

The Effects of Intelligent Development and Personality Development in Communications Oral Skills

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ABSTRACT

The purpose of this study was to relate the effect of intelligent development and personality development in communication oral skill. This article is based on the author's reflections and interpretations on extended literature reviews. The author had a particular interest in relating both intelligent development and personality development through student's co-curricular activity of debate. The debate orator's cultures gives positive impacts on the development areas focused by the author.

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Introduction

Studies carried by Shulruf, *et al.* (2007) found out that particular under-achieved groups of secondary students are understated in their tertiary education. Governments around the world are also concern on the matter forcing them to take actions to encourage better educational achievement for these specific groups of students starting from compulsory up to their tertiary or degree level education. Throughout their investigations, they understood that rigid educational structures are not the solution. On the other hand, they manage to identify that extracurricular activities practiced in school might just be the shining light at the end of the tunnel. Studies done showed positive improvement in progress and success rates within both group of students either of similar cohorts or different cohorts. Taking on the next step, the study planned to investigate the effect of different degree of participation in extracurricular activities in different student groups and its end results regarding educational outcome in the specific group of students. What level of participation is tolerable and what level is too much?

Meanwhile in recent study showed that most important component of good education for young people to expose and learn through the ideas and perspectives are debates orator. As a concept of role model country taken, the government of England has recognized that discussions and debates on modern topics are considered a part of good education and therefore young people in England are encourage to be involved in the activity according to Jerome and Algarra (2005). Other than that, they also enforced the curriculum elements into class activities. Such activities involves oral justification or expressing personal opinion on the subject matter which can varies from political, topical, moral, spiritual and cultural issues, problems and significant events. Group discussions and debates are also incorporated within student group.

Nevertheless, there are also critics which doubted the end result of the new academically culture. They predict students actively involved in debate or discussion on these critical issues are prone to become politically bias, easily accountable to intellectual intoxication and even may trigger an overly critical state of mind according to Kristjansson,(2004).

In this paper review, we may seem in different perspectives of debates orators cultures around the globe and how it's positively impact the personalities of students through the extracurricular activities in school. Two close perspectives will be reviewed in this paper in the lens of intelligent development of student and personalities development of student when they have debates orators as their own extracurricular activities in school. Since today, the impacts positively contributed towards the personality and self-confidence of student during throughout the process of learning in debates orators.

Intelligent development through debates orators

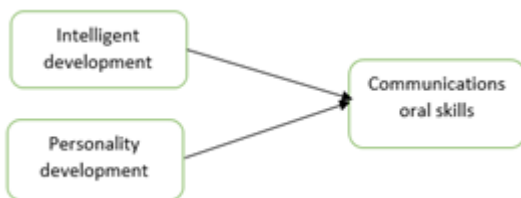
Previously, according to Esa (2015), the objective of the curriculum which it is implemented in the education system in Malaysia in the early stages of the implementation is to foster unity among the members. In addition, curriculum also act as a means to study the socialization in order to produce individuals who are fit and healthy and as a complement to the curriculum. The main function of extracurricular activities is to build surplus value within the students out of school time. In different view, the extracurricular period is the best platform for the student to show up their skills and improve aside than academically study in the classroom. The unique platform which contributed towards most of soft-skills among students is when they involved themselves in orators sections. The orators are divided into two separate skill which are debates and public speaking. Both of this activities are contributed towards two significant skill among student;

intelligent development and personalities development. Parcher (1998) in his paper entitled *What Debate Teaches In 1908*, Edwin Shurter wrote that "Perhaps no study equals debate in the acquirement of the power of logical thinking combined with clear expression" (Shurter, p11). More recently, the first national conference on forensics noted that debate is first and foremost an educational endeavor: Forensics is define as an educational activity focused on the perspective of the argumentation in identifying problems and also communicate with others.

From this perspective, forensics activities, including debate and individual events, are laboratories in order to help the students to communicate and understand the numerous method of arguments. (McBath, p11). This is roughly showing up the advantages of having debates skill of arguments for the intelligent development among student.

Personalities development in debates among students.

Reports from the Department of Labor's Secretary Commission in achieving optimum skills among the employees around the globe stated that the most important skills need to be possessed is the personalities and communications skills (Steven, 2005). Based on the research done by Williams *et al.* (2001) entitled the benefits of debates stated that the highest skill to gain is the communication and personality skill among the debaters. This is followed agree by Hill (1980) that agreed that participation in debates as the extracurricular activities contributed towards the development of communications skills and personalities skills. Most of the result from the literature reviews do have the same patters on priority advantages of debaters. However, no matters, the format or skills gained by the student, the intercollegiate debaters in any study or samples regularly insisted that debates develops oral communications competencies.



The framework explained the hypotheses:

H1: The intelligent development is positively correlated towards the communications oral skills

H2: The personality development is positively correlated towards the communication oral skills

Conclusion

In conclusion, this research supports the culture of promoting debate and incorporating it in education institutions courses.

The opinions and views expressed by the students highlighted two benefits linked to debate culture. The first one is related to the encouragement of group work in debate. According to the previous researcher Godwin (2003), he unintentionally promoted good synergy among the debate students by grouping them into small groups because of the limited class time and logistic restriction issue. The students worked together and all of their members benefited in the small group task. This is because they exchange opinions and engaged with each other while preparing for debates. Finally, Godwin (2003) believed that by encouraging debate exercise would definitely promote group work among the students.

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