

THE EFFECTIVENESS OF USING DEBATE TECHNIQUE IN TEACHING SPEAKING SKILL

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Abstract

This research has purpose to prove the effectiveness of using debate in teaching speaking at eighth grade of SMP Bina Mulia Mandiri West Bandung academic year 2019/2020. The method used in this research is Classroom Action Research (CAR) using two cycles explained through planning, implementing, observation, and reflection on every cycle. The outcome of the research proved that there was an improvement on the students' speaking skill. It could be proved by the result of the test in this research. The Minimum Score that must be gained by students (KKM) of English lesson was 70. The students mean score was 50 at the first pretest, and 65 in the first post test, and in the second post test the mean of the students score was 85. In addition there were 3 students (8.8%) who exceed the minimum score on pre test. There were 9 students at the first pretest (26.47%) who surpassed KKM. There were 31 students at the second pretest (91.18%) who exceed KKM. Then, from the result of observation and interview the students stated positive responses. The students can be more active and improve their confident for uttering their ideas. The writer conclude that debate technique was effective in teaching speaking English.

Keywords: Speaking, CAR, Debate Technique

INTRODUCTION

English is the first foreign language in Indonesia which requires several skills such as speaking, listening, writing and reading. Speaking is the verbal use of language to communicate with others (Fulcher, 2004). It means that by speaking to others someone can express and communicate their ideas and thoughts. In other words, it can be said that it is a person's way of expressing thoughts, ideas, or information orally. It is also as one of the language skills which becomes an important topic to be addressed in language teaching since it can be used to measure a person's success in learning a language.

In SMP Bina Mulia Mandiri Bandung Barat, Students had several issues in speaking. They still did not grasp in speaking English Well, the way how to speak English well. the matter was: initial, they still had poor vocabulary. Second, they were not curious about speaking the fabric about English that was given. Third, they were seldom following English. Fourth, they were afraid to try to make an error and also the last they were not assured and felt keeping to speak before of the category. Speaking English as a remote language is looked upon a troublesome ability to be educated and learned since the learners need to suppose and speak at a similar time to give their plan orally (Haryudin & Jamilah, 2019)

Based on the description above, this study attempts to increase the use of strategies to prove the effectiveness of debate technique on students' speaking. Debate is a recognized technique of interactive and representative argument aimed at persuading the audience. (Krieger, 2005:1) in which (Richa, 2011) they states that debate is an excellent activity for language learning

because it engages students in a variety of cognitive and linguistic ways. It is provided that meaningful speaking, reading and listening practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. Alasmari & Ahmed (2013:148) in (Richa, 2011) claims that debating can be used well to improve students' speaking in English. The use of debate technique in speaking classes, the learners will first of all drive out students' fear about English language. Moreover, debate technique will improve their pronunciation, vocabulary and fluency.

METHOD

The setting of this research is SMP Bina Mulia Mandiri. The writer focused on the eighth grade which consists of 34 students. The design used for this research was CAR. According to Mubarok & Sofiana (2017), "the aim of action research is to solve the problem and make improvement of the teacher learning process in the classroom, besides that action also used to investigate the major problem and how to solve the problem". The writer uses Classroom Action Research by Arikunto model consisting of four steps, the first is planning the second is implementing the third observing and the last is reflecting.

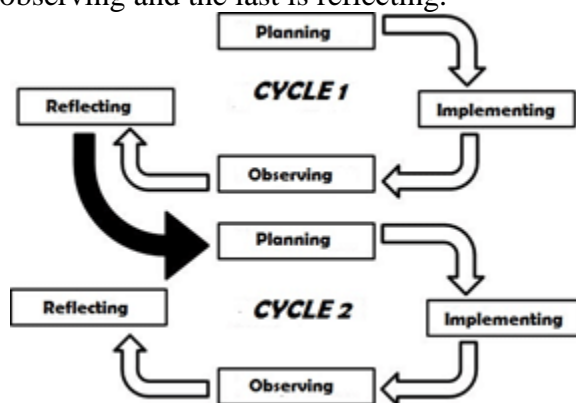


Figure 1. Diagram of Classroom Action Research adopted from (Indriyanti & Prasetyo, 2018)

The writer used two cycles that seven meetings in total. The first cycle consisted of four meetings, those were : Pretest, Treatment 1, Treatment 2, and Post Test. The second cycle consists of three meetings, those are : Treatment 3, Treatment 4 and Post Test.

The writer used qualitative data consisting of observing. Observing was meant to record activities during teaching learning of speaking through Debate Technique and Speaking in the classroom, including description of students' attitude, the teacher's creativity in presenting the theory and the classroom's atmosphere. While the, quantitative data consist of a test, that is : Pretest and Post Test. Pretest before implementing the Debate Technique and method and Post Test after implementing Debate Technique method. The test was to survey the ability of students' speaking english skill.

RESULTS AND DISCUSSION

Results

Test

Test at first cycle, the writer found that 26.47% or 9 of 34 students received grades that passed the KKM. It does not give good results in increasing student mastery. Therefore, planning in Cycle-1 needs to be improved so that the next cycle can reach the success criteria.

The writer found that the reading mastery class eight students was low. Students' can pass the exam if they get 70 score. The percentage of tests at first cycle is 26.47%. From the explanation

above, the writer analyzed several problems at first cycle, that students still had difficulty focusing on learning English. In the second cycle, 91.18%, it showed that the teaching and learning process was successful after the Debate Technique model was used in the class. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text.

Table 1. The table of student's progress in speaking skill test at first cycle and second cycle

Cycle (1&2)	The Average	Number of Students Who Passed KKM	Percentage %
Pretest Cycle 1	50	3	8.8%
Post Test Cycle 1	65	9	26.47%
Post Test Cycle 2	85	31	91.18%

The research conclusion is offered allowing the data which have been examined in the table above. From all the data analyze about using debate technique to improve students' speaking skill at the eighth grade SMP Bina Mulia Mandiri, it can be concluded that:

The use of debate technique has been supported in teaching speaking process. Characteristically, debate is very concerned to be applied to improve speaking. Students have a lot of prospects to practice speaking and have active participation in debate. However, they collaborating with their group and tried to defend their argues of ther team, it is challenging and the students felt don't want to lose, it makes the students more active to speak in classroom.

Observation CAR

Cycle 1

1. Planning

In this step, the writer made a lesson plan about the material that would be applied in the class. The material is about "Asking and Giving opinion" characteristics. The writer would teach speaking using debate technique.

2. Acting & Observing

Cahyaningrum (2010) states that "positive attitudes let learners have positive orientation toward learning English". Students' attitude play crucial role at learning process In this step, the writer applied what had been planned before. There were the schedule activities that had been done :

Treatment 1 is to give the students assignment to analyze a strutcture of asking and giving opinion.

Treatment 2 is to applying Debate technique method through of asking and giving opinion. At this step students are divided into some groups and in each group contain five persons. The teacher asked every group to get the point of the material, the teacher gives score based on how well a group getting the assignment done.

a. The students' attitude

During the activities the students' looked confused because they cannot get the point the characteristics of asking and giving opinion themselves. The students are just learning for the first time using the debate technique, most of them rely more on their group friends.

b. Teacher's creativity

By looking at the students being confused, the teacher asked them to use the text book to help the students understanding the point of characteristics asking and giving opinion.

c. Classroom atmosphere

The classroom atmosphere is quite uncontrollable, the students looked worried and unconfident they make the classroom quite unfriendly.

The writer observing the students in learning speaking through the characteristics of asking and giving opinion. At the process of learning activities, students looked difficult and they are confused to determine the characteristics of asking and giving opinion. most of them rely more on their group friends to complete the given worksheet.

3. Reflecting

The writer value of the result post-test in the first cycle in the case they want to recognize post test/whether it is improved or not, and it turns out that the results obtained were very not satisfactory because the students speaking did not work by implementing cycle 1, they read the characteristics of asking and giving opinion without getting the understanding the characteristics, there are lots of unfamiliar vocabulary that students havent mastered yet. It made the writer continue on cycle 2 which hopefully the result will get better.

Based on what was found by writer at the first cycle, the writer decided to make the activities several modifications to be applied in Cycle-2 : a) The writer provided text for each group. Thus, group gets a different text, b) The writer distributes the text directly to students', c) The writer recommended that each group utter what they got directly from another group, and challenge another group to get more points so that they can learn by what they uttered and other groups uttered.

Cycle 2

1. Planning

In this step, the writer made a lesson plan on the material that would be applied in the class. The material is about "Asking and Giving opinion" characteristic. The writer would teach speaking and the students using debate technique.

2. Acting & Observing

In this step. The writer applied what had been planned before There were the schedule activity that has been done :

Treatment 1 is to give students assignment to analyze the characteristic of asking and giving opinion, but with bahasa as language of instruction

Treatment 2 is to applying Debate technique method through of asking and giving opinion. But the students were allowed to talk bilingual language. At this step the students were divided into some groups in each group contains five persons. The teacher asked every group to get the point of the material, the teacher gives score based on how well a group getting the assignment done.

a. The students' attitude

During the activities the students looked enjoying the activity for understanding the material, because students have understood the debate technique method bilingual, it makes teacher have succeeded in making creativity in the classroom

b. Teacher's creativity

By making the students understand the material with a method, therefore the teacher has succeeded in making creativity in the classroom.

c. Classroom atmosphere

The classroom atmosphere was condusive and enjoyable for the students, the method implemented by the writer made the atmoshphere challenging.

In this step the writer collected the data about the speaking ability of the students after conducting Debate Technique, and analyzing the influence of student attitudes in the class.

3. Reflection

The result has surpassed the KKM. It was not necessary to continue to next cycle. At this cycle the writer has got the expected result.

Discussion

From the statement above, the writer analyzed that almost all the problems in the Cycle – 1 could be corrected in the Cycle- 2. Most of the students' scores in the Post-Test 2 could reach the criteria. The students involved themselves in learning English, especially in speaking ability. The students received the materials in which the teacher used on that days. On the basis of the good results in the Post-Test 2, the writer did not need to continue the research. From the discussion above, the writer concluded that using Debate Technique was effective in teaching speaking in SMP Bina Mulia Mandiri.

CONCLUSION

The implementation of debate technique strategies in speaking for discussion of the subject at the eighth grade students' of SMP Bina Mulia Mandiri Bandung Barat in academic year 2019/2020 can enhance students' speaking skills in five major aspects namely smoothness (fluency), vocabulary (vocabulary), pronunciation (pronunciation), grammar (grammar) and a thorough understanding (comprehension). It can be seen from the increase in the average results of tests conducted at the end of the cycle. The results of this study can also be useful for subjects in other skills such as writing and reading. The implementation of this strategy in the same skill is expected to be implemented to the sample in the same characteristics with this research for maximum results.

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