



Cooperative Controversy Technique to Improve Students' Motivation in English Debate

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Abstract

Many students do not like English debate. They argue that in the debate, they should apply four skills in English and should have appropriate matter, manner, and method. One of the reasons which make them do not like the debate is their lack of motivation. To solve this problem, teacher or lecturer should apply the appropriate technique in the teaching-learning process. Cooperative controversy technique is different with the traditional debate. In this technique, debaters change positions and try to reach a consensus at the end of the debate. By doing it before practicing the real English debate format, the students will get the basic knowledge about the debate so they do not directly practice the complicated one. Cooperative controversy increases the number of ideas, quality of ideas, feelings of stimulation, and enjoyment and originality of expression in creative problem solving. If it is compared to the group which does not use controversy, in controversy, the members get motivation and satisfaction in solving the problems.

Keywords: English debate, students' motivation, cooperative controversy

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English is the most important language in this globalization era. It is used by all people for international communication. For having good communication, someone needs to have good English speaking skill because it must be understood by the listeners. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills, memorization of dialogues.

In addition, the students' opportunity in speaking is very low and they tend to learn speaking individually or no partner. Moreover, in debating classes, many students have no motivation or willingness to study. These problems become more serious when they have a large class. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In addition, the globalization era demands them to be more critical in everything.

For students, talking and sharing using the English language is enjoyable. Nevertheless, it will be different with debating using English. Debating must be speaking, but speaking must not be debating. Many students argue that debating is not easy because it is a structured argument. They do not just speak up, but they should have appropriate debate matter, manner, and method.

Alasmari and Ahmed (2013, p. 148) state that if debating using English for foreign Language (EFL) classes, all four skills (listening, speaking, reading, and writing) in English must be practiced. And, debaters must master pronunciation, stress, vocabulary, brainstorming, scriptwriting, logic building, argumentation, and refutation. So practicing debate in English requires many skills that lead them to learn English. In an EFL setting, learners get the opportunity to practice English in a real-life situation so debating can give them the opportunity to use English by expressing their opinion with logic.

From Alasmari and Ahmed's (2013, p. 148) explanation, it can be known that debating involves many skills so that the students must practice it intensively. Meanwhile, we know that debating has certain rules. It means that the debaters should master the rules, the English skills, and many others. The point is that they should have more practice so they will have good matter, manner, and method.

For mastering English language, someone has to practice more because the language is a habit. Someone will have good ability in the language if they often practice it as the habitual activities. If they do not have big motivation to practice, it will be a big problem. Motivations are the drivers behind setting and

pursuing goals. Motivation is someone's intention to do something. Motivation is what arouses and sustains action toward a desired goal. It determines the purpose and direction, and then the behavior is the goal. In this life, there are two sides of motivation. The first is good or positive motivation. It means, someone wants to do the better thing; decrease or eliminate negative or bad things. On the other hand, bad or negative motivation directs someone to do the worse thing.

Related to students' motivation in learning, teachers are the most influential determiners of students' learning motivation. The influence of the teacher and learning environment may replace methods and curriculum as the focus of educational research. Empirical studies have emphasized that partially nondirective and autonomous motivational techniques are more successful and effective than the authoritarian type leadership. An autonomous classroom provides more interaction, independence, acceptance, student supported leadership, and more motivation in learning.

Skinner and Belmont (1993, p. 114) did research that focused on how teacher's behavior influenced students learning motivation. The research showed that there was a reciprocal relationship between teacher's behavior and students' engagement in the classroom. Skinner and Belmont concluded that teacher's behavior influences students' perceptions of their interaction with teachers or teaching technique used by teacher influenced the students' motivation.

Meanwhile, Hein (2012, p. 123) showed their research result that autonomously motivated teacher has relation with the student-centered learning or productive teaching styles and non-autonomously motivated teachers tend to be related to the teacher-centered learning or reproductive teaching styles. It means, if the teacher wants to make the students motivated to study, he must be motivated to create the learning process in the classroom to be student-centered learning.

After analyzing the problems in teaching and learning the process of English debate, the teacher should find the appropriate technique to teach speaking. The technique should eliminate the problems and accommodate the goals so that the students can study English debate well and get more knowledge about the way of debating. The research results shown by Skinner and Belmont (1993, p. 114) and Hein (2012, p. 123) also show the point that for improving students' motivation to study English, the teacher or lecturer should apply the appropriate technique. That technique should help the students to encourage the students to enjoy and love the debate using English. And, the technique should create the student-centered learning, not the teacher-centered learning.

In theory of language, cooperative learning sees language as a tool of social relations. Students are provided with an authentic context for negotiation of meaning through using the language. Cooperative learning facilitates and deepens learning. It results in higher levels of understanding and reasoning, the development of critical thinking, and the increase in accuracy of long – term retention (Barkley, Cross, & Major, 2005, p. 121).

LANGUAGE LEARNING MOTIVATION

Gedera, Williams, and Wright (2015, p. 13-14) explain that the term 'motivation' is derived from the Latin word 'movere' which means 'to move'. According to them, there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of learners in getting and doing the task. Meanwhile, the extrinsic motivation is something to do with external factors associated with the task. It is like an assessment. The extrinsic motivation can be related to the instructional strategies, learning conditions, educational technologies and other elements in activity systems. Motivation can be a requirement of learner engagement. It can be a feeling of satisfaction or success the students get after doing the whole learning process. So, it can be said that students' motivation and students' engagement are closely related each other so both of them can give great impact to the students' learning outcomes.

Students' motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage the behavior. Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability (Ainley, 2004). For example, are students confident or fearful when they approach new learning tasks? Do they attribute success to luck, or do they appreciate the effort required? Do they feel in control of the factors that lead to success?

Talking about the relationship of motivation to learning, Rogers, Ludington, and Graham (1999, p. 89) describe motivation as an internal feeling; it is the drive that someone has to do something. Whenever students feel or learn something, they are motivated. For that reason, the teacher must have the appropriate technique to motivate students so that they will be motivated and aware of studying. Moreover, intrinsically motivated students tend to reach a higher level, have more self-confidence to learn the new material, have better strategies in doing the task, have the bigger self-confidence to learn new material, maintain the knowledge for a longer period (Dev in Levy & Campbell, 2008, p. 18).

In addition, the students have a different expectation in studying so it influences their motivation. Expectancy theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other. That is, expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance (Lunenburg, 2011, p. 1). In every other field of human learning, motivation is the crucial force with determines whether a learner embarks on a task all how much energy he devotes it, and how long he perseveres. It is a complex phenomenon and includes many components the individuals drive.

It is also important to understand the external factors, which schools can affect--the variables in learning conditions and environment that trigger, support, or change student motivation. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices (Ainley, 2004). For example, challenging, relevant instruction helps to engage students. Another way to increase motivation is through positive connections to others, such as mentors and role models.

Students' beliefs about their ability to learn are shaped by messages and experiences at home, at school, and in the larger society. Low expectations can be subtly communicated by parents and teachers, and through school practices such as tracking, ability grouping, or curriculum that is not challenging. Conversely, high but achievable expectations convey the message that all students are capable of achieving. Schools can positively influence student motivation through varied and integrated instructional strategies and resources, an open and caring school environment, a wide range of student supports, and sharing information and responsibilities for student learning.

In a language classroom, the teacher has to expose students to language so that they can use it. One of the practical skills is speaking. What is meant by "teaching speaking" is to teach EFL learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and organize their thoughts in a meaningful and logical sequence (Nunan, 2003, p. 163).

TEACHING SPEAKING

This point discusses the purpose of teaching speaking, the problems in teaching speaking and how to make students speak intelligently. The students are expected to have communicative competence.

According to Hymes's theory cited by Celce-Murcia (2001, p. 104), the communication ability comprises four dimensions. First is *grammatical competence*. It includes rules of phonology, orthography, vocabulary, word formation, and sentence formation. Second, it is *sociolinguistic competence*. The points which are included in this competence are rules for the expression, understanding of appropriate social meanings and grammatical forms in different contexts. The third is *discourse competence*. It involves rules of both cohesion (how sentence elements are tied together via reference, repetition, synonymy, etc.) and coherence (how texts are constructed). The last is *strategic competence*. It is a repertoire of compensatory strategies that help with a variety of communication difficulties.

In a survey of EFL teachers, the biggest challenges in the EFL classroom to be a lack of motivation, getting students to speak (a cultural issue for somewhere speaking in class is prohibited except when called on), and the use of the first language. In addition, large classes are often the norm overseas, limiting both student opportunities to talk and teacher opportunities to provide a feedback.

For solving those problems, the teacher is challenged to find and implement the appropriate and effective technique in teaching speaking, especially speaking English which is as the second or foreign language for the students.

Making students active to speak is not easy. For that reason, the teacher should always analyze the students' condition and gives the materials which make the students enthusiastic. "EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating, and varied" (Celce-Murcia, 2001, p. 110). In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language.

ENGLISH DEBATE

Kidd (2002) defines that a debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue or motion. Each person is allocated a time to speak. The participants of the debate should have the basic debating skills. The first is style; the manner in which the participants communicate their arguments. This skill is the most basic part in debating so the participants should master it.

Nevertheless, it should be supported by the appropriate content and strategy so they can be confident and persuasive. The second is speed. It shows the intelligence of the participants and allows them to say what they want to argue.

The next one is tone. The participants will look so great and so interesting if they have various tones which support the content. The audiences also will be able to lose their boredom if the debate participants do not use one tone for an entire presentation. The fourth is volume. Speaking quite softly is sometimes needed, but it does not mean that the speaker must shout. Speaking too quietly is clearly disastrous since no one will be able to listen to the speakers' talk or arguments. The sixth or the last is clarity. It is the ability to concisely and clearly express complex issues that are debated.

Related to the participants or debaters, Alén, Domínguez, and Carlos (2015, p. 17) state that normally, there are two teams which are assigned to debate a proposition. Both teams should be ready to argue both the affirmative (in favor of) and negative (against) positions. There are different types of debates mentioned by International Debate Education Association (IDEA) (2016). Some of them are described below.

Karl Popper Debate

This format focuses on relevant and often deeply divisive propositions. It emphasizes the development of critical thinking skills and tolerance for differing points. Debaters cooperate each other in teams. And, each team consists of three debaters. They must study and research both sides of each issue. Each team has the opportunity to offer arguments and give the questions to the opposing team. Judges then give constructive feedback, comment, evidence or argument which debaters may not realize.

This debate format is usually used in secondary school programs and competitions. It is often used in Russia, Central, and Eastern Europe. Moreover, it is so appropriate for beginner debaters because each speaker gets the opportunity to speak once. The requirements of this format which differentiated with the others are cross-examination and preparation time. Cross-examination is when four of the six debaters ask their opponents questions. Meanwhile, preparation time is time for debaters to prepare before their speeches.

Parliamentary Debate

Many formats of the debate are categorized as parliamentary. The basic is British parliamentary system. Meanwhile, the other parliaments adopt it. The motion in this format is in the name of the government. The affirmative or positive team supports the motion or the government wisdom. On the other

hand, the negative team is the opposition which disagrees with the motion or the government wisdom.

British Parliamentary (BP)

This format is used for the World Universities Debating Championship and most commonly used in the world, especially in the English-speaking world. In this debate format, there are four debaters in each group. Four debaters agree or support the motion and four debaters from the opposition against the motion. This kind of debate is usually framed with the wording *This House Believes...* or *This House Would.....*

Legislative Debate

Legislative Debate is based upon the notion of having representative student leaders which consider some matters confronting lawmakers. This debate format teaches the students about the unparalleled insight so they can study how to participate effectively in the democracy. Legislative Debate is also categorized as the way for teaching parliamentary ways and it helps the students internalize the value of decision-making process.

Lincoln-Douglas Debate

The name of Lincoln-Douglas Debate is taken from the famous debates which ever took place in United State senate between the two candidates. They were Lincoln and Douglas. Every debating using this style is followed by two debaters. An argument in this debate is focused on the abstract value, so it is always called as the value debate. This debate is less focused on supporting a fact or evidence and take priority more on the logic and explanation. Unluckily, in Indonesia, this format is not focused on evidence and takes the priority into the logic and explanation.

Public Forum Debate

In Public Forum Debate, the debaters get a chance to develop their critical thinking skill because they are situated in certain context. This is open-ended cross-examination format which improves the development of unique rhetorical strategies. Through discussion, Public Forum debates should be transparent and fair so the students will understand the real public speaking skills providing students with real-world public speaking skills, through the discussion of contentious ideas.

Public Debate

IDEA argues that debate should not be limited by the competition or tournament setting which only students who can join. For that reason, this public debate is for more people; within a broader context public participation inviting the public to debate competitions.

COOPERATIVE LEARNING

There are three definitions of cooperative learning offered by leading scholars (Jacobs, Lee, & Ball, 1997, p. 16-17). The first is *Slavin* that explains in cooperative learning there is an emphasis on reward, the rewards are not grade, collaborative skills are not explicitly taught, groups are heterogeneous based on the students' past achievement record and individual accountability is fostered by means such as individual quizzes.

The second is from *Davidson*. *Davidson* lists seven points in his definition which is slightly reworded for clarity and generalizability. *Davidson's* definition shows the diversity which exists among views of cooperative learning. They are a task for group completion, discussion, and (if possible) resolution, face-to-face interaction in small groups, an atmosphere of cooperation and mutual helpfulness within each group and individual accountability (everyone does their share). While most experts on cooperative learning would agree on these first four points, others would include some or all of the following points: heterogeneous grouping, explicit teaching of collaborative skills, and structured mutual interdependence.

The last is *Kagan and Kagan's* definition that describe four principles in the definition of cooperative learning. They are simultaneous interaction, equal participation, positive interdependence, individual accountability.

The goal of cooperative learning is to work together in harmony and mutual support to find the solution. Meanwhile, the goal of collaborative learning is to develop autonomous, articulate, thinking people, even it at times such a goal encourages dissent and competition that seems to undercut the ideals of cooperative learning (Barkley et al., 2005, p. 7).

By applying cooperative learning, there are several advantages we can get. According to Mandal (2009), the advantages are: first, cooperative learning develops higher level thinking skills. Second, skill building and practice can be enhanced and made less tedious through cooperative learning activities in and out the classroom. Third, it creates an environment for active, involved and exploratory learning. Fourth, it improves the performance of the weaker students when grouped with higher achieving students. Last, it addresses learning style differences among students.

From those points, we can conclude that cooperative learning enables students to use the target language more often, encourages communication with others in the language, creates an environment for stimulating classroom activities, and gives variety to language learning.

To implement cooperative learning, there are some ways (Jacobs et al., 1997, p. 40-41).

Implementing Student-Centered Learning

It is the role of students in shaping the classroom. The student-centered means that students provide input into what the class does and how it does it. This includes decisions about what to study and how to study it. It means that the role of the teacher here is just as a facilitator.

Having Intrinsic Motivation

It is how students become motivated to learn and cooperate. Intrinsic motivation means the motivation comes from within students. For realizing this point, the teacher must have a great way to make them aware and motivated to cooperate.

Constructing Knowledge

This issue involves the process by which students learn. Knowledge construction means the concept from cognitive psychology.

Creating loose class

This issue refers to the extent which teachers believe groups of students will work together well without teacher intervention.

Kinds of Cooperative Learning Technique

Jacobs et al. (1997) and Barkley et al. (2005) explain the different kinds of cooperative learning techniques. They are:

Number-heads

A team of four is established. Each member is given number 1, 2, 3 and 4. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the questions. Teacher calls out a number (three) and the number three members in each group is asked to give the answer. This could be used for comprehension exercises.

Cooperative Controversy

This technique is a cooperative adaptation of the traditional debate procedure. The students have two turns. They are as the pro and con position.

Three-minutes Review

In this technique, the teacher stops any time during a lecture or discussion on the various formats of letter writing, report writing, etc., and give team members three minutes to review what has been said, ask clarifying questions or answer questions.

Jigsaw

Students work in small group to develop knowledge about a given topic and to formulate effective ways of teaching it to others. These "expert" groups then break up and students move to new "jigsaw" groups, each group consisting of students who have developed expertise in different subtopic.

Talking Chips

In talking chips, students participate in a group discussion, surrendering a token each time they speak. This technique ensures equitable participation by regulating how often each group member is allowed to participate. This technique encourages reticent students to participate and solves communication or process problems, such as dominating or clashing group members.

Teams-Games-Tournament (TGT)

This technique is same as in Student Teams-Achievement Divisions (STAD). However, rather than taking quizzes on the material presented by the teacher, students take part in academic tournaments in order to win points for their teams. It is so clear that cooperative learning involves so many techniques. And, cooperative controversy is one of the techniques in cooperative learning. Among those techniques, the suitable one for studying debate is cooperative controversy because it involves the controversy. In this technique, the students can learn debate or controversy, but they do it cooperatively.

THE CONCEPT OF "COOPERATIVE CONTROVERSY" TECHNIQUE

In this point, we will discuss an overview of cooperative controversy, differences between cooperative controversy and traditional debate and the advantages of cooperative controversy.

Many people worry that mixing the students whose different levels will create problems in studying and make inefficient class time. And, students whose different levels can help each other in studying and they will be more critical if they are placed in two positions (cooperation and controversy).

According to Jacobs et al. (1997), there are some procedures in implementing cooperative controversy technique in teaching English debate. They are:

1. Teacher gives the issue/motion.
2. Students form groups of four and each foursome is divided into pairs. Each pair in a foursome is assigned one position (pro or con), then prepares to present.
3. The pairs present their assigned position on the controversy. When one is presenting, the other pair should take notes and remain silent, except to ask about something they do not understand.
4. After the presentation, students debate back and forth, try to convince the other pair that their assigned view is the correct one.
5. The pairs change assigned position and prepare a presentation of the opposite view.
6. Repeat steps 3 and 4 with the newly assigned position.
7. Each person presents their own opinion on the issue and the group tries to reach a consensus on the issue.

Meanwhile, for the steps in cooperative controversy, Johnson and Johnson (2015) explain that the steps are like below:

1. The teacher lectures to the class on the topic of the unit.
2. The students are placed in a group of four, and each foursome is divided into pairs. Each pair is given material supporting one of two sides of a controversial issue connected to the unit's topic. Thus, one pair in each foursome has material on one side of the issue, and the other pair has material supporting another side. Using the teacher-prepared material and their own ideas, the pairs prepare to present their assigned position to the other pair in their foursome.
3. The pairs present their assigned sides of the issue to each other. Each side takes note during the other's presentation. Then, debate the issue and defend their position.
4. The pairs then change side and prepare to present and defend the side of the issue presented by another pair previously. They study and discuss together with their friends in the group. It means that they do not get the supporting idea from the lecturer.
5. The foursomes repeat step three with their newly assigned position.
6. The students are no longer assigned the position.
7. Students take a quiz, write an essay, or work on the other tasks based on the topic of the controversy.

Based on the data above, cooperative controversy helps the students in speaking class, especially in the English debate class. It places students in a

different position and group (cooperative controversy) so it will give certain advantages for the high achievers and low achievers. For the high achievers, they can understand and master more about the knowledge because they explain what they know to the others. Also, they will more care with the other friends, especially the low achievers. Moreover, the advantages for the low achievers, they get the help from the others in understanding and they can learn how the high achievers learn.

THE CONCEPT OF "COOPERATIVE CONTROVERSY" TECHNIQUE IN IMPROVING STUDENTS' MOTIVATION IN ENGLISH DEBATE

In this context, the cooperative controversy can be given before practicing the real debate's rule or format. This cooperative controversy technique is as the way of warming up or the way to recognize the debate. Based on the explanation in the previous point related to the technique to implement it, this technique gives opportunity and helps the students to think, argue or communicate and take different positions. By having rules like that, the students will be more critical because they are not challenged to defend one position, but they also will get another turn. From this point, it means the students must know and will get the knowledge about the two positions and its solution or alternative.

Based on the discussion above, there are some significances of cooperative controversy as a technique to improve students' motivation in debating. First, Quinn (2006, p. 43) shows that most students enjoyed working with a partner and this gave them the motivation to do their work. It seemed to really improve the social interaction skills of my students. Second, Lepper in Quinn (2006, p. 42) mentions that students are motivated when schoolwork can be applied to contemporary and controversial issues.

Third, Johnson and Johnson (2014, p. 22) state that cooperative learning is a powerful instructional technique which can foster the interpersonal and academic growth of students. This technique also creates an atmosphere in which everyone cares about and cooperates with one another despite their differences. It will give certain advantages to the high achievers and low achievers so that they can share with each other and study together. By doing cooperative controversy, the lowly motivated students will get the motivation to study debate after they cooperate each other in a team because they are also helped by the highly motivated students or the high achievers.

In addition, according to Johnson and Johnson (2015, p. 102), within cooperative context, controversy tends to have some benefits. They tend to induce an open-minded listening to the opposing position, motivation to listen more about the opposition's arguments and in understanding the opposition's

position. He also explains that controversy increases the number of ideas, quality of ideas, feelings of stimulation, and enjoyment and originality of expression in creative problem solving.

CONCLUSION

Debating must be speaking, but speaking must not be debating. Many students argue that debating is not easy because it is a structured argument. They do not just speak up, but they should have appropriate debate matter, manner, and method. Therefore, there are so many students who are reluctant to debate using English or it can be said that they have low motivation to study English debate. Before the students apply the real English debate rules or format, it will be better if the teacher has the appropriate technique to study English debate which can improve the students' motivation.

Within cooperative context, controversy does not just improve the students' motivation, but also tend to induce an open-minded listening, and understanding the opposing position. This cooperative controversy increases the number of ideas, quality of ideas, feelings of stimulation, and enjoyment and originality of expression in creative problem solving.

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Author's Brief CV

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