

A Use of Debate Technique to Improve Speaking Skill

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Abstract

Speaking skill is one of the important skills in language learning listening listening, writing, and reading. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique in Eleventh Grade AP at SMK Setia Karya Depok. This study is classroom action research that was done in three cycles. The data collection was done using interview, observation and test. The results of this study indicate that the use of debate techniques can improve students' speaking skills. This is proven by students' test score that improved in every cycle. In the first cycle, the percentage score of the students was 61.0%. The improvement seemed significantly in the second cycle was 83.3% and the third cycle until it reached 100%. This study concludes that the Debate technique is the right technique that can be used to improve students' English speaking skills, especially at the SMK level.

Keywords: Speaking skills, Teaching speaking, Debate Techniques

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INTRODUCTION

Speaking seems intuitively the most important skill to master. Fernandes Arung (2016) Between four skills in language (speaking, reading, writing, and listening), speaking skill got mention because it skill appears in daily activity". Brown (2002) speaking is an interactive process of constructing meaning that Involves producing and receiving and preliminary and processing information. Feeman (1996) stated that speaking skill more complex and difficult than people assume, and speaking study like study other cases in study of language.

Based on the result of interview with English teacher of SMK Setia Karya Depok on February. It found that many students afraid to do mistake when they are speaking English and most students shy to express their idea, they don't know how to say it in English, they don't have a partner to speak. SMK Setia Karya Depok uses the 2013 curriculum for its teaching and learning process, teacher no longer provides full explanation to students. Students must be more active in participate the learning process in the classroom. The teacher is only responsible for directing students to be able to think critically when learning. Students must be prepared as well as possible to have intellectual, emotional, and high-quality social abilities. This ability is the goal of this 2013 curriculum. Purpose of curriculum is not in line with expectation in that school.

Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practice speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of technique can be used in teaching speaking is debate. Debate is presented as a valuable learning activity for teaching critical thinking and

improving communication skills. According to the research above proof that debate technique can give a significant effect through students' speaking skill. This relevance technique to improve the student's critical thinking and communication skill based curriculum.

Several research have shown how debating techniques give a contribution through the improvement of student speaking skill using debate technique. Fernandes Arung (2016) has research that debate technique given significant effect through speaking skill. Musrifah (2017) Debate technique as the active learning process. Somjai (2015) Debate technique can improve students' interest through speaking skill. Jonris Tampubolon (2020) beside debate technique enables students to express themselves creatively, imaginatively and to communicate with others effectively.

The research listed above has proven how debating techniques have an impact on speaking skill. But is not concern toward students' personality and students' participant. Teaching learning technique is the important factor to the success of language learning for all aspects in education. Based on that, this research not only improve students' speaking skill but also to see their interest and participant after teaching by using debate technique.

Concept of Speaking

Brown (1994) Speaking is an interactive process of constructing meaning that involves producing and receiving and preliminary and processing information. Means that, speaking is the process of reciprocal between one person with others through communication activities by improving the ability to produce a speech and receive message and then the process information obtained during communicate with others. (Harris, 2005) stated that in speaking process there are at least 5 components that generally recognized, there are:

- a. Pronunciation is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in language.
- b. Grammar is a rule system in language. Grammar is a system of units and patterns of language.
- c. Vocabulary is a set of lexemes consisting single words compound words and idioms that are typically used when talking something.
- d. Fluency is speaking at a normal speed without hesitation repetition and with the smooth use of connected speech.
- e. Comprehension is defined as the ability to understand something by reasonable of the subject or as the knowledge of what a situation is really happened.

Based on the theories above, the researcher can write that good speaking is to pronounce the word like a foreign people with concerned the grammatical rules of every words even compound sentences, not only able to pronounced but also speak at the normal speed without doubt and the listener understand what the speaker said.

(Brown, 2003) describes six categories of speaking skill area. Those six categories are as follow:

- 1) Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just imitating a word phrase or sentence. The important thing here is focusing on pronunciation

2) Intensive

This is the student speaking performance that is practicing some phonological and grammatical aspect of language. It usually places students doing task in pair (group work) for example reading aloud.

3) Responsive

Responsive performance includes interaction and comprehension but at the somewhat limited level of very short conversation standard and small talk, simple request and comments.

4) Transactional

Transactional is carried out for the purpose of conveying or exchanging specific information

5) Interpersonal (dialogue)

Interpersonal is carried out more for the purpose of maintaining social relationships than for the transmission of fact of information. The form of interpersonal speaking are interview role play, discussion.

6) Extensive (monologue)

Teacher gives students extended monologue in the form of oral reports, summaries, and short speeches.

Based on the theories above, the researcher can write that intonation, performance, and comprehension of speaking should be the main focus to practice the task in speaking, conveying some information to others by with conversation or small talk even speech to public or monolog.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all communicants if we master those elements.

Speaking is a crucial part of foreign language teaching and learning. (Kayi, 2018) stated that means by teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting audience situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence
- 5) Use language as a means of expressing values and judgment
- 6) Use the language quickly and confidently with few unnatural pauses which is called fluency.

Based on the theory above that to teach the students speaking skill constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectation, motivation level, knowledge and different learning style.

Coopman and Lull, (2012) stated that purpose of speaking divide into three kinds:

- 1) Speaking to Inform

Speaking is a tool to inform, your goal is to describe, explain or demonstrate something. Informative speeches serve to increase listeners' knowledge about a topic, or main subject idea or theme of your speech. In general purpose is to inform your objective is to help the audience understand and recall information about the topic.

2) Speaking to Persuade

Speaking is to persuade, you attempt to reinforce, modify or change audience members' beliefs, attitudes, opinions, values, and behaviors. Your objective is to prompt the audience to alter their thinking and possibly take action.

3) Speaking to Entertain

The purpose of speaking is for entertain the speakers seek to captivate audience members and have they enjoy the speech. Entertaining speeches typically include jokes and stories.

Based on the theory above, the researcher can write that speak is the way to reach the speaker's purpose to convey some information, persuade people to do action, and entertain the listener with the speech.

Concept of Debate

Dale & Wolf (2000) A debate is a speaking situation in which opposite points of view are presented and argued. It means a debate is about the real or simulated issue that discuss one topic or motion based on the team opinion, agree or disagree.

Mellshaliha (2008) In the debate technical system, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Usually, motion starts with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway, when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

3) Theme line

Agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team

needs to proof, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

Debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable. Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

Before starting debate, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success. There are some models of English debate, but this research tends to Australian parliamentary model. Parliamentary Debate is debating that goes on in colleges and universities. (Austin, 2013) stated that Parliamentary debate is that debate conducted under the rules of parliamentary procedure. It means debate held in every competition even in school or university with several rules that specified.

Paul (2002) stated that the form of debate is varied in use. In speaking classroom, debate can be taken such the following procedures:

- 1) Dividing students into two teams.
- 2) Selecting debate topic and assigning the two teams to debate the topic.
- 3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
- 4) Presenting the topic and format of the debate.
- 5) An example format of the debate as following:
 - a. Side 1 presents opening arguments, with three members each giving a statement.
 - b. Side 2 presents opening arguments, with three members each giving a statement.
 - c. Side 1 has chance for rebuttal
 - d. Side 2 has chance for rebuttal
 - e. Side 1 has chance for a second rebuttal
 - f. Side 2 has chance for a second rebuttal
 - g. Side 1 takes time for a conclusion.
 - h. Side 2 takes time for a conclusion.

Based on the theory above, researcher make a synthesis that debating usually consist of three members in every team, although sometimes four

members in many debates. Debates are varied in use, sometimes it used based on the number of students in the classroom and the level of students

RESEARCHED METHODOLOGY

The purpose of this research is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improve after being thought by using debate technique. This research was conducted in 3 cycles. Each cycle is carried out in four stages: planning, implementation, observation and reflection. As this study adapts blended learning, each cycle is delivered in two modes: online and offline sessions.

The subjects involved in this study were 11th grade AP of SMK Setia Karya Depok, West Java, Indonesia. To collect data, researchers used observations, tests and interviews. Observations were made in 3 cycles. Pre-observation was started to check the students' initial speaking skill. The test is given in the form of a posttest at the end of each cycle. While the interviews were conducted after the learning cycle was completed. Students were interviewed in groups to represent students with low, medium, and high abilities.

The data obtained were then analyzed using the data analysis procedure proposed by Miles et al (2014) which consisted of data reduction, data description, and data verification. In the data reduction stage, the researcher sorted the completeness of all data collected from observations, in-depth interviews, open questionnaires and documentation. In the next step, the data are classified based on the focus of this research. In data verification, the researcher interprets the findings and compares the results with existing theories and relevant previous studies. The data were validated using the triangulation technique as suggested by Cresswell (2012)

RESULT AND DISCUSSION

The results of tests conducted in cycles I, II, and III, showed a significant increase in the score. The first cycle, the average score result was 73,1 and the students who have achieved the target score was 61,0%. The teacher used debate as technique in teaching speaking. In the 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 73,8% the students who have achieved the target score was 83,3%. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the activity. The result of the third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle, the average of the students score was 84,1, and 100% students were success full achieved the target score. The condition of the class was getting better, it means that the problems have been solved.

The results of the increase in scores indicate that debate technique are proven to help improve students' writing skills. The results of this study are in line with a number of previous research findings

Result of Test

Based on the cycle one, the most of the students in cycle one was good enough, the data showed, from 18 students only 8 students who were failed KKM score. Based on the cycle two, the students score better than cycle one. There were students more enthusiastic and enjoyed about the technique. The data showed, from 18 students only 3 students who were failed KKM score. Based on the cycle three, the students score improved to be better. The students and researcher become active in interaction. The students could speak spontaneously.

Result of Observation

Based on the observation the researcher took the last step in every cycle, the researcher and collaborator tried to observe all activities in the classroom during the teaching and learning process by using debate technique. The researcher used three observation sheets, they were collaborator's observation sheets for researcher, collaborator's observation sheets for the students, and researcher's observation sheets for the students.

There was an improvement with students' result from cycle 1, 2 until 3 of learning especially speaking in convey the argument and arguing/ give rebuttal in debate. Overall, showed that it was improved students' learning by using debate technique. So, based on the data the researcher concluded that debate technique can improve students' speaking skill. It showed their interest and motivation increased by the activeness all of students after follow the learning.

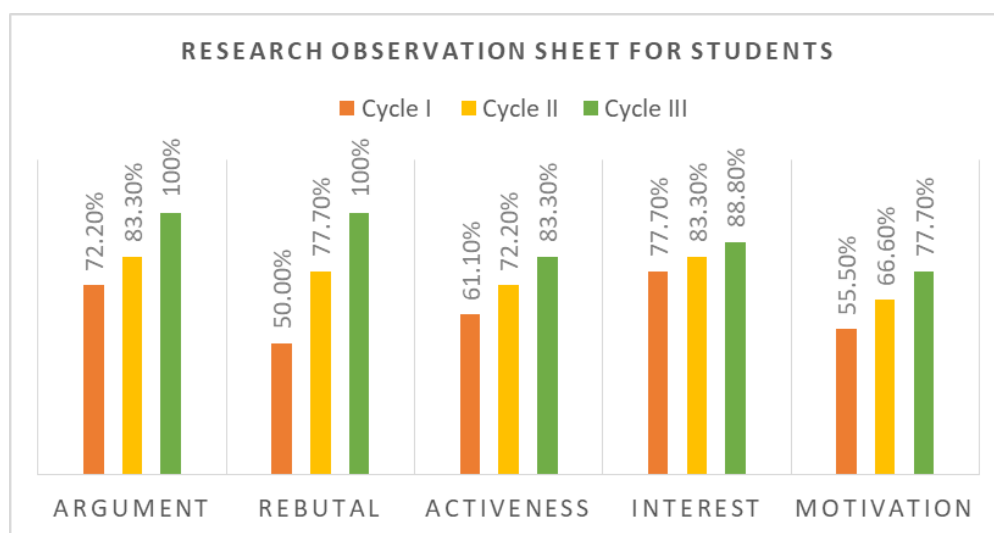
Tabel 1. Students' Speaking Test



Base on analysis of the students' average score in each cycle above. It can be concluded that the debate technique can improve students' speaking skill. It can be seen from each cycle that students' average score has always been increased. In

the first cycle, the students' percentage score was 61,0%. In the second cycle 83,3% and in the third cycle 100%. All students achieved the KKM.

Tabel of Students' Observation



Base on the analysis above it meaningful life situation were established using pair work and team work, both are important features of communicative language teaching in language classroom. The organization during debate session created a positive atmosphere, reducing affective barriers to language learning. Base on the result, after applying debate in speaking class for three cycles, it can be concluded as follow:

- 1) The usage of debate technique on improving students' speaking skill gives the significant improvement, it can see while they were practicing in pair work and team work, all of them are participated.
- 2) Debate encourage students' practice opportunities of the target language receptivity in the lesson as a result of presenting several tasks.
- 3) The usage of debate technique encourages the students to speak by giving opinion and rebutted the other opinion and the students' enthusiast in it.
- 4) Debating can give more chance of students voicing during the class in learning process and provided the potential benefits.

Considering the result of this research, the researcher and the collaborator agrees to end this research, however the activity of teaching learning will be continuous by the teacher normally.

The results of this study are in line with a number of previous research findings. Rica. R (2011) find that by debate technique students can put ideas into word, talking about perceptions and feelings they want other people to understand. Research conduct by Fernandes Arung (2016) found similar result that debate technique can improve students' interest, students have a lot of opportunity to practice speaking and have active involvement in debate. The findings of this study also support research conducted by Musfira (2017) that debate technique is proven to help learning in language classes.

CONCLUSION

The findings of this study have proven that the use of debating technique in speaking class has helped in improving students' speaking skill and participation in learning as well as eliciting positive responses from students toward the use of debate technique in the class. These findings indicate that debate technique can be an alternative learning for teacher. 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 and students' speaking skill is successful to be improved through debate technique

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