

DEBATE, SELF-EFFICACY, AND DECISION MAKING IN EAST JAVA ENGLISH COMPETITION

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ABSTRACT

In the era of globalization, self-efficacy and decision-making are needed to complete self-quality. Many education experts believe that debate is closely correlated with self-efficacy and decision-making. Therefore, this study investigates the correlation between debate, self-efficacy and decision-making. This correlation study involved 67 students in the English Debate competition at the East-Java English Club (EJEC) 4 2020. 25 questionnaire items with Yes/No options were used to determine student debate perceptions and two Likert scale questionnaires, each consisting of 26 items for measuring decision making and 30 items to measure self-efficacy were also given to students. The Kendall's Tau Correlation ver.21 for windows demonstrates a moderate correlation between debate and decision-making ($r=.436$), debate with self-efficacy ($r=.513$), and self-efficacy and decision-making ($r =.827$). From these results, it can be concluded that there is a significant correlation between debate and decision making, debate with self-efficacy, and self-efficacy with decision-making. It also brings recommendations for further researchers to find out more about students' perspectives and debate coaches regarding the debate method to develop students' decision-making abilities and self-efficacy.

Keywords: *debate; self-efficacy; decision making*

In EFL speaking ability is very important and must be owned by students. It is the same as the purpose of basic competencies and syllabus which emphasizes communication skills productively, for example, being able to participate as a moderator of meetings or seminars, leaders or members in a forum (Haryanto, 2017). Moreover, public speaking ability provides benefits such as helping someone succeed in

academics, being open-minded, and increasing self-confidence or self-esteem, even this can support a career, because it is easy to communicate with the community (Wulandari & Ena, 2018).

The importance of public speaking skills is inversely proportional to the reality. Unfortunately, public speaking is still considered a difficult thing to achieve. In fact, the concept of memorizing in speaking

skills is still practiced by students. In practice, this concept causes students to feel nervous, low self-confidence, and be confused to determine the topic to be discussed (Haryanto, 2017). Therefore, in education, a special strategy is needed to develop public speaking skills.

The ability to speak involves several important aspects including complex mental, cognitive, affective abilities. Before someone speaks in public, they have made self-judgments about what they will do. That is where cognitive abilities work, including psychology, social psychology and communication science. Students' verbal abilities are positively and negatively related to fear and self-efficacy (Altunkaya, 2017). It makes the relationship between public speaking abilities and one's cognitive abilities.

The way students display their speaking skills is influenced by their psychological abilities. One of the cognitive abilities that influence public speaking is self-efficacy. So to get optimal work results, students must have good cognitive abilities. Some experts said that the higher the level of confidence (self-efficacy), the easier the academic achievement, it is in the form of understanding the material, solving problems, and sorting out the most difficult tasks (Ahmad & Safaria, 2013).

Self-efficacy is a person's belief in their abilities based on cognitive resources, motivation, and actions needed to control tasks and self-needs. Self-efficacy is also called a person's belief in their ability to take action (Husna, 2017). Psychologists have an opinion regarding self-efficacy, which is a student's belief in their own ability to do certain tasks (Wu, 2020). Students who believe in their own abilities are easier to survive in difficulties in carrying out tasks, on the contrary, students who have low self-

confidence in their abilities tend to be less persistent in achieving their desires or doing certain tasks.

Someone who has high self-efficacy will find it easier to plan and complete tasks effectively (Ahmad & Safaria, 2013). Students who have a low level of efficacy tend to avoid tasks that are likely to show their mistakes. They tend to do something not to show their weakness (Husna, 2017). Therefore, self-efficacy is needed at the level of education to help develop self-efficacy in students in completing assignments at school.

According to Bandura, four major factors affect a person's self-efficacy. First, the ability to master experience, one can form a view based on the results of previous performance, which can be interpreted in both directions. Second, the representation of experience, a person's self-efficacy can be influenced by the representative experience offered by someone close who has the potential to have the same value. Third, social persuasion, people develop efficacy beliefs as a result of social persuasion for verbal judgments about their ability to do something from other people. Fourth, physiological and emotional states have an impact on self-efficacy in all situations (Bakti, 2019).

In addition to self-efficacy, the cognitive abilities that students must have to develop public speaking are decision-making. Students are often faced with important matters that require decisions, both academic and non-academic decisions. Decision-making is not simple; it requires complex processes and capabilities. Not infrequently there are still many students who often have difficulty making decisions. Cognitive ability in the form of decision making is the selection of actions or decisions from various alternative choices.

Decision making is the conclusion of a plan, so that the plan can be formulated and applied, decisions from a plan must be taken. So that in the process of planning a conclusion can be seen. Some experts argue that decision-making is seen as a very basic processing activity of all. (Vedpuria et al., 2021)

The difficulty in making decisions is based on several reasons, namely, lack of information about something that makes a person unable to be rational in deciding something, low self-confidence of students which makes decision making less precise, and lack of information about one's own abilities (Vedpuria et al., 2021).

The low ability to make decisions impacts the development of verbal skills in students, especially public speaking. This is because decision-making on the topic to be discussed is very important in public speaking. Therefore, the ability to make decisions must be owned by public speakers.

In the current phenomenon of EFL learning, especially in Indonesia, self-efficacy and decision-making abilities cannot be developed to the maximum, this is due to the Covid-19 so that learning is shifted to online. Moreover, during the online learning process, the saturation level of students is increasing (Suprapmanto, 2021). It causes the level of student motivation will decrease if it is not processed correctly. Therefore, learning strategies are needed to accommodate the needs of developing self-efficacy and decision making.

One of the language learning activities to improve speaking skills that can actualize cognitive abilities, especially self-efficacy and decision making, is debate. In the academic environment, especially schools, debate is also known as one of the English language competitions held in several institutions. This activity is believed

to help students defend their opinions and express their feelings (Wulandari & Ena, 2018).

Debate is the development of ideas and a discussion conducted by more than one person or group to analyze a case in depth. Debate activities tend to ask the speaker to provide an overview of the possibilities of a case, not only that, the speaker is also required to strengthen in-depth analysis. Moreover, because the debate is carried out in groups, cohesiveness in discussing arguments is needed to decide the right strategy (Tiasadi, 2020).

In the debate, several points can support a person's ability, not only in public speaking but also the content of the discussion (matter), appearance in speaking (manner) and also determination in speaking (method) (Wulandari & Ena, 2018). Students can obtain all three in achieving speaking skills. In the academic field, debate is one of the teaching tools to improve speaking skills. Not only that, several studies have shown that through debate, many abilities can be achieved, namely critical thinking, self-efficacy, decision-making abilities and speaking skills (Aclan & Aziz, 2014). It shows that many aspects can be improved in the debate, one of which is cognitive abilities in students.

This study aimed to see the relationship between three variables, namely self-efficacy, decision making, and debate. Several previous studies have used the same variables, namely the ability to debate, self-efficacy and decision making (Altunkaya, 2017; Haryanto et al., 2017; Retnam et al., 2018; Santos et al., 2018). In general, a number of these studies use quantitative and qualitative methods, but none have combined the three variables simultaneously. So as a difference with previous research, the researcher will connect the three variables to see the relationship in the three.

METHOD

This research is a quantitative study with a correlational study design. This study allows researchers to determine the relationship between two or more variables without manipulating these variables. The researcher chose this research design to investigate the relationship between debate, decision making, and student self-efficacy. This research was conducted in the 2020 East Java English Competition which was held at SMK PGRI 2 Kediri.

By using simple random sampling technique, the researcher distributed questionnaires to all 72 students. From the total number of students, 67 students filled out the questionnaire with details of 39 female students and 28 male students. The questionnaire uses Indonesian so that participants can easily understand and avoid invalid results. The researcher uses a simple random sampling technique because this technique also allows researchers to get a sample that truly represents the population (Latief, 2019). Furthermore, researchers distributed questionnaires to all participants in the EJEC 4 debate competition with a paper-based system. EJEC (East Java English Competition) is one of English competition that conducted once in a year and followed by every Senior High School in East Java.

In this study, data were collected through a closed-ended questionnaire using a checklist (\checkmark) to answer with a range of 1-4. There are 3 questionnaires used: self-efficacy questionnaire, decision-making questionnaire, and debate questionnaire. The self-efficacy questionnaire was adapted by researchers from Bandura's (1994) theory. There are some aspect which owned by self-efficacy, such as magnitude means The perceived persona efficacy may begin with

basic activities and progress to somewhat tough ones, or it may involve completely complex jobs, Generality means varies depending on the types of activities and the ways in which talents are conveyed (behavioral, cognitive, and affective), then The strength of efficacy beliefs is linked to perseverance or endurance in the face of difficulties, obstacles, frustrations, discomfort, and other performance impediments.

Decision making questionnaire was adapted from Haren's theory (1979). The aspects of decision making are the process, the self-concept and the conditions. Process means the individual focuses on his or her current self-in-situation and broadens his or her time view to incorporate elements of the past and future in the psychological present. Self-Concept refers to the vocationally relevant attitudes or features that a person identifies to himself or herself in this model. Condition means the decision maker's immediate and anticipated situational considerations, as well as his or her current psychological state, are referred to in the model. Finally, the debate questionnaire was obtained from the results of the researcher's own development which contained the motivation, activity, methods and frequency of participants in the debate competition.

Before distributing the questionnaires to the research subjects, the researchers conducted a validity and reliability test. The validity test was carried out to determine whether the instrument given to the sample was appropriate in measuring the ability of the participants (Pallant, 2011). To ensure the validity and reliability of the questionnaire, the researchers conducted two stages of validity testing: content validity and face validity. Content validity serves to see how far the questionnaire and results can represent possible questions that must be

asked based on skills or content. Face validity serves to evaluate the appearance of the questionnaire in the context of readability, feasibility, consistency of format and style, and the clarity of the language included without ambiguity (Taherdoost, 2016).

Content validity is carried out by someone who is an expert in their field, in this case a lecturer of educational psychology and an English debate builder as well as the vice-chairman of EJEC. Lecturers of educational psychology evaluate the theoretical and content aspects of the self-efficacy and decision-making questionnaire. Meanwhile, the debate questionnaire was evaluated by the debate supervisor.

Furthermore, the researcher conducted a try-out test first in the face validity. The try-out was conducted on 30 members of the English debate organization at SMK PGRI 2 Kediri and SMKN 1 Ngasem. After the data is obtained, the next process is to enter the data in SPSS to test the validity and reliability. Before conducting the validity and reliability test, there were 50 items for the self-efficacy questionnaire, 40 items for the decision making questionnaire and 26 items for the debate questionnaire. After doing the test, the questionnaire results were 40 questionnaire items for self-efficacy, 35 items for decision making questionnaires and 25 items for debate questionnaires.

After testing the validity, the researcher also tested the reliability of the questionnaire to measure consistency. The reliability test was carried out in the SPSS Cronbach Alpha application which resulted in the results that the three questionnaires were reliable with scores: reliability .909 for self-efficacy questionnaire, .903 for decision making questionnaire and .784.

Data obtained through questionnaires were analyzed with SPSS (Statistical Program for Social Science). Researchers analyzed the data using SPSS ver.21.00 software for windows.

FINDINGS

As an answer to the problem formulation, this study uses three stages of instrument analysis: data analysis for questionnaire debate, self-efficacy questionnaire analysis, and decision-making questionnaire data analysis. The three data were analyzed and calculated to see whether or not there was a significant relationship between the three.

The first thing the researcher did was to test the normality of the data. The normality test aims to assess the distribution of the data, whether the data distribution is normally distributed or not. This test was carried out using Kolmogorov-Smirnov with Lilliefors Significance Correlation. Based on the results of the Debate, Self-Efficacy and Decision Making normality tests, the data variants are not normally distributed. The normality test results on the three variables above are .007 for debate, .002 for self-efficacy, and .013 for decision making.

The abnormality of this normality test results makes researchers use Kendall's Tau Correlation to see if there is a significant relationship in the three variables. The following are the correlation test results between Debate, Self-Efficacy and Decision Making.

Table 1 Correlation between Debate and Self-Efficacy

		Debate	SE
Debate	Pearson Correlation	1	.513
	Sig. (2-tailed)		.000
	N	67	67
SE	Pearson Correlation	.513	1
	Sig. (2-tailed)	.000	
	N	67	67

Table 1 shows the results of the correlation test between Debate and Self-Efficacy. If the value of significance is

		SE	DM
SE	Pearson Correlation	1	.827**
	Sig. (2-tailed)		.000
	N	67	67
DM	Pearson Correlation	.827**	1
	Sig. (2-tailed)	.000	
	N	67	67

** . Correlation is significant at the 0.01 level (2-tailed).

greater than 0.05 (Sig. 2-tailed > 0.05) then Ho will be accepted, and if the significance value is =0.05, then Ha will be accepted. The Pearson correlation value in the table above shows .513 (r=0.513). Where based on the correlation coefficient index, it is stated that the value is included in the moderate correlation category. This means that the relationship between debate and self-efficacy is quite related, in other words, the higher self-efficacy students have the higher students' debate skills.

The correlation between debate and decision making will be explained in the following table:

Table 2 Correlation between Debate and Decision Making

		Debate	DM
Debate	Pearson Correlation	1	.436
	Sig. (2-tailed)		.000
	N	67	67
DM	Pearson Correlation	.436	1
	Sig. (2-tailed)	.000	
	N	67	67

Table 2 shows the results of the correlation analysis between debate and decision making. Based on these results, Sig.2 tailed is 0.000, where the value is smaller than 0.05 where the results indicate that Ho is rejected. It means that there is a significant relationship between debate and decision making.

The relations of debate and decision-making have a Pearson correlation value of .436 (r.=0.436), which means that the correlation coefficient index is included in the low correlation category. It means that the relationship between debate and decision is categorized as low, in other words, the higher the ability of decision making the higher the ability of debate.

Table 3 Correlation between Self-Efficacy and Decision Making

Table 3 shows the relationship between self-efficacy and decision making. The result of the value of Sig. (2 tailed) is .000, where Ho is rejected, meaning a significant relationship between self-efficacy and decision making. The person correlation in the table above is 0.827 (r=0.827). It indicates that the relationship between self-efficacy and decision-making is included in the category of very high significance. It means that the relationship between self-efficacy and decision-making is very strong.

DISCUSSION

This section describes the interpretation of the research findings. There are several important points which will be discussed in this section. It includes the relationship between debate and self-efficacy, the relationship between debate and decision making, and the relationship between self-efficacy and decision making.

The correlation between debate and self-efficacy

This study shows a significant correlation between debate and self-efficacy in students. In debate, students are not only required to have good ability in logical thinking, but also they must be able to express the opinions that are in their minds. It will be difficult for students to do if they do not have good self-confidence and self-efficacy as their impetus to be able to express their arguments verbally (Wulandari & Ena, 2018). Therefore, self-efficacy is one of

the important keys that students must have before debating. They must be able to convince themselves and believe that what they say is true before they pass it on to others. It is in line with (Ahmad & Safaria, 2013) that a high level of self-efficacy makes people work hard and survive in the face of problems.

In debate, self-efficacy can be related to how students perform during the debate. Submission of arguments in debates cannot be separated from the ability of students to process and produce convincing sentences orally. To achieve this, students need good self-efficacy and believe that they can do it. The level of self-efficacy can affect students' speaking performance. The belief that he has the ability will affect his achievement. Therefore, students with higher self-efficacy will succeed in having higher speaking skills (Melayanti, 2020). In participating in the debate competition, students of course did intensive training with their teachers and teammates.

Not infrequently they also do sparing with debaters from other schools to measure the extent of their abilities and to find out in what aspects their debating skills need to be improved. It is definitely will provide a lot of experience for students and increase their

self-efficacy in facing the competition. It is one representation of the aspects of enactive mastery experiences that exist in self-efficacy. This opinion is also in line with the four aspects of self-efficacy, the most influential aspect is from the experience of enactive mastery. This means that when students have experience in doing something or a task, they believe in their abilities that they can do it again (Melayanti, 2020).

In addition to being associated with students' oral performances, self-efficacy is also related to the feedback given by the jury or guidance after debate activities. Students participating in the debate competition will receive input from the judges regarding their performance. Self-efficacy here plays an important role for students to accept input and criticism as things that can build them in the future. So the context of self-efficacy here is about how they believe in their abilities and how they can accept input and believe that they can develop themselves in the future. This is in line with the statement of Ahmad & Safaria (2013) which states that the ability of self-efficacy encourages a person not to be defensive in receiving input or feedback. People who have low self-efficacy often see negative results as confirmation of their perceived inadequacy. This can decrease their motivation, where ambiguous results are perceived as evidence of incompetence, further decreasing the individual's self-efficacy, effort, and subsequent performance. When people have low self-efficacy, they also tend to blame situations or others when things go wrong.

The correlation between debate and decision making

This study shows a significant correlation between debate and students' decision-making abilities. In a debate, it is a must for students to determine which arguments or data are appropriate to use in

constructing their case. It of course requires a filter from themselves, which includes the ability to think and make decisions so that what they do and convey is truly beneficial for their team while weakening the opposing team. This opinion is in line with what was conveyed by (Strait, 2008) who stated that in a debate, we must pay attention to the aspects of argumentative thinking that are most relevant and reasonable to the majority of what other people think, instead of just putting forward trivial things as arguments. Therefore, regardless of what position in the debate we are defending, we must decide on the three types of negative arguments, namely disadvantages, cons, and criticisms, then anticipate.

The implementation of the decision-making value can be seen at several stages in the debate. In the first stage, namely case building, students must be involved in team discussions to determine through what point of view they see a theme and what arguments they should discuss. Within 30 minutes, they should be able to make a decision about it. They also have to make a complete argument from the points they have decided on and share it to be delivered by three speakers. In the debate process, they are also required to make quick decisions both individually and as a team regarding what arguments or rebuttals can counter the arguments presented by the opponent. If they do not have good decision-making skills, it could be that the arguments or defenses they convey will backfire on their team and benefit the opposing team. Therefore, discussion and decision-making are needed quickly and accurately. It is in line with Lutfauziah (2020) that there are three learning methods that can develop decision-making abilities, namely the method of discussion, assignment, and practice. The

discussion and direct practice method can be obtained from the debate itself.

The correlation between self-efficacy and decision making

From the results of the study, it can be seen that the high value of self-efficacy affects their ability to make decisions. Self-efficacy in decision-making can be increased through observation, modeling, and critical reflection on unusual circumstances (Leslie & Moilanen, 2010). In the debate process, especially when discussing the topic of debate, students must consider something that will benefit them, it trains them to be more critical in deciding something. It also helps them when in real life, because students have often been trained in the debating process to decide something, they won't get in trouble in reality if they have to make some choices. Students have a high self-efficacy value, so they believe in their decisions and are ready to take risks at any time. It reflects critical reflection on the unusual circumstances in which students must be able and confident to make decisions quickly and accurately.

In this study, the researcher revealed that students could also develop their self-efficacy in dealing with students from other schools by participating in a debate competition. Regardless of the school's origin and the school's quality, students can still socialize and interact and establish new relationships through competition. This statement is in line with Akindele (2012) that participating in a team will develop interpersonal skills. By having broad relationships and regardless of school identity, students can develop self-efficacy in social relationships where they perceive themselves as equal to others. In addition, the interactions built in the competition become a forum for exchanging experiences

between students and providing input on what steps they will take in the future. This is related to decision-making skills in career development.

Apart from the relationship between self-efficacy and decision making with debate, this study also finds that decision making and self-efficacy play a role in students' career planning. According to Jiang (2016) and Santos et al. (2018) in Defriyanto & Sugiharta (2020) Individuals who have self-efficacy in decision making tend to be more committed to the education taken, have career planning and goal setting. In addition, individual self-efficacy can improve self-regulation strategies in learning and strengthen decision-making beliefs. It is in line with research that says that making the right decisions based on self-confidence and ability will significantly affect academic achievement. Therefore, honing decision making and self-efficacy skills through participation in activities and debate competitions can stimulate students in planning their careers and setting goals after their studies.

Limitation

This study has several limitations. The first is that the researcher distributes the survey in Indonesian to help students understand the survey context so that the answers they choose represent them. If the questionnaire is submitted in English, the researcher does not guarantee that it will produce similar results. In addition, this study involved students who took part in a debate competition at the East Java level, representing their respective schools. Researchers cannot guarantee that the results obtained will be the same if it involves students with different ability levels.

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The abnormality of this normality test results makes researchers use Kendall's Tau Correlation to see if there is a significant relationship in the three variables. The following are the correlation test results between Debate, Self-Efficacy and Decision Making.

Table 1 Correlation between Debate and Self-Efficacy

Table 1 shows the results of the correlation test between Debate and Self-Efficacy. If the value of significance is greater than 0.05 (Sig. 2-tailed > 0.05) then Ho will be accepted, and if the significance

		Debate	SE
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Table 2 shows the results of the correlation analysis between debate and decision making. Based on these results, Sig.2 tailed is 0.000, where the value is smaller than 0.05 where the results indicate that Ho is rejected. It means that there is a significant relationship between debate and decision making.

The relations of debate and decision-making have a Pearson correlation value of .436 (r.=0.436), which means that the correlation coefficient index is included in the low

correlation category. It means that the relationship between debate and decision is categorized as low, in other words, the higher the ability of decision making the higher the ability of debate.

Table 3 Correlation between Self-Efficacy

** Correlation is significant at the 0.01 level (2-tailed).
and Decision Making

		SE	DM
SE	Pearson Correlation	1	.827**
	Sig. (2-tailed)		.000
	N	67	67
DM	Pearson Correlation	.827**	1
	Sig. (2-tailed)	.000	
	N	67	67

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Table 3 shows the relationship between self-efficacy and decision making. The result of the value of Sig. (2 tailed) is .000, where H_0 is rejected, meaning a significant relationship between self-efficacy and decision making. The person correlation in the table above is 0.827 ($r=0.827$). It indicates that the relationship between self-efficacy and decision-making is included in the category of very high significance. It means that the relationship between self-efficacy and decision-making is very strong.

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In debate, self-efficacy can be related to how students perform during the debate. Submission of arguments in debates cannot be separated from the ability of students to process and produce convincing sentences orally. To achieve this, students need good self-efficacy and believe that they can do it. The level of self-efficacy can affect students' speaking performance. The belief that he has the ability will affect his achievement. Therefore, students with higher self-efficacy will succeed in having higher speaking skills (Melayanti, 2020). In participating in the debate competition, students of course did intensive training with their teachers and teammates.

Not infrequently they also do sparing with debaters from other schools to measure the extent of their abilities and to find out in what aspects their debating skills need to be improved. It is definitely will provide a lot of

experience for students and increase their self-efficacy in facing the competition. It is one representation of the aspects of enactive mastery experiences that exist in self-efficacy. This opinion is also in line with the four aspects of self-efficacy, the most influential aspect is from the experience of enactive mastery. This means that when students have experience in doing something or a task, they believe in their abilities that they can do it again (Melayanti, 2020).

In addition to being associated with students' oral performances, self-efficacy is also related to the feedback given by the jury or guidance after debate activities. Students participating in the debate competition will receive input from the judges regarding their performance. Self-efficacy here plays an important role for students to accept input and criticism as things that can build them in the future. So the context of self-efficacy here is about how they believe in their abilities and how they can accept input and believe that they can develop themselves in the future. This is in line with the statement of Ahmad & Safaria (2013) which states that the ability of self-efficacy encourages a person not to be defensive in receiving input or feedback. People who have low self-efficacy often see negative results as confirmation of their perceived inadequacy. This can decrease their motivation, where ambiguous results are perceived as evidence of incompetence, further decreasing the individual's self-efficacy, effort, and subsequent performance. When people have low self-efficacy, they also tend to blame situations or others when things go wrong.

The correlation between debate and decision making

This study shows a significant correlation between debate and students' decision-making abilities. In a debate, it is a must for students to determine which

arguments or data are appropriate to use in constructing their case. It of course requires a filter from themselves, which includes the ability to think and make decisions so that what they do and convey is truly beneficial for their team while weakening the opposing team. This opinion is in line with what was conveyed by (Strait, 2008) who stated that in a debate, we must pay attention to the aspects of argumentative thinking that are most relevant and reasonable to the majority of what other people think, instead of just putting forward trivial things as arguments. Therefore, regardless of what position in the debate we are defending, we must decide on the three types of negative arguments, namely disadvantages, cons, and criticisms, then anticipate.

The implementation of the decision-making value can be seen at several stages in the debate. In the first stage, namely case building, students must be involved in team discussions to determine through what point of view they see a theme and what arguments they should discuss. Within 30 minutes, they should be able to make a decision about it. They also have to make a complete argument from the points they have decided on and share it to be delivered by three speakers. In the debate process, they are also required to make quick decisions both individually and as a team regarding what arguments or rebuttals can counter the arguments presented by the opponent. If they do not have good decision-making skills, it could be that the arguments or defenses they convey will backfire on their team and benefit the opposing team. Therefore, discussion and decision-making are needed quickly and accurately. It is in line with Lutfauziah (2020) that there are three learning methods that can develop decision-making abilities, namely the method of discussion, assignment, and practice. The

discussion and direct practice method can be obtained from the debate itself.

The correlation between self-efficacy and decision making

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From the results of the study, it can be seen that the high value of self-efficacy affects their ability to make decisions. Self-efficacy in decision-making can be increased through observation, modeling, and critical reflection on unusual circumstances (Leslie & Moilanen, 2010). In the debate process, especially when discussing the topic of debate, students must consider something that will benefit them, it trains them to be more critical in deciding something. It also helps them when in real life, because students have often been trained in the debating process to decide something, they won't get in trouble in reality if they have to make some choices. Students have a high self-efficacy value, so they believe in their decisions and are ready to take risks at any time. It reflects critical reflection on the unusual circumstances in which students must be able and confident to make decisions quickly and accurately.

In this study, the researcher revealed that students could also develop their self-efficacy in dealing with students from other schools by participating in a debate competition. Regardless of the school's origin and the school's quality, students can still socialize and interact and establish new relationships through competition. This statement is in line with Akindele (2012) that participating in a team will develop interpersonal skills. By having broad relationships and regardless of school identity, students can develop self-efficacy in social relationships where they perceive themselves as equal to others. In addition, the interactions built in the competition become a forum for exchanging experiences

between students and providing input on what steps they will take in the future. This is related to decision-making skills in career development.

Apart from the relationship between self-efficacy and decision making with debate, this study also finds that decision making and self-efficacy play a role in students' career planning. According to Jiang (2016) and Santos et al. (2018) in Defriyanto & Sugiharta (2020) Individuals who have self-efficacy in decision making tend to be more committed to the education taken, have career planning and goal setting. In addition, individual self-efficacy can improve self-regulation strategies in learning and strengthen decision-making beliefs. It is in line with research that says that making the right decisions based on self-confidence and ability will significantly affect academic achievement. Therefore, honing decision making and self-efficacy skills through participation in activities and debate competitions can stimulate students in planning their careers and setting goals after their studies.

Limitation

This study has several limitations. The first is that the researcher distributes the survey in Indonesian to help students understand the survey context so that the answers they choose represent them. If the questionnaire is submitted in English, the researcher does not guarantee that it will produce similar results. In addition, this study involved students who took part in a debate competition at the East Java level, representing their respective schools. Researchers cannot guarantee that the results obtained will be the same if it involves students with different ability levels.

CONCLUSION

The research results found a significant correlation between the variables of debate with decision making, debate with self-efficacy, and self-efficacy with decision-making. This finding is important for teachers to consider in implementing the debate method in classroom learning in order to stimulate students in terms of decision-making abilities and self-efficacy apart from language skills.

This research quantitatively integrates the variables of debate, decision making, and self-efficacy through the correlation method. Therefore, the results of this study raise questions about how the perspectives of students and teachers through the results of a more in-depth analysis such as interviews about how they think about the development of decision-making abilities and self-efficacy

developed through debate. On this basis, it will be useful if the next researcher conducts research on these three variables through qualitative descriptive methods to find out the perspectives of students and teachers regarding these three variables.

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