and activity. This section will dive deeper into the challenges faced by the students during or even before the debate tournament. One of the common challenges is incompatibility with teammates; this is very common among the participants as they stated:

Table 12. Participants' Responses about challenges they have faced during the tournament

Participant	Statement
P27	“My team was very one-sided.”
P12	“No, my teammate did not do anything at all”
P13	“My partner did not help me prepare the materials. It was hard to reach him. Thus, we only had like 2-3 paragraphs for each motion.”

Those statements show how many of the students are facing challenges related to their own teammates which is in line with findings from Bishnoi (2017) who found that in a collaborative learning environment, it is common for students to find partners who are not incompatible with them. Although the students had the chance to choose their own teammates, the problem still occurred with some groups. Another challenge happened before the debate even began since the students were required to find debate partners from outside the English Education program or someone who was not in the same batch with them; this situation made it difficult for the students to find suitable partners. This can be seen in their questionnaire statements:

Table 13. Participants Responses about challenges they have faced before the tournament

Participant	Statement
P29	“Find a partner, match the schedule to practice”
P6	“Looking for partners, because of the information from my class lecturer we are required to have partners from outside the department and faculty.”
P5	“At the time of preparation we were having trouble focusing on finding a debate partner so we didn't know enough about the material”

P25	“I had a hard time to find partner from outside the faculty” (translated by the researcher)
P27	“there was a part that had become such a burden that was searching the debate partner(s) by yourself and convinced them that it is worth it to join the tournament.”

Although some research has proven that having a partner could be beneficial in a speaking activity as it can have positive impacts on the participants (Marsevani, 2011), the policy to find partners in the context of the debate tournament in this present study might have caused discouragement for the students since many of them saw this requirement as a burden to be fulfilled before the tournament even started and even claimed that this took their time and they did not have enough chance to learn about the debate materials.

Lastly, the emerging theme is the feeling of nervousness coming from a lot of the participants as shown in this table:

Table 14. Participants' Responses about challenges they have faced during the tournament

Participant	Statement
P2	“nervous”
P4	“I was so nervous that my hands and feet were shaking.”
P6	“First of all I was so nervous to come forward from my chair, I spoke with wrong grammar and I spoke really fast.
P9	“nervous”
P15	“feeling scared”
P17	“Nervous when talking” (translated by researcher)
P18	...“Nervous”
P21	“get nervous, it (materials) was different from what I had prepared”

P24	“During the debate, I faced some difficulties. First I was so nervous and not confident.....; I didn’t understand the topic” (Translated by researcher)
P25	“I think at that time I was not prepared well so I feel nervous”

These students experienced nervousness during the debate tournament, and it can be caused by many reasons starting from not mastering the grammar and vocabulary used in the target language or not feeling confident about being the center of attention (Nurmasadah, 2022). In the case of the debate tournament, the participants were not confident because of being not prepared or familiar with the debate topic, or simply being nervous. **P6** conveyed how they were not confident because of not mastering the grammar and were afraid they might put things in the wrong way when talking, while **P21**, **P24**, and **P25** nervousness came from the lack of preparation and failure to understand the material or topic. As discussed in the previous point (Negative perceptions), the feeling of anxiousness and nervousness leads to negative perceptions from some students towards this speaking activity. To conclude this subpoint, based on the student’s perspective, the challenges come from incompatibility with their partners and the feeling of being nervous during the tournament. These perspectives can be studied further to see how students have tried or managed to overcome these challenges to give teachers or lecturers more insight into how to anticipate the problems to occur when implementing similar speaking activities in the future.

CONCLUSION

This study was conducted not to measure if the debate tournament is good or not, but to see how the students perceive this speaking activity by looking at their initial perception, the benefits they thought they have gained and the 4Cs benefits from the debate tournament. Many of the students believe that this tournament has had a positive impact on them in improving their speaking skills overall and their 4Cs skills (critical, creative thinking, and communication skills) although there still need improvements to be made to hone their collaboration skills aspects since some students still have trouble collaborating with their teammates. With most students agreeing on their improvement in 4Cs aspects, it can be seen that this course has incorporated the 4Cs and can build and help improve the students' 21st-century skills when joining the course. Additionally, benefits related to speaking were confirmed by the students, such as the improvement of their speaking skills and confidence in speaking since the course gave them enough room to use English as a target language.

This study also identified the common challenges faced by students. One interesting theme revealed is related to the pre-debate process, where the students are required to find partners from outside the department or faculty. This challenge can be addressed by tweaking the rules in the debate tournament to reduce the burden felt by students and prepare them more before the tournament.

With the findings presented in this research, it can be concluded that the debate tournament from the participant's point of view is useful to boost their speaking skills, be it the confidence to speak in front of many people or their fluency in speaking. Moreover, many participants believe that this event has allowed them to develop the 4Cs skills further, which is a good point, as it is important to incorporate those skills in a course or class activity. Therefore, this present study can

be used to reexamine and reevaluate the activity to adjust the procedure and the activity mechanism further to improve participants' speaking skills and 4Cs skills, especially focusing on the collaboration skills that were perceived mostly negatively by the participants.

However, the limitation of this study is that it was done qualitatively and based on the participants' thoughts on the debate tournament. Since this study uses thematic analysis to analyze the participants' experience, quantitative evidence and measurements may also be needed to measure their improvement, such as their pre-debate and post-debate scores. Further studies can be done by comparing data on their speaking efficiency before and after the debate tournament to see a concrete improvement and including the lecturers' or teachers' perspectives. Additionally, a further study can be done to look deeper into the collaborative aspects that were seen negatively in this study and investigate ways to improve the collaboration aspects.

Lastly, the present study provides the students' general perception, which can be used to evaluate the use of the Debate Tournament in Academic Speaking courses to improve students' speaking skills and 4Cs skills so the tournament can be implemented better.

