

TEACHING SPEAKING THROUGH DEBATE TECHNIQUE

Suranto

STKIP PGRI Metro

Email : anto_suranto1973@yahoo.com

Abstract : Teaching Speaking Through Debate Technique. Speaking is one of the basic competence from the other fourth basic competence (listening, speaking, reading and writing). Speaking ability should be mastered by every students, in order to achieve that competence students should be given the right technique to study speaking. The successfull of the students speaking can be seen from their ability to express idea, thought and feeling through speaking. The objective of this Action Research is to improve students's oral communication skill through the debate technique. This study was conducted at MA Ma'arif Nu 5 Sekampung Lampung Timur from March to April 2014. The research data were taken from students in the eleventh class, with 28 students and analyzed qualitatively and quantitatively. The research findings indicate that there are improvements in students' english speaking skill through the debate technique. By analyzing data qualitatively and quantitatively from the end of the first cycle to the second cycle and it was found that the students' English speaking skill increased 20,9% over the standard that has been determined by the researcher that is 65%. The researcher concludes that the students' english speaking skill can be improve through the debate technique in learning process.

Key words : action research, debate technique, english speaking skill

INTRODUCTION

English as International language has a very great role nowadays because of the globalization era in every fields those are economics, politic, social and education demanding good command of English as the means of communications. Thus, as students who will be the next generation in international era must have good skill in English. This effort has been supported by the government who has made English as one of the ultimate lesson starting from Junior High School level. Considering the position of English as a means of communication to understand, to expose information, thought, feeling, developing science and technology, culture both in written or oral, so good command of English become one thing that cannot be avoided.

Speaking is as a form of delivering information through words or sentences. In other words, speaking means using language to any kinds of purposes depend on the speakers. Speaking skill is the ability to express opinion or thought to person or a group of people orally, directly or in a distance. In every aspect of human life needs skill, both soft and rough skill. Soft skill is like how to speak politely, and how to behave, while rough skill like cleaning the house, working as porter, fixing broken car and so on. Those happened in language learning, skill need in studying language. Jack Richard defined language skill as :

an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions. Many aspects of language learning are traditionally regarded as the

*learning of skills, such as learning to speak, or read fluently.*¹

While Scot Thornburry in his book try to differentiate “to know“ and become skillful as *being skillful assumes having some kind of knowledge base.*² Generally, students of Senior High School still have many difficulties to express their thought and questions orally in proper and correct way. These fenomena also happen in most students of Madrasah Aliyah Ma’arif NU 5 Sekampung. It is because of low creativity of the teachers in using the technic of teaching speaking to the students. The teachers in the learning process focused on other skills like reading, writing and listening. They have to do this because they have to prepare the students to pass final national examination. These kinds of fenomena soon should be found the solution alternatives. One of the effort to be the alternative solution to this problem is applying speaking skill teaching “debate technique”.

Through debate technique can bring the students to develop their cognitive and linguistic ability. The cognitive ability that can be built here is the students can receive and send the message sooner, analyse, give the reason, conclude and underline what they think important. While the linguistic ability is when the students

debate, many students are able to improve their ability in expressing and defend their ideas and even they will know sooner the mistakes made by their partner. To overcome the limitation of the students specially in speaking English the writer analized that by giving the right teaching method will improve students skill in speaking. The teaching method here is debate technique, why debate technique? In this technique the students are faced to a problem and they are hoped to give their argumentation orally, automatically speaking skill is very needed here.

After observing the important of mastering English by the students and also the usage of right teaching technique to improve English speaking skill, so the writer feel that the problem of improving students speaking skill by using debate technique become something important to be found the solution. It is hoped that the result of this research can answer the problem of students speaking skill. Other similar research had conducted by Ummi Kultsum student of Magister Degree from Jakarta State University in 2009 with the title “Improving English Speaking Skill through Debate Technique” and the result showed that the technique can improve speaking skill.

METHOD

The aim of this research is to know the English learning process and the result using debate technique. This research was conducted in Madrasah Aliyah Ma’arif NU 5 sekampung in the

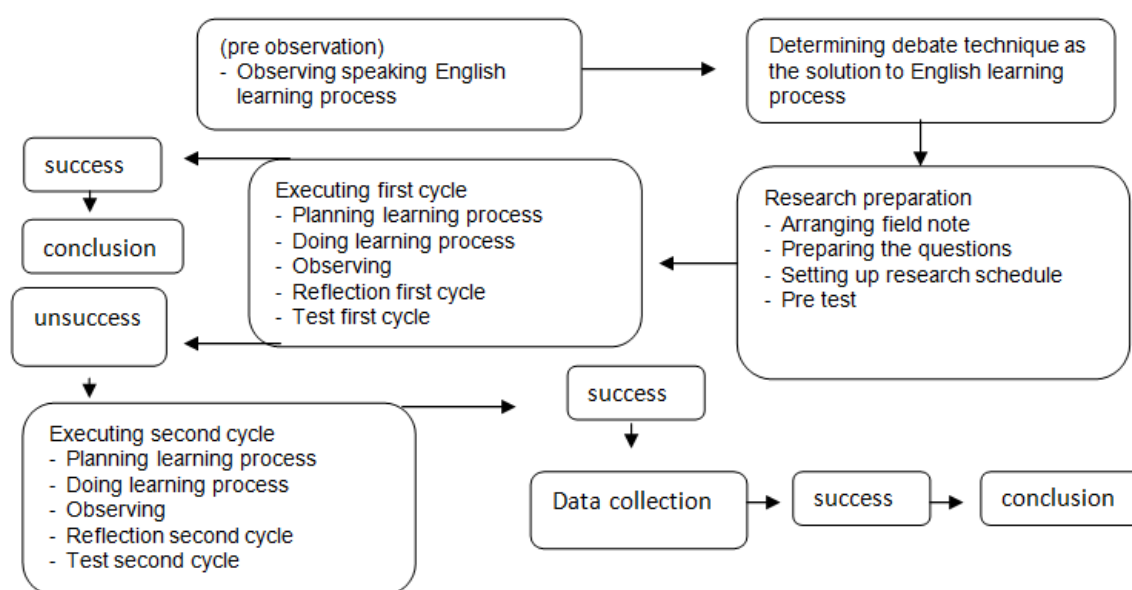
¹ Jack C. Richards dan Richard Schmidt, Longman Dictionary of Language *Teaching and Applied Linguistics*, third edition (London: Pearson Education, 2002), p. 489.

² Scott Thornburry, *How To Teach Speaking* (UK: Pearson Longman, 2005), p. 11.

class XI IPA 1 in even semester from March to May 2014 with the number of the students 28. Based on the researcher's observation that the speaking skill of students specially in class XI IPA 1 are still under average so the researcher decided to find the solution to this problem.

In this research the method used is action research to get the accurate

result. The flow on this research based on the action research proposed by Kemmis and Mc Taggart, which is in the planning stage, Kemmis used spiral self reflection starting from planning, doing, observing and reflection. Here are the stage of the research:



This research was conducted in two cycles, each cycle include the activities of diagnosing, planning, taking action, evaluating, and specifying learning. Every cycle consist of stages of teaching. The problems which arise in the first cycle should be solved in the second cycle. And the agenda continue as the activities on the first cycle, planning, doing, observing, and reflection with the changes to overcome the problem that arose in the first cycle. In the end of the stage the researcher doing the reflection to know the result of the

teaching and to find things should be improved in the next cycle, it repeated until the problem can be solved and the aim of this researched achieved. To do the steps in every cycle need to do early analysis to identify the problem faced by the students in speaking English. After getting the early condition of students problem in speaking English, the next step is to make planning that will be implemented in real action.

The data obtained in this research is both quantitative and qualitative. Quantitative data is the result of pre test, the result of the test in

the first and second cycle of students in Madrasah Aliyah Ma'arif NU 5 Sekampung class XI IPA 1 even semester 2013/2014 consist of 9 (nine) male students and 19 (nineteen) female students. Qualitative data is the result of observation and field notes.

The data collection is divided become two parts, the first part is quantitative data collection that is the researcher give pre and post test to the students, and qualitative data collection is from the result of observation and field notes. Observation was conducted to observe the background the class. The researcher observed the activity of students related to speaking English through debate technique including grammatically, vocabulary, fluency and the topic given and also the sentences they say and listen. The observation is done in every cycles when the learning process through debate technique is given. The material of the test here arranged based on three interview components: *introducing oneself, describing oneself and expressing opinion*. *Introducing oneself*, is an interview to guide the students to introduce family or friends in a different places. *Describing oneself*, is an interview to guide the students how to explain the picture of someone correctly. *Expressing opinion*, is an interview to guide the student able to express their own opinion about the problem being discussed.

The data analysis being used in this research is both quantitative and qualitative techniques. And based on the result of every speaking act.

1. Qualitative data analysis

The data will be analyze qualitatively. Qualitative data analysis is used to analyze the data found in the learning process. This analysis consist of : description, interpretation, and reflection to those what happened in the learning process. The procedure used in analyzing the data is using the techniques of data analysis developed by Miles and Huberman. The data analysis consists of three activities, data reduction, data display, data verification and conclusion.³

- a) Data reduction, in this activity, the researcher choosing, focusing, eliminating, arranging the data so that the conclusion can be described and verified. Data reduction is the effort to make the data clearer, by soft selection, resuming, and inserting data in a pattern or changing in a range.
- b) Data display, the researcher display the data in a model or data display. Data model is a group of data, information, that lead the researcher to draw conclusion and take action based on the conclusion.
- c) Verification and conclusion, in the end of the data analysis activity is making conclusion based on the data display. Verification of the conclusion is done by reading, checking and comparing in detail the data from the original source and method until come to the conclusion

2. Quantitative data analysis

³ Emzir, *Metodologi Penelitian Kualitatif; Analisis Data* (Jakarta: Rajawali Press, 2011), p. 129-135.

Data quantitative is a data of students speaking skill analyzed from examining answer sheet of students speaking skill, giving score, counting total score obtained by every students. Giving score by searching total score obtained divideb ideal score times 100. With the formula $N = \frac{S}{Si} \times 100$.

N = score

S = student's score

Si = ideal score

After calculating, the researcher put all the score into a score table and graph to see the distribution of achievement and improvement of students's speaking skill. The data is interpreted by comparing students's score before the action with the score obtained in every cycles, commenting the result and making conclusion.

The result of those interpretation from every cycles then compared. The result will give the precentage description of improvement students' speaking skill in learning process they take through debate technique. The components analyzed in this action research are :

- a) The ability of speaking skill using *grammar, vocabulary, comprehension, fluency, dan pronunciation* sistematically and accurately.
- b) Teaching model through debate technique interpretating the result done by following result development and observing when students speaking English through debate technique.

The last stage of data analysis is verification and making conclusion. In this process, the existing data is

discussed, interpretated, and used as the fondation to do action in the next cycle. The data is interpreted and analyzed based on the rule of analysis process and the result of English speaking skill. The data is used to check the progress of the students' achievement. The conclusion is drawn after validation of the data by dilligence observation, triangulation, and pair check. The process of triangulation technique by comparing the data with the result of field observation.

RESULT AND DISCUSSION

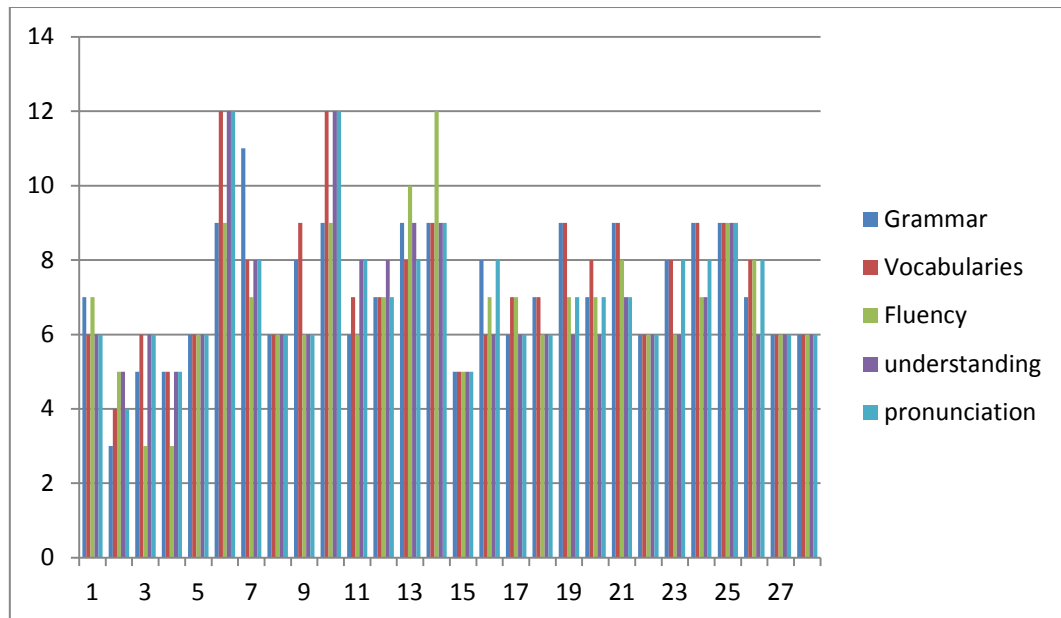
Learning process through debate technique

At first, the learning process through debate technique made the students little noisy, this because they are not familiar using this technique, so the researcher and colaborator try to give understanding. In the first cycle the teaching is started by giving the topic that will be debated then giving the related vocabularies, then giving the example of debate then ended with reflection. There will be an evaluation and test at the end of the first cycle. The second cycle conducted based on the reflection of the first cycle of course with some improvement like giving motivation to the students, so in the second cycle will be better and the students get used to it. These can be seen from the improvement in the second cycle where there is an improvement of participation of the students and they were very active. Besides, in the debate they also gave initiative by giving newest topic to discuss.

The result of teaching through debate technique

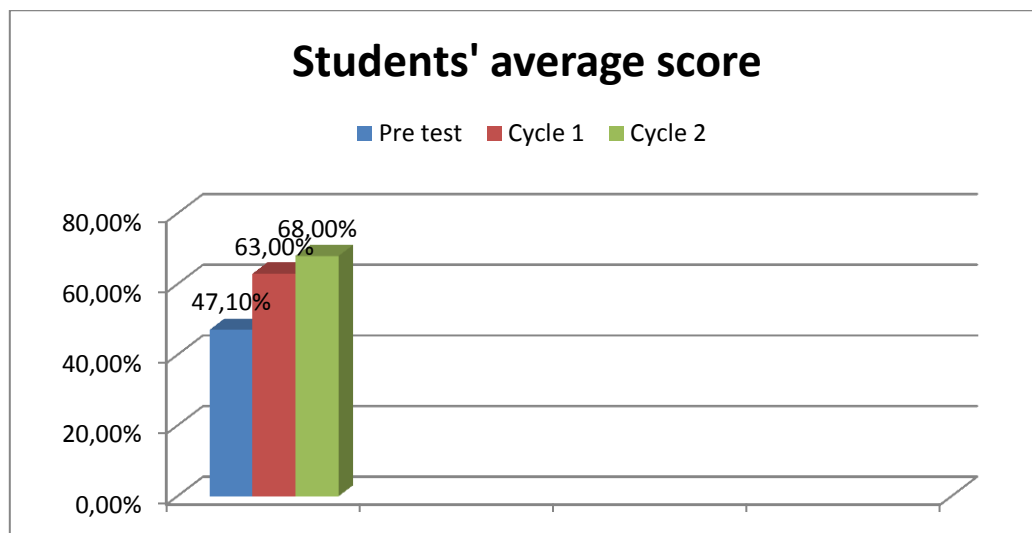
After obtaining the data, the researcher display the data in a graph to

easier to interpret, here are the result of pre test.



From that graph we can see that students's grammar is the lowest score that the others, this showed that students's speaking skill is greatly affected by the command of grammar.

Here is the graph of average students score from pre test, first cycle, and second cycle.



After giving the treatment for two cycles with three meeting in every cycle

can be seen the tend of students score from first cycle 46,10% there has been

improvement 15,9%. It told that the level of participation of the students in the first cycle is high enough, eventhough it didn't achieved the standard. In the second cycle there is a little improvement from the first cycle that is 8%, even there is decreasing percentage, but in general with the mastering of 68% has been passed over the standard determined by the researcher. Students' speaking skill is very affected by the the good command of grammar, vocabularies, fluency, understanding, and pronunciation. From those components have a very close relation each other. The aim of speaking is an implementation those five componenets, lack one of them will affect the quality of students speaking skill.

Speaking is a skill that need a lot of practice, it is very imposible if someone say "you will be able to speak English fluency only in one meeting",. Studying to speak English is a process and every process takes time. By the time passed the learning process through debate technique can give motivation and support the students to inprove their ability.

Debate technique used as a tool to train students to speak, eventhough the effect is not to extraordinary but it can be one alternative in learning process specially in speaking English.

Based on the pre test the result showed that the students' speaking skill only 47,1%, 17 students with the predicate very poor or 60,7%, this predicate is very dominant and showed that more than a half of the students have this predicate. Those mean that the

ability in vocabularies, grammar, fluency, understanding and pronunciation are very poor. While the students with the poor predicate there are 4 or 14,2%, students with the enough predicate there are 5 or 17,8%. And the students with the good predicate there are 2 or 7,1%. From the number of 28 students, there are only two students with "good" predicate. Based on those pre test result most of the students have big problem in mastering vocabularies, grammar, pronunciation, understanding, and fluency, so the researcher must focus on this group of the students by giving more attention and also enlough practice. There are only two students with good predicate it means that only a few students have good ability in grammar, vocabularies, pronunciation, undeerstanding, and fluency.

With those early description of the students ability, it can be understood that actually from the criteria of success determined by the researcher in the beginning there are still found a gap 17,9%. This is a challange for the researcher to try to improve students ability in speaking English through debate technique. Starting from a very minim ability of students in speaking English, the researcher try to apply debate technique to improve students ability in speaking English.

As long as the learning process in the classroom in first cycle the students often have problem to express their idea or opinion. They paused for a long time after delivering two or three words and often using incorrect grammar, vocabularies, pronunciation, the

students started to be brave to speak in the end of the first cycle after applying debate technique.

Students' speaking skill can be improved through debate technique. This improvement can be seen by comparing the result of the test in the first cycle. The result of the first cycle showed 63% students achieved "enough" predicate, the standard determined by the researcher is 65% is not achieved yet. Improvement can also be seen from the qualitative data; note field and observation sheet showed the students spirit and enthusiasm in following the learning process through debate technique. This debate technique is effective enough to improve students speaking skills. With this debate technique, the situation of learning process is enjoying, students' motivation improved, communication between students, teacher, and the researcher in speaking English also improved because they are more active and critical in giving the argumentation. The result of the last test in the second cycle indicated there is addition criteria "very good" there are 2 students or 7,1% another criteria "good" there are 9 students or 32,1% the next criteria "enough" there are 13 students or 46,4% and the last criteria "less" there are 4 students or 14,2%.

CONCLUSION

Based on the discussion and the result of the research, the researcher draw the conclusion as follow: Learning process of speaking English skill through debate technique in Madrasah Aliyah Ma'arif NU 5 Sekampung in the beginning was not running as it is

hoped, this because the students felt strange with the debate technique. At first, they felt difficulty because the collaborator and the students are not used to this technique. After finishing three times meeting in the first cycle ended and starting the second cycle, learning process using debate technique can run well. The activity done in the class using debate technique by the students full of enthusiasm and motivation. Activity and involvement of the students in learning process started to appear. The learning process run well and maximize, the students understand the benefit of the debate technique in practicing speaking English.

Students speaking skill can be improved through debate technique. This can be seen from the improvement of the number of students from the first cycle until the second cycle there is a significant improvement from the pre test, the average level of students achievement 47,10%. After giving the debate technique in the first cycle then given the test they got the average score 63%. Eventhough the standard is not achieved yet, but there is an improvement 15,9% so that the researcher decided to continue to the second cycle. The result of the test in the second cycle showed 68% students have achieved the standard determined by the researcher, it can be conclude that the use of debate technique can improve students speaking skills of Madrasah Aliyah Ma'arif NU 5 20,9%.

SUGGESTION

Based on the result, the researcher can give the suggestion to the teachers:

in the learning process, the teacher can use various technique and method, so it can give motivation and avoid students boringness in the learning process. The usage of debate technique is a new for the teacher, so the teacher have to make it habitual and always try to inovate and create so that can arouse the students spirit specially in English speaking skills. For the students : the learning of speaking English needs a lot of pactices and patience, by using debate technique the students can practice speaking by forming debate team so the speaking skill of the students can improved and developed.

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