

# THE SIGNIFICANT CONNECTION BETWEEN COMMUNICATIVE COMPETENCE AND COGNITIVE ABILITY IN SPEAKING ENGLISH OF ENGLISH DEBATING TEAM

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## ABSTRACT

*The purposes of the research were to find out whether the communicative competence in English speaking skills had a significant relationship with students' cognitive abilities in English speaking skill and how cognitive abilities and communicative competencies in English speaking skills were managed for the primary purposes of the English debating team. This research combined both qualitative and quantitative research. It used a descriptive method by distributing questionnaire, doing a survey, using observation, and doing an in-depth interview as the methods to collect data. The informants were twelve students who participated in the national teams of English Debating Championship of Institut Seni Indonesia Yogyakarta from 2013-2017. The results of this research reveal that there is a significant connection between communicative competence and cognitive ability in which cognitive ability has an important impact on thinking, critical analysis, and creativity. Furthermore, cognitive ability gives a direct influence on communicative competence in speaking English. This communicative competence is reflected in the ability to produce critical-intellectual and communicative-factual sentences in doing the analysis and giving the argumentation.*

**Keywords:** *communicative competence, cognitive ability, English debating championship*

## INTRODUCTION

The National English Debating Championship is an annual competition for university students that held by the Ministry of Research, Technology, and Higher Education, Republic of Indonesia. This national level of championship is a great way to provide more access for students in having good English competence. This English debating championship allows them in achieving additional knowledge beyond their field of study, encouraging them to conduct a positive scientific competition, fostering them having a broader insight, mastering good English skills, and pursuing them having the ability to argue at once. Besides, the good English skills will enhance students' communication skills in interacting with the international community and having English proficiency in argumentation also improves students' ability to make decisions based on logical and factual analysis.

Having good English proficiency in giving opinions and ideas relates closely to communicative competence. However, the communicative competence of a person is different from one to another. Communicating effectively in a language requires a good understanding of the linguistic, sociolinguistic, and socio-cultural aspects of the language. Learning the language and the ability to acquire a language cannot be separated from psycholinguistics, a combination of psychology and linguistics (Dardjowidjojo, 2014). This understanding will enable one to use the right language in the right context for the right purpose so that one can be called communicatively competent. In

relation to English proficiency, a person must have full English skills and proficiency that include grammar, vocabulary, speaking ability, listening, reading, and writing. Saleh (2013) has suggested that the concept of communicative competence refers to the relationship and interaction between grammatical competence or knowledge of the rules of grammar, and sociolinguistic competence or knowledge of language rules used. These aspects are integrated with each other. In the selection process of the English debating team at Institut Seni Indonesia (ISI) Yogyakarta, students' English proficiency becomes an important point. Students are required to have full English skills and proficiency that include grammar, vocabulary, speaking ability, listening, reading, and writing. These skills ultimately contribute to students' skill in producing critical, intellectual, communicative and factual sentences, reflected in argumentative, and analytical language skills.

Communicating effectively in the language requires a good understanding of the linguistic, sociolinguistic, and sociocultural aspects of the language. This understanding will enable the person to use the right language in the right context for the right purpose so that he/she can then be called competent in communication. This competency has reflected on the way the speaker explores and develops the communication skill without grammatical analysis. There have been some definitions of communicative competence that are important to understand. Canale and Swain (1980) have cited in Michaud (2015) assume the term of communicative competence, asserting that it refers to the interactions and exchanges between grammatical competence and sociolinguistic competence. Furthermore, they separate communicative competence from communicative performance, clarifying that performance is the output with a variety of communicative competence features. The competent users will know how to make the right choices in registers and styles according to the situation in which the communication takes place. The context of the situation in the communication refers to the level of language skills that include listening, speaking, reading, and writing. To learning, the four language skills must meet equal portions in communication and social interaction. As being investigated, the English debating teams of batch 2013-2017 who have been selected through some selection stages and follow the high standard of requirements are assumed to have good communicative competence in which they must acquire both knowledge and language skills that needed to perform. It means that the basic requirement for being the English debating teams has been achieved.

Communicative competence is directly related to the theory of instruction which involves improving language proficiency through interactions with meaningful contexts. The concept of a communicative approach to language teaching is called a communicative competence. The students can understand and use the language appropriately to communicate in an authentic social environment and their school. This happens in school because the communicative competence of a person can develop when a social environment also brings something potential as a supporter for the development of communicative competence. The English debating competition team then uses this theory in responding to their ability. The selected English debating teams of batch 2013 – 2017 have received some training to practice, including the drilling practice for debating materials such as exploring the argumentation and English-speaking skill. By doing more drilling practices and continuity of learning, the habits that are expected from the teams bring positive results, as the English lecturers and campus support their competency as well.

When the discussion of English debating teams' communicative competence refers to the cognitive ability that might be had by them, some theories support the findings as they show the valuable connection between the communicative competence and cognitive ability. The cognitive process that relates to the level of intelligence that correlates with considered values and events (Sujiono et al., 2014). Some psychologists working in the field of education define the intellectual or cognitive ability by various terms. According to Terman in Sujiono et al. (2014) defines cognitive as the ability to think abstractly. On the other hand, Colvin argues that cognitive is the ability to adapt to the environment. Moreover, Hunt defines cognitive as a technique for processing information provided by the senses. Thus, it can be concluded that cognitive ability equals intelligence, i.e., the ability to

solve problems or to create works valued. In daily life, cognitive functions in pure form, but each has a unique mix of some intelligence (Sujiano et al., 2014).

To understand the cognitive ability and its development further, there are two cognitive development theories presented by Piaget and Vygotsky in Santrock (2008). It has stated that each theory of cognitive development has a unique view. Piaget has one theory that explains how children adapt to and interpret the surrounding objects and events. For example, how children learn about the characteristics and functions of objects (toys, furniture, and food) and social objects (themselves, parents, and friends). It also occurs when children learn to group the objects to know their similarities and differences to understand the causes of change in objects or events, and to form an estimate of the objects and events. In Piaget's theory, behavioral schemes (physical activity) are the characteristic of infancy. Mental schemes (cognitive activity) develop in childhood. As the children grow older, they have shaped various schemes and had their concepts (Santrock, 2008).

According to Vygotsky in Santrock (2008), children develop themselves to have more systematic, logical, and rational concepts that lead to the result of numbers of word produced. He says that other people and languages play a vital role in a child's cognitive development (Santrock, 2008). This cognitive development leads to the cognitive learning. Moreover, to strengthen what Vygotsky says, Rinderman (2012) also mentions that cognitive ability comprises the ability to think (intelligence), knowledge (true and relevant knowledge), and the intelligent use of this knowledge. He puts down the understanding of cognitive ability from the psychological side. He then conveys that cognitive ability can enhance our understanding of concepts and causal relationships. It increases insight, logical, and rational way of thinking as well. These will then improve individuals' access to better environments. Therefore, cognitive ability helps individuals, institutions, societies, and cultures to improve the quality of the available environment. It is further explained that the English debating teams of batch 2013 -2017 who already acquired the English skill and had communicative competence through interactions and habits, also acknowledged the development of cognitive ability in which they have showed the development of systematic, logical, and rational concepts as being stated by Vygotsky. However, the English debating teams have also their concepts as Piaget supports it although they have been drilled and should interpret the contexts and work together as a team.

The cognitive ability addresses to cognitive principles as stated by Douglas Brown who expresses almost in the same direction with Jaramillo (2010) who has mentioned that the cognitive principles are related mainly to the intellectual and mental functions. It should be made clear, however, that 12 of the principles spill across somewhat arbitrary cognitive, effective, and linguistic boundaries. Five principles which are stated are indispensable in the analysis between communicative competence and the cognitive abilities of English debating team. It is because these cognitive principles relate specifically to mental and intellectual functioning.

The cognitive principles necessarily connect to the needs of English debating team to have. They are as follows; the first principle is automatic in which the success of children who acquire language unconsciously is without any exaggerated analysis of the forms of the language itself. Through an inductive process of language absorption and the opportunity to experiment with language products, they tend to learn the language without thinking effort. It is therefore not surprising that children make the transition of language acquisition faster than adults in the gradual process of language. The second principle is meaningful learning. New information is processed in existing structures and memory systems that generate interconnected networks to form stronger memories. This meaningful principle of learning states that aural-oral drilling is the most appropriate one in which phonological elements can be effectively taught through a pattern of repetition, that is, by training. The third principle is the anticipation of respect. Whatever lecturers do is inspired and directed for a purpose or purpose, so the anticipation of appreciation is the most powerful factor for directing one's behavior. It can also assist the lecturers in dealing with their students to see precisely why they are doing something and its relevance to the long-term goal of learning English. The fourth

principle is intrinsic motivation. At this level, the most powerful reward is what intrinsically motivated within the students. It is because the root of behavior is derived from the needs, desires or desires that exist within a person, the behavior is self-respect. Therefore, awards whose origins from the outside are not necessary. The fifth principle is the strategic investment. Success in the acquisition of a second language will lead mainly to personal investment in time, effort, and attention to the second language in the form of individual static batteries for understanding and produce language. Of the five cognitive principles, all of them are closely related when one learns the language and processes it into meaningful language products. Thus, of course, these five principles have an excellent contribution to this research.

In line with this research, at the college level, the cognitive principles are in the same connection with Piaget's theory on Cognitive Development in which of the period from adolescence through adulthood is the formal operational stage. Adolescents and adults use symbols that related to abstract concepts. Adolescents can think about multiple variables in systematic ways, formulate hypotheses, and think about abstract relationships and concepts. Furthermore, Piaget believes that intellectual development is a lifelong process, but that when formal operational thought is attained, no new structures are needed. Intellectual development in adults involves developing more complex schema through the addition of knowledge (Zhou & Brown, 2015). The teams of English debating championship are adult learners who use the abstract concept of broadening understanding in global topics as their intellectual development stage train their communicative competence.

Furthermore, Zhou and Brown (2015) argue the Piaget's theory by stating the important implication of his theory that is the adaptation of instruction to the learner's developmental level. As English lecturers who facilitate the English debating team in acquiring and comprehending the cognitive ability, the contents of instruction need to be consistent with the developmental level of the learner. The lecturers' role is then to facilitate learning by providing a variety of experiences. In other words, the lecturers should emphasize the discovery of learning which provides the opportunities for the English debating team to explore and experiment, thereby encouraging new understandings. Opportunities are an important aspect in which they allow them in differentiating the cognitive levels to work together, although they often encourage less mature students to advance to a more mature understanding. One further implication for the instruction is the use of concrete hands-on experiences to help the team to learn. In line with what Zhou and Brown (2015), Yoshida (2010) has stated how language and thought are interconnected to each other. Because of this, foreign language lecturers are responsible for designing lessons that allow students to practice vocabulary and the mechanics of the language and improve their linguistic skills as well as to guide students to analyze how people think and how the language is used in the society. It is what mentioned earlier on how a variety of experiences enhances individuals to explore and experience for a better competence in communication.

In this research, English speaking skill is the main aspect for the needs of communicative competence analysis on the national team of English debating competition. It is closely related to how they apply the principles of learning how to speak, to cultivate it, and to produce good English speaking skills. In line with this study, Febriyanti (2011) has argued that the mastery of speaking skill is a priority for many second and foreign language learners. The learners often evaluate their success in language learning of English are based on how well their improvement on speaking the language. Furthermore, there is a good connection when speaking English is applied by the learners who acquire the language well. Stefánsson (2013) has argued that acquiring them can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active as the participant of the society. It can be done by attending school in the target country, watching local television, listening to the radio, and/or reading newspapers in the second language. By being actively involved in the learning environment, the learner is continuously in contact with the target language through regular daily routines.

Moreover, this would be in line with Skinner's research finding on verbal behavior. Skinner (a psychologist at Harvard University) has concluded that the acquisition of knowledge, including knowledge of language usage, is based on the existence of a stimulus that followed by a response. This process of repetition leads to a habit. According to him, language is a set of habits. Habits can only be gained through constant practice (Dardjowidjojo, 2014). This view is a reason why drills are a very important part of teaching foreign languages on methods like oral or audio-lingual approach. Skinner also describes how the theory is important and can strongly support this research. This theory and research see the language skills from the verbal point of view of language usage, which is based on stimuli, responses, and habits. In genuine communication, speaking is purpose-driven, or it can say that to communicate is to achieve an end, expressing a wish or desire to do something; negotiating or solving a problem, or maintaining social relationships, and friends. Therefore, it can be said that speaking is a skill which plays a significant role for the learners who study English, especially as a foreign language.

In the discussion, the researchers are expected to find the answers of the research problems, namely whether the communicative competence in English speaking skills has a significant relationship with the students' cognitive abilities of the English ISI Yogyakarta debating team. Whether English speaking skill is the most important achievement for the English debating team; and how cognitive abilities and communicative competencies in English speaking skills are managed for the primary purposes of the English debating team. The focus of the research analysis is more on the analysis of English speaking skills and cognitive abilities of ISI Yogyakarta English debating teams as having the ability to speak English would enable them to explore the potential and competence in English speaking to face competition with participants from other universities. They have to show their high intellectual and cognitive abilities as well.

## METHODS

The population of the research is twelve (12) students of the English debating championship teams of Institut Seni Indonesia Yogyakarta who have completed thorough selection from local to the national scope. They successfully participate as teams from 2013 to 2017. The data gathering is conducted from May to June 2017 at Institut Seni Indonesia Yogyakarta. This research combines both qualitative and quantitative research using descriptive method for almost all social research that is the combination of quantitative and qualitative approaches. It is because social research that only uses a quantitative approach will have no meaning because it only produces the numbers (Mulyadi, 2011). The model of this research is that both qualitative and quantitative share equal values as Bryman (1988) also mentions it in Mulyadi (2011). To obtain the research data for answering the problems, the instruments are the questionnaire, survey, observation, and in-depth interview which are conducted to answer the research problems.

For having the thorough analysis of the research, the researchers have carried out methods for the data collection that being used to solve problems to be studied. The instruments that used in this research are the questionnaire, survey, observation, and in-depth interview. After doing the observation, survey, interview, and distributing the questionnaire, the researchers gather and perform the data analysis which then is used as guidance in answering the research questions. In the analysis phase, the data obtained is processed and utilized in a way that it can be used to infer the truths for answering the problems in this research. To have the comprehensive understanding of the analysis, the researchers use some theoretical studies as the references to answer the research problems, namely communicative competence, second language acquisition, cognitive ability, and teaching speaking. The results of descriptive analysis and data presentation of distributed questionnaires from the

informants are presented in the form of descriptive statistics. Meanwhile, the analysis on the observation and in-depth interview results are presented descriptively.

## RESULTS AND DISCUSSIONS

The communicative competence and cognitive ability are supposed to work together in stimulating the individual's competency in debating as it is an intimidating and difficult task compared to public speaking. This is because the speeches used in the debate are not prepared in advance and to react to a new idea in a short span of time is an act of taking someone back. It does not mean that speech in the public speaking is prepared in advance, but an expectation to answer challenging questions is felt. Debate requires two people or two teams who are engaged in talking about a subject, where each group tries to defend its opinion and succeed in convincing the other group (Mohammed, Abdallah, & Ali 2018). To support the debating skill which requires a verbal skill as well, furthermore, as cited by Leong and Ahmadi (2017), Efrizal (2012), and Nasiri and Gilakjani (2016) have stated that speaking is a great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. They then suggest for the method of teaching language, especially teaching speaking. As lecturers, it would be better to use the language learned in real communication. Lecturers should ask the students to do so. This method is considerably effective in teaching speaking. Furthermore, speaking helps students enrich theory vocabulary and sharpen their grammar skills. Lecturers can have many ways to teach speaking and make students speak, for example by having a talk, discussion, or telling stories. Here lecturers can know how the students express their ideas, opinions, and even emotions.

After reviewing the basic principles of teaching and learning to speak English, this theory is used to support research on speaking skills to be examined about communicative competence. Also, this research looks at how English lecturers at ISI Yogyakarta apply the principles and methods of speaking in the classroom as part of the preparation of the debating team. The questionnaire is used to get the results on whether the communicative competence in English speaking skills a significant relationship with students' cognitive abilities of the English ISI Yogyakarta has debating team, and whether the English-speaking skill is the most important achievement for the English debating team. The items of the questionnaire are made based on the researchers' observation during the selection processes, practices, and both regional and national championships. Furthermore, the theoretical reviews on communicative competence and cognitive ability are essential for designing the questionnaire. Throughout the distribution of questionnaires to twelve (12) informants who have actively involved as the English debating teams of batch 2013 – 2017 from ISI Yogyakarta, there are significant results which can answer the research problems. Table 1 shows the questionnaire analysis.

Table 1 Questionnaire Analysis

No	Opinions	Frequency of occurrence					Central Tendency			
		1	2	3	4	5	N	Mn	Mdn	Mo
1	English is an international language that helps students to have high self-confidence.	-	-	-	5	7	12	4,58	5	5
2	English becomes an important medium in international relations and self-improvement.	-	-	-	3	9	12	4,75	5	5
3	English debating is a means to improve English communicative skill and to argue for making decisions based on logical and factual analysis.	-	-	-	4	8	12	4,67	5	5
4	Students can gain additional knowledge beyond their field of science, conduct positive scientific competitions, demand broad insights, have good English skills, develop the ability to argue through National English debating competition.	-	-	-	4	8	12	4,67	5	5

Table 1 Questionnaire Analysis (Continued)

No	Opinions	Frequency of occurrence					Central Tendency			
		1	2	3	4	5	N	Mn	Mdn	Mo
5	Communicative English speaking skill of English debating team is strongly affected by their cognitive abilities in achieving prestigious achievements in this national level race.	-	-	2	6	4	12	4,17	4	4
6	The ability of the English debating team is influenced by the skills and proficiency of integrated English including grammar, vocabulary, speaking ability, listening, reading, and writing.	-	-	2	6	4	12	4,17	4	4
7	The English skills contribute to the students' skills in producing critically-charged intellectual and communicative-factual sentences integrated in the form of argumentation and analysis.	-	-	1	7	4	12	4,25	4	4
8	Communicating effectively in language, especially English requires a good understanding of the linguistic, sociolinguistic, and sociocultural aspects of the language.	-	-	-	7	5	12	4,42	4	4
9	The acquisition of a second language as well as a foreign language is faster in its process and understanding than the comprehension of the mother tongue.	-	-	3	9	-	12	3,75	4	4
10	Communicative competence becomes indispensable as an active support for the mastery of English which can be said as a second language after the mother tongue, especially for the English debating team of ISI Yogyakarta.	-	-	-	5	7	12	4,58	5	5
11	The cognitive process held by students of the English debating team relates to the level of intelligence to relate values and consider an event or occasion, especially in the argumentation of the English debating.	-	-	-	9	3	12	4,25	4	4
12	The cognitive ability of the English debating team has the potential that leads to focused, critical, and creative thinking, so that it will have a direct impact on cognitive ability and communicative competence, especially in English speaking skill of English debating team.	-	-	-	4	8	12	4,67	5	5
13	Teaching and learning materials of English speaking at ISI Yogyakarta have supported the English debating team in cultivating communicative skills.	-	3	3	5	1	12	3,33	3,5	4
14	English lecturers of ISI Yogyakarta provide speaking skills as their activities, there are characteristics of speaking activities applied in the classroom; learners speak a lot, equal participation, high motivation, and language is a very acceptable level.	-	1	3	8	-	12	3,58	4	4
15	English lecturers of ISI Yogyakarta make an important contribution to the success of the English debating team in presenting the ability to debating English for the regional and national levels.	-	-	-	10	2	12	4,17	4	4

Based on the descriptive statistics of the respondents' opinions on Table 1, it shows that the average points of agreement are above 3,0. More than 70% of the informants have stated that there is a significant relationship between the communicative competence in English speaking skill and students' cognitive abilities of ISI Yogyakarta English debating team. Moreover, it also shows that the English-speaking skill is the most important achievement for the English debating teams of ISI Yogyakarta in which it contributes to the students' skills in producing critically-charged intellectual and communicative-factual sentences integrated with the form of argumentation and analysis for English. It requires a good understanding of the linguistic, sociolinguistic, and sociocultural aspects of the language.

Moreover, according to the analysis of the results of observations and in-depth interviews 12 informants, there are some initial support points to answer the problem on how cognitive abilities and communicative competencies in English speaking skills are managed for the primary purposes of the English debating team. The informants have stated several things, and they are presented; first, all the

informants have got English subject in elementary school; therefore, they have already understood English as a second language and a foreign language. Second, two informants have mastered English well. They have ever been staying abroad when their parents studied abroad. These informants are automatically forced by circumstances and situations to master English. Third, four informants have said that they have found English learning method with active learning while doing the task of English subjects in high school level. It encourages them to attend non-formal education in English language training centers in their city. Fourth, there has been an easy and pleasant method of mastering English experienced by five informants. They are interested in games from computers and digital devices such as audio, video, and English learning programs, BBC channel programs, and other online English learning resources that use English as their language of instruction. These have motivated them to learn English vocabulary through the dictionary more actively. Fifth, nine informants have said that there are some other interesting media can be used to learn English. These media are television, video, and cinema screen. They find it easier in understanding the dialogue by the actors of movies, which indirectly foster their enthusiasm for learning English. Sixth, all the informants have said that the important and first thing the informants learn about English is the vocabulary. Mastering vocabulary makes them develop their language skills without worrying about making mistakes, especially in grammar. The English grammar is then learned in a more comprehensive way when they do English writing assignment. The informants prove that it becomes easier if they have mastered many important vocabularies and frequently used them in English.

In addition to the research results, these six points from the results have formed the basis discussion of cognitive abilities and language proficiency. Firstly, communicative competence in English speaking skills has a significant relationship with the cognitive abilities of informants, i.e., informants of ISI Yogyakarta English debating teams. The impact of cognitive ability has a positive influence on the communicative competence of informants in generating the debating analysis and argumentation. The communication always takes place in a situation or context. The competent, communicative language user will know how to make the right choices in the register and style according to the situation in which the communication takes place. Verbal behavior language is used based on the stimulus, response, and habits that can then be exploited by the English debating competition team to respond their ability to speak English.

Secondly, communicative English-speaking skills are the most important achievement for the English debating competition team. The ability of the English debating team is influenced by mastering English skills and proficiency that include grammar, vocabulary, speaking ability, listening, reading, and writing. This English debating competition indirectly requires informants to have complete English competence, including their verbal skills. The English language skills contributed to the informants' skill in producing critical, intellectual and communicative, and factual sentences that packed in the form of argumentation and analysis. Communicating effectively in English requires a good understanding of the linguistic, sociolinguistic, and sociocultural aspects of the language as well. ISI Yogyakarta debating team in English debating championship in 2015 and 2016 can be seen in Figure 1 and 2.

Third, cognitive ability must be developed through learning. There is uniqueness in teaching a foreign language. As a teacher, they do teach not only the content of subject but also the words, the meaning of words, how to use the words in such different context as well as its appropriateness. That means, to examine how people think and how people deliver their thoughts, learners must be able to think critically. Therefore, developing and acquiring critical thinking skills is essential for successful foreign language learning. (Yoshida, 2010). It is what lecturers say about productive skill in teaching speaking that refers to cognitive ability.





Figure 1 ISI Yogyakarta team in English Debating Championship 2015



Figure 2 ISI Yogyakarta Team in English Debating Championship 2016

Fourth, cognitive ability and communicative competence in English speaking skills are managed in several ways. The faculty mentoring, by which lecturers' involvement in campus plays an important role. Lecturers provide guidance and direction for the informants to have more motivation and high interest in English. Then, the availability of supporting facilities is crucial as further supporting aspects come from the campus by which the availability of facilities (infrastructures) and access can support the establishment of language laboratory. Training materials and regular programs by student's club (Informants Activity Centre or English Club) also strengthen the competence of English and fosters the confidence of the informants. The English Club works with English lecturers in providing the materials. The argumentative materials are used as a tool to train the cognitive side in solving one or two motions. This exercise is intended to give a basic of critical ability and insight to establish and deliver convincing arguments. This public speaking exercise is consistent and sustainable. Furthermore, English learning materials that prepared by the study program should provide communicative competency and ability through vocabulary, reading, and speaking. Some of the exercises that used to improve English language skills are with a contextual-analysis, drilling method, and discussion. These programs can be seen in Figure 3.



Figure 3 Practicing Program of English Debating Team

## CONCLUSIONS

Good cognitive processes of English debating teams have a positive impact in connecting and analyzing one event to another. Besides, positive impacts occur in considering good decisions in debating. Then cognitive ability leads people to a focused, critical, and creative way of thinking. Thus, giving a direct influence on communicative competence (English speaking skills). These English skills contribute to the skills of producing critical, intellectual, communicative, and factual sentences in

argumentation and problem analysis. The facilities and activities should support the cognitive skills and English-speaking skills, and the lecturers' attention as well. English Debating Championship is a means to improve communication skills based on the logical and factual analysis.

This research is expected to give contribution for ISI Yogyakarta students, especially English debating competition team, English lecturers at ISI Yogyakarta, and ISI Yogyakarta policyholders. This results of the research are hoped to help students of ISI Yogyakarta to have some insight on how important the continuity between cognitive ability and communicative competence in their English speaking skills. In other words, the students must realize that to have such communicative competence one must understand English, especially when they will be the representatives for the English debating competition. Second, it will be very useful for English lecturers at ISI Yogyakarta for the next English debating team to be better and well planned. English lecturers must have a minimum standard in measuring and evaluating students' communicative competence as well as their English speaking skills from the beginning. In other words, teaching methods and techniques should provide contribution and direction for students to have better speaking skills and good cognitive skills. Third, they will provide an important discourse for policyholders at ISI Yogyakarta that teaching English also contributes greatly to the achievements and excellence of universities, both at national and international levels, through the English debating competition for instance. In addition, policyholders are expected to provide a wide-space for the development of an English curriculum at ISI Yogyakarta.

The research is also intended to give a recommendation to the development of more qualified and stronger English debating championship team by giving more efforts. First, the supporting facilities, activities, teaching materials, and lecturers' quality in classroom learning activities at ISI Yogyakarta are supposed to improve the ability of informants' communicative competence. Second, enhancing participation of the English debating championship both a regional and national scope is a sustainable program to carry out. This participation will encourage informants to add a broader discourse of knowledge beyond the field of science, engage informants to conduct positive scientific competitions, and enhance their English competency, especially in expressing arguments analytically and critically.

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