

IMPROVING STUDENTS' SPEAKING SKILLS BY USING THE DEBATE TECHNIQUE OF SMA RK SANTA MARIA PAKKAT

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Abstract

The purpose of this article is to show how debate techniques can improve the speaking skills of students at RK St Maria Pakkat High School, and as a basis for further research. And this research is designed so that readers see the connection and connection between debate techniques and the development of student's speaking abilities. The population taken in this research were students at RK ST Maria Pakkat High School with the research sample being class XI IPS1 students. This research uses two methods in its data instruments, namely Qualitative and Quantitative. Where Qualitative uses questionnaires, interviews, and observations. Meanwhile, Quantitative uses tests. From the results of this research, it was found that students' speaking abilities can develop with the debate techniques used by the teacher with 2 cycles in the process of learning.

Keywords: debate technique, speaking skill, students, develop, improving

1. INTRODUCTION

As social humans, humans always interact and communicate with each other. The first way to interact and communicate is by talking. By speaking we can express information, and convey ideas, ideas, and opinions. That's why speaking is very important, especially speaking English. Because English is a foreign language, in which all walks of life and society are expected to be able to master it. SMA RK SANTA MARIA PAKKAT is one of the schools located in North Sumatra. This school has English subjects but some students there are still not intense in using English, especially in speaking English. Based on the observations of researchers while as a substitute English teacher for a week, researchers saw that students were less able to accept English lessons, especially speaking, this was due to a lack of challenges to get them excited about speaking and expressing their opinions well in English. Finally, they have low motivation to speak in class, and convey their ideas and opinions, because they cannot speak English fluently.

Other things also affect, where they still have some problems in mastering speaking skills, such as students having problems in speaking such as pronunciation, grammar, vocabulary, fluency

and comprehension. And resulted in students being afraid to start speaking English conversations and dialogues. This is caused because they rarely practice speaking in class due to a lack of challenges. They are only asked to learn about memorization and understanding. And it causes students not to be creative in speaking. Because they don't get additional vocabulary. Teachers in teaching English only use traditional methods, such as the lecture method to explain the material to completion. And the lack of teaching media, and technological media also affects their ability to speak English. This makes students bored and feel less challenged to develop and improve their English skills through speaking. Researchers conducted action research to solve students' problems in learning English. The researcher conducted classroom action research because he identified crucial speaking problems, especially for class XI students at SMA RK SANTA MARIA PAKKAT. Given the importance of speaking problems for class XI students of SMA RK SANTA MARIA PAKKAT . Researchers try to find out effective solutions to improve their speaking skills by using Debate Technique activities in speaking. DT is believed to be effective for improving speaking skills because it provides different contexts that allow them to act in different roles in different situations. This is to make it stimulate to talk. Because students will be asked for opinions regarding a problem, and they will feel challenged to express statements of agreement or pro and disagree or con.

Debate is a recognized method of interactive and representative argument aimed at persuading an audience. (Krieger, 2005:1) in (Richa, 2011) states that debate is an excellent activity for learning languages because it involves students in various cognitive and linguistic ways. He provided meaningful speaking, reading, and listening practice, debate is also very effective for developing argumentation skills for persuasive speech and writing. Alasmari & Ahmed (2013: 148) in (Richa, 2011) claim that debate can be used well to improve students' speaking in English. By using the debate technique in speaking class, the students will first get rid of students' fears about English. In addition, debating techniques will improve their grammar, pronunciation, vocabulary, and fluency. So, about the background above, the researcher is interested in conducting research on "IMPROVING STUDENTS' SPEAKING SKILL BY USING DEBATE TECHNIQUE OF SMA RK SANTA MARIA PAKKAT ". With debate techniques, in addition to increasing students' self-confidence, debating also affects the addition of students' vocabulary that they get from their friends, and this debate technique can also make it easier for teachers to assess aspects of students' speaking, namely their vocabulary, grammar, pronunciation, and fluency which will increase.

2. LITERATURE REVIEW

The theoretical framework of this study is related on the concepts, theories, and previous study about the "IMPROVING STUDENTS' SPEAKING SKILL BY USING DEBATE TECHNIQUE OFSMA RK SANTA MARIA PAKKAT" that will be discussed below :

2.1 Student Speaking Skill

Speaking is an oral communication that plays an important role in human communication and interaction. There are several definitions given by experts about speaking such as: According to Brown (2000) states that speaking is a productive skill that can be observed directly and empirically, these observations are always characterized by accuracy and fluency. According to Harmer (2007), speaking is a complex skill because at least it is related to the components of grammar, vocabulary, pronunciation, fluency and understanding. According to Nazara (2011) says that speaking is always considered the most important skill to master for several reasons. First, approaches and methods of teaching speaking have long been a major focus of language teaching research and conferences. Second, a large number of conversation books and other speaking, audio and video courses are continuously being published. In addition, many language learners consider speaking ability as a measure of language knowledge. They define fluency as the ability to communicate with others, more than the ability to read, write, or understand spoken language. They consider speaking as the most important skill they can acquire, so the writer can conclude that speaking is one of the most important skills in learning English because it has several reasons for students to learn. According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that influences our daily lives". So, it can be concluded that speaking is a communication skill to convey ideas, ideas and thoughts which contain information or are used for interaction.

2.2 Student Speaking Skill

There are several aspects or elements in speaking, namely vocabulary (ie syllables), grammar (which includes how we can construct sentences), pronunciation (concerning how to pronounce it), and fluency (the connection between meanings spoken in conversation).

2.3 Debate Technique

Debate is process of presenting an idea or opinion which two opposing parties try to defend their idea or opinion. There some perception about debate technique, such as :

- a. Krieger (2007) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.
- b. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another.
- c. Maryadi in Khoironiyah (2011:26), states that debate can motivate students' thinking, more over if they must defend their stand or opinion which is contradiction with conviction themselves.
- d. Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition Debates require students to engage in research, encourage the development of listening and oratory abilitys, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation.

2.4 Debate to Improve Speaking Skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites "for effective oral communication. What make the classroom activity useful for speaking practice? the most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skill is by using debate. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing. Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate.

3. RESEARCH METHODS

3.1 Research Design

In this research the researchers used the spiral model by Kemmis and Taggart in Wiriaatmadja (2006: 66) described approach or the procedure of Classroom Action Research into four steps. They are;

- (1) planning
- (2) acting
- (3) observing, and
- (4) reflecting.

3.2 Participants

Students at SMA RK SANTA MARIA PAKKAT grade XI Social 1.

3.3 Instruments (Tahoma; Sentence Case; 10pt; Single Space)

1. Qualitative Data

A). Giving Questionnaires and Interviews

The researcher asked the students to fill out a questionnaire before and after the action research was carried out using the Audio-Lin Method. Before the action research was carried out with the Debate Technique, the researcher asked the SMA RK SANTA MARIA PAKKAT students to answer questions about the difficulties they found in learning to speak. After the action research was carried out using the Debate Technique to teach speaking, the researcher gave another question to the students. The question is about the process of teaching and learning to speak using the debate technique.

In addition to providing questionnaires, researchers also conducted interviews with students before and after the action research was carried out. Before the action research was carried out, the researcher conducted interviews with the students about their difficulties they found in Learning to Speak, the teacher's teaching methods and the books they used to learn English.

B). Observation

In this study, observation is used to observe and pay attention to events or incidents in class, or interactions, both as participants in class.

2. Quantitative Data

A. Test

The test is the instrument to measure the students to assess students whether they are capable and pass or not. It can be about skills, attitude, and so on. In quantitative data, it was done by writing tests, especially descriptive text tests. There are two kinds of tests given to students. The test is divided into pre-test and post-test. Pretest is given to students before applying WBT as a medium in the speaking learning process. To measure students' speaking skills before treatment. Meanwhile, the post-test was given to the students after they got the treatment from the teacher. Exams are carried out at the end of each cycle.

3.4 Data Analysis

For analyzing data the writer does the following steps: 1) Scoring the student's test from the pre-test, Test Cycle I, and Test Cycle II 2) Finding the mean of the students ' score for the pre-test, up to test Cycle II 3) Analyzing the Quantitative and Qualitative data 4) Concluding the data analysis, and 5) Writing some findings

4. RESULTS

The researcher saw that the students' speaking level increased with the debate technique, as evidenced by the courage of the students in giving their arguments regarding one thing that was pro or con, accuracy, vocabulary, grammar, and level of fluency which began to improve because of the opportunity to provide opportunities to argue up to 3 times. So here, up to two cycles, it can be seen how the development of the students' speaking skills.

Table 1. Students Speaking Score Test in The Second Cycle

No	Name	Score
1.	Adi	79
2.	Alena	81
3.	Arie	77
4.	Arnol	78
5.	Bambang	78
6.	Budi	78
7.	Chrisna	77
8.	Christin	77
9.	Chrisyo	77
10.	Dina	77
11.	Deska	82
12.	Ela Wida	77
13.	Eka Manalu	75
14.	Elda	79
15.	Fatma Sari	78
16.	Gina	76
17.	George	71
18.	Haikal	66
19.	Indah	80
20.	Intan	79
21.	Jojo	78
22.	Jontor	85
23.	Jalal	79
24.	Lesti	79
25.	Martha	72

26.	Maria	78
27.	Mercy	72
28.	Nardin	74
29.	Olive	72
30.	Pirdaus	75
31.	Santriana	70
32.	Yossua	80
TOTAL SCORE		2456

The mean of Students' Score as follow

$$\begin{aligned}
 M &= \frac{\sum X}{n} \times 100 \\
 &= \frac{2456}{32} \times 100 \\
 &= 76,7
 \end{aligned}$$

From the analysis above, it is clear that the average of the students test result of the second cycle was 76,7

The mean score of the students' achievement (Gay, 1981: 298):

M = Mean Score
 $\sum X$ = Total New Score
 N = The Number of Students

As whole the meetings ran well. There was some significant improvement from cycle one to cycle two. In the first cycle, the average result was 64.8. The teacher used debate as technique in teaching speaking. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate. In the second cycle, the average result was 76,7 (figure 1). The teaching learning process in this cycle was better the previous one. The score above shows that the second cycle got improvement. The researcher found that majority of students was enjoyed the activity.

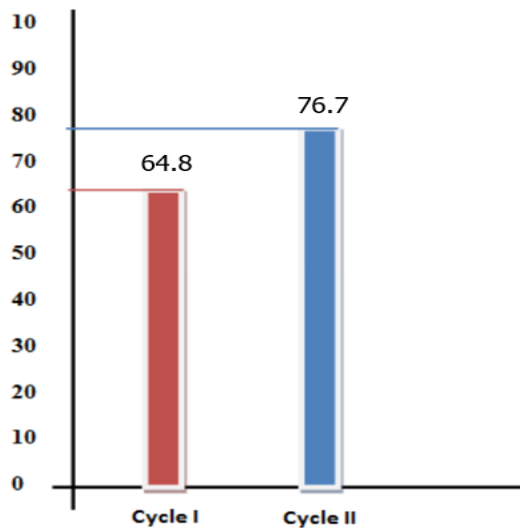


Figure 1 The Score in the First and Second Cycles

5. DISCUSSION

Two cycles were held to conduct the first cycle. Ninety minutes were allotted for each meeting. All of the classroom activities were witnessed by the writers. Some students appeared interested in the teaching method, based on the observation. Their eagerness to hold debates is indicative of this. Still, a few students showed no interest. Furthermore, pupils continue to lack the desire to engage in speaking-based learning activities. The students limited language also made it challenging for them to communicate their ideas. The test results revealed that only 54.37% of students in the class averaged and 18.75% of students met the completeness criteria. Subsequently, the researcher contemplated modifying the interventions that could facilitate the development of speaking abilities.

Notably, teachers can now motivate kids to learn by offering them praise and encouragement or by projecting a positive outlook on life. Because their teacher guided them in speaking during each learning cycle and was helpful and thankful, students felt appreciated. This motivates youngsters to pick up the language, particularly when it comes to speaking and expressing their thoughts and opinions. Student engagement is linked to praising pupils and having a positive outlook in general to encourage them to learn (Ginting, 2021). By doing this, the educators highlight the importance of encouragement. Students feel inspired and supported in their studies when teachers use these effective teaching techniques.

6. CONCLUSION

In analyzing the results of the data to be tested before and after using the debate technique. In cycle 1 if the results collected are students who have not passed then proceed to cycle 2. From this research, we see that with the debate technique students are able to improve their speaking skill.

1. The use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

2. Teaching speaking through debate can be an enjoyable experience for both teacher and student.

Students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. In the first cycle the average of the students' achievement was 64.8. In the second cycle the average of the students' achievement was 76,7. Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate.

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