

Using Debate Techniques On Students' Speaking Skill

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ABSTRACT

The research aims to find out if there is an influence of students' speaking skill by using debate technique. The research method applies experimental research. The subjects of this research are two classes in the twelfth grade student of SMK PGRI 1 Tambun Selatan-Bekasi that are chosen using random sampling from 2 classes. The first class OTKP as experimental class and AKL as control class. The sample in research are 30 student from two classes. The data collect by test. The test has consisted of two tests, those are pre-test and post-test. In accordance with the results of the pre-test and post-test conducted in the control class, there is as smaller gap between the pre-test and post-test means reaching 3.74 than in the experiment class. The conclusion of the research is there is influence of using debate techniques on student speaking skill.

Kata kunci: debate technique, influence, speaking skill.

1 INTRODUCTION

Learning English gives people the opportunity to gain more knowledge, to communicate with others in the world, to propel their career forward and to gain satisfaction. Because English is one of the important requirements in several purposes. It is taught in school. When we talk about English, there are four language skills in English learning that must be mastered by students, namely listening, speaking, reading, and writing. Speaking is as important to an individual's life processes and experiences as is the ability to see and walk. The word speak has many different meanings from a linguistic point of view.

Speaking skill is very important to be mastered but the teacher's lack of ability to improve the students' speaking skill makes speaking skill difficult to master. In addition, many teachers use Indonesian when teaching English in class. Some teachers also teach speaking by simply reading some dialogues and asking their students to read and make some dialogues. These techniques can make students not accustomed to using English actively and think that learning English is not interesting.

To overcome these problems, we must find effective techniques in teaching speaking and improving students' speaking skills. Tarigan in Andi Nurindah Sari (2018) says that basically debate is an exercise or dispute practice or controversy. Debate is an argument to determine whether or not a particular proposal is supported by one party which is called supporting or affirmative and rejected/denied by another party which is called denial or negative. Usually there are two teams with each other about a topic by providing a reason in which to defend each other's arguments. This means that in groups, debate technique is one technique that can be used to stimulate students a to speak more.

Debate technique is very important in teaching speaking because it gives students the opportunity to practice communication in different social contexts and in different social roles. Debate techniques can make students act and position themselves to be able to defend their respective arguments. Debate techniques can also make students more active

and creative to speak in various conditions and situations. In addition, it also allows students to put themselves in someone else's place for a while.

Speaking is one of the most important language skills for students to master in English to become good communicators. According to Santoso in Martin (2009) says that speaking is expressing ideas and feelings, delivering remarks, dialogue, conveying message, exchanging experience, explaining, describing and playing roles. Which means that speaking is a product of creative construction of linguistic strings so that speakers make choices of lexicon, structure, and discourse. Therefore, speaking a process of sharing with others, or with others, knowledge, interests, attitudes, opinions, or ideas in a concise and structured manner.

Student must choose how to interact in expressing themselves and forming social relationships through speech. Speaking is one of the skills communicate with others through language media. According to Asep Joly in Andi (2018) that speaking is one aspects of language skills. Speaking as a process of communication, the process of changing the form of thoughts or feelings into a form of speech or a meaningful sound of language, which is conveyed to others. Speaking skill is an important tool for communicating, expressing ideas verbally, thinking and learning. According to Nurhayati (2019) say that speaking is defined as the ability to pronounce the sounds of language to express or convey message through spoken language.

Speaking is one of the four language skills that must be possessed by language learners. Because it is not only obtained by learning, but must be practiced. Speaking is very important to express our ideas, opinions, and feelings, we know that speaking is a medium to express our thoughts to others. It is an effective way to provide information and interact. Speaking is also stated by Ina Magdalena (2021) Speaking is a ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas and feelings. In addition speaking is not just expressing something verbally. There are several aspects that students need to master in order to have good speaking skills. They are pronunciation, familiarity, fluency and vocabulary.

Henry Guntur Tarigan in Sitti Fauziah M (2018) suggests that speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas feelings. Syihabuddin in Nasyatul Aisyah (2021) reveal six things that must be considered in assessing a person's speaking ability, namely: 1. Pronunciation and speech; 2. Grammar, linguistic structure according to the variety of languages used; 3. Vocabulary, the right choice of words according to the meaning of the information conveyed; 4. Fluency, ease and speed of speech; 5. The content of the conversation, the topic of conversation, and the ideas presented, the ideas put forward, and the flow of the conversation; 6. Understanding, about the degree of conformity, and openness.

There are three main reasons to get students to speak in class. First, speaking activities provide practice change opportunities to safely practice real-life speaking in the classroom. Second, speaking tasks in which students try to use one of every dialect they know provide criticism both to educators and students. Third, everyone can see how well they are performing i.e. both are successful, and also what language problems they are having. And lastly, the more students have the opportunity to activate the various elements of language that they have stored in their brains, the automatically they will be able to use these language elements.

The definition of debate if interpreted in general can be interpreted as a strategy in arguing so that the opinion or argument that we have is not broken by the opponent. Debate can also be interpreted as submitting opinions and defending opinions so that they are still used by certain parties. The definition of debate according to Tarigan in Mai Yulastri simarmata and Saptiana Sulatri (2018) Debate is a proposition to determine whether or not a particular proposal is accepted or rejected by one party, which is called a supporter or affirmative and rejected, rejected by another party, which is called a denial or negative. The role of students is to ensure that they have adequate knowledge of the material and have different opinions or interests to defend. At the end of the activity, they may have to come a concrete decision or submit an issue for a vote.

During Debates, students learn to distinguish, analyze, between the important and the unimportant. To prove his statements, which supports each statement with strong and sound reasons, and he learns to present his ideas in a clear and effective manner and win over others with his way of thinking which he thinks under pressure. The aim of the debate itself is to achieve victory for one of the parties. Debate is one of the most effective speaking activities for me to improve their communication skills. Because a debate is like a competition where two or more speakers convey their arguments with the intention of convincing each other. The most common debating activity is for intermediate and advanced students who have been instructed how to do it. According to Wiyono in M Jazeri (2010) states that debate is an activity of exchanging ideas between two or more people, each of whom tries to influence other people to accept the suggestions presented.

Discussion is defined as teaching that works on the principle that many people must put their heads together in terms of knowledge and ideas to find solution to a particular problem. Discussion is a type of activity that involves dividing the class into small groups to speak effective about a topic, issue or problem. It is thinking together process in which pupils talk freely to the teacher it is to one another a student-centered method since students participate actively. Hasibuan and Moedjiono in Egi Destri Nisa Safitri and Heris Hendriana (2022) discussion technique is a way guide through the group, by providing opportunities for students to express an opinion, conclude about a problem or alternatively. Discussion a technique could also be defined as in which the teacher leads or guides the students in expressing their opinions and ideas with a view two identifying and solving problems collectively.

2 RESEARCH METHOD

Each study has a method for completing this research. In this study, researchers used quantitative research. According to Emzir in Muhammad Hilman Hakim (2014), quantitative approach that primarily uses a postpositivist paradigm in developing knowledge (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions using measurement and observation and theory testing), using research strategies such as experiments and surveys that require statistical data. Basically the quantitative approach is carried out in inferential research (hypothesis testing) and relies on the conclusion of the results on the probability of rejecting the null hypothesis (nil). With quantitative methods, obtained the significance of group differences or the relationship between the variables studied. In general, quantitative research is a large sample study. Based on the opinions of the two experts, it can be concluded that quantitative research in the form of collecting and analyzing statistical data.

This method was chosen according to the research objectives, each researcher needs to identify whether the data they have meet the basic assumptions that must be met for each technique, the initial stage is a data selection framework (screening) which identifies behavioral data, the presence or absence of extreme values (outliners). The presence or absence of complete data, and a statistical description of the data held. In this study, researchers also used the experimental method. According to Sugiyono in Rina Fitrianiingsih and Musdalifah (2015) the experimental research method can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions.

Based on opinion, it can be understood that experimental research is always carried out by giving treatment to research subjects and then seeing the effect of the treatment. By involving two sample groups, namely the group of students at SMK PGRI 1 Tambun Selatan who were taught using a learning technique, namely the debate technique. Experimental design has sufficient control power to eliminate the influence of external variables, namely variables that can control external variables and will strengthen internal validity. The research design used in this research is the pretest-posttest design. On the

experimental method consisting of one group with pre-test and post-test design. The pre-test was given to the student at the first meeting and the researcher gave the students treatment in six meetings and the pos-test was given at the last meeting.

3 RESULT AND DISCUSSION

This study comprises two variables, namely speaking skill trough a discussion technique as the dependent variable, and speaking skill trough an active debate technique as the independent variable. Both variables are included in the below results, namely the data which were constructed from pre-test and post-test in the experiment class and control class. The data were collected based on several speaking aspects, namely grammar, vocabulary, comprehension, fluency, and pronunciation. This study used descriptive statistic approach to process the data. Each variable consists of some details in terms of mean, interval class, variances, total scores, frequency, minimum scores, and maximum scores.

3.1 The Result of Experiment Class Pre-Test and Post-Test

The experiment class consisted of 15 students who attempted the pre-test and post-test based on speaking skill trough an active debate technique for learning. The table below indicates the lowest scores, the highest scores, and means of each pre-test and post-test.

Table. 1. Score of the Experiment Class

Categories	Pre-test	Post-test
Lowest Score	52	58
Highest Score	78	82
Mean	66.33	70.67

The experiment class conducted the pre-test and post-test for 15 students in total for each test. Based on the pre-test results, the lowest score was 52, the highest score was 78, and the mean was 66,33. After conducting the pre-test, the researcher provided treatments to this class as it allowed an active debate learning technique to influence students English speaking skills. The post-test was attempted by the same 15 students indicating the results consisting of the lower score reaching 58, the highest score reaching 82, and the mean calculating 70,67. To determine the interval class for each test conducted in the experiment class namely the pre-test and post-test, the researcher used the below formula: Total class= $1+3,3 (\log n)$

As demonstrated in the results, the total students in the experiment class were 15 students. From the formula, it is recognized that $n=15$, which mean $1+3,3 (\log 15) = 4.87$, which can be rounded to 5. To determine the interval class, the highest score must be subtracted by the lowest score, then divided by 5, which means $78-52/5=5,2$, which can be rounded to 5. The below table shows the intervals distribution of the pre-test and post-test using 5 as the interval class.

In compliance with the above table, there are 5 classifications of the interval class in the pre-test conducted in the experiment class. The students with scores between 52-57 are 3 students, 58-63 are 2 students, 64-69 are 3 students, 70-75 are 5 students, and 76-81 are 2 students, with the total students are 15.

As demonstrated in the results of determining the interval class, it is recognized that $n=15$, which means $1+3,3 (\log 15) = 4.87$, which can be rounded to 5. To determine the interval class of the post-test, the highest score must be subtracted by the lowest score,

then divided 5, which mean $82-58/5 = 4,8$, which can be rounded to 5. Then below table shows the interval distribution of the pre-test and post-test using 5 as the interval class.

Table. 1. Interval Distribution for Pre-test in the Experiment Class

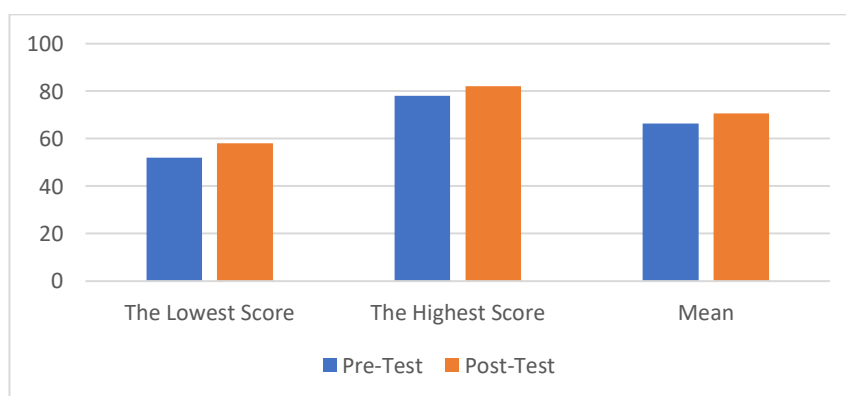
No.	Interval	Frequency
1.	52-57	3
2.	58-63	2
3.	64-69	3
4.	70-75	5
5.	76-81	2
N		15

Table. 2. Interval Distribution for post-test in The Experiment Class

No.	Interval	Frequency
1.	58-63	5
2.	64-69	1
3.	70-75	3
4.	76-81	4
5.	82-87	2
N		15

According to the above table, there are also 5 classifications of the interval class in the post-test conducted in the experiment class. The students with scores between 58 – 63 are 5 students, 64 – 69 are 1 student, 70 – 75 are 3 students, 76 – 81 are 4 students, and 82 – 87 are 2 students, with the total students of 15.

The below bar chart indicates the scores of pre-test and post-test conducted in the experiment class consisting of several details, namely the lowest scores, the highest scores, the highest scores and the means.



Picture 1. Histogram scores of Pre-test and Post-test in the Experiment Class

3.2 The Result of Control Class Pre-Test and Post-Test

The control class consisted of 15 students who conducted the pre-test and post-test. The below table shows the results of the pre-test and post-test including the lowest scores, the highest scores, and the means.

Categories	Pre-test	Post-test
Lowest Score	46	47
Highest Score	76	78
Mean	60,13	63,87

The control class conducted the pre-test and post-test for 15 students in total for each test. Based on the pre-test results, the lowest scores was 46, the highest score was 76, and the mean was 60,13. After conducting the pre-test, the researcher provided treatments to this class as it allowed a discussion as a learning method to influence students' English speaking skills. The post-test was attempted by the same 15 students indicating the results consisting of the lower score reaching 47, the highest score reaching 78, and the mean 63,87.

Table. 1. Interval Distribution for Pre-test in the Control Class

No.	Interval	Frequency
1.	46-52	5
2.	53-59	1
3.	60-66	6
4.	67-73	1
5.	74-80	2
	N	15

To determine the interval class for each test conducted in the control class namely the pre-test and post-test, the researcher used the below formula.

$$\text{Total class} = 1 + 3.3 (\log n)$$

Based on the results, the total students in the students in the control class were 15 students. From the formula, it is recognized that $n=15$, which means $1 + 3.3 (\log 15) = 4.87$, which can be rounded to 5. To determine the interval class, the highest score must be subtracted by the lowest score, then divided by 5, which means $76 - 46 / 5 = 6$. The below table shows the interval distribution of the pre-test and post-test using 6 as the interval class.

Based on the above table, there are also 5 classification of the interval class in the post-test conducted in the control class. The students with scores between 46-52 are 5 students, 53-59 are 1 student, 60-66 are 6 students, 67-73 are 1 student, and 74-80 are 2 students, with the total students are 15.

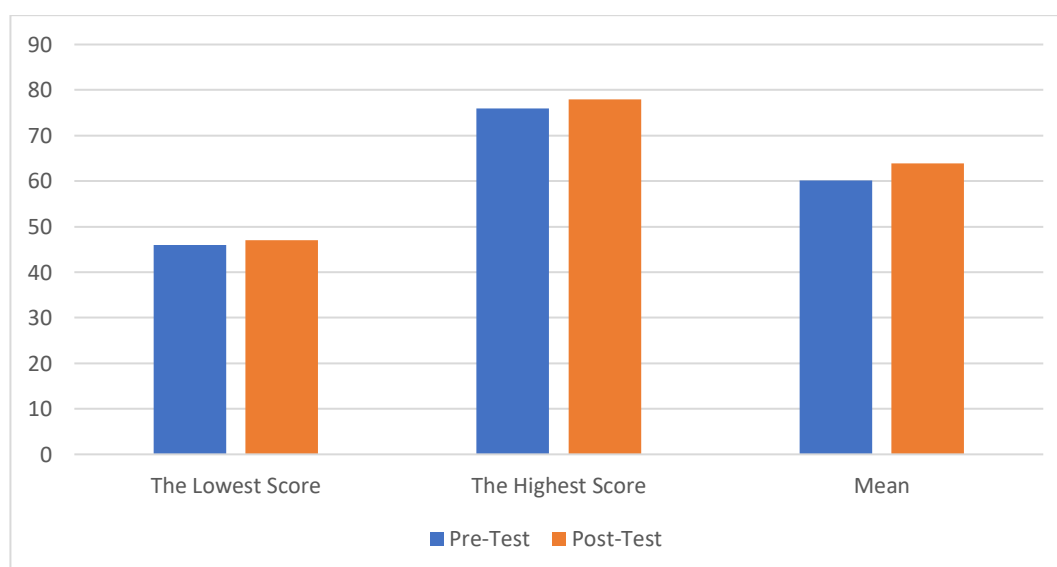
As demonstrated in the results of determining the interval class, it is recognizes that $n=15$, which means $1+3.3 (\log 15) = 4.87$, which can be rounded to 5. To determine the interval class of the post-test, the highest score must be subtracted by the lowest score, then divided by 5, which means $78-47/5 = 6.2$, which can be rounded to 6. The below table shows the interval distribution of the pre-test and post-test using 6 the interval class.

Table. 2. Interval Distribution for Post-test in the Control Class

No.	Interval	Frequency
1.	47-53	3
2.	54-60	3
3.	61-67	3
4.	68-74	2
5.	75-81	4
N		15

In line with the above table, there are also 5 classifications of the interval class in the post-test conducted in the control class. The students with scores between 47-53 are 3 students, 54-60 are 3 students, 61-67 are 3 students, 68-74 are 2 students, and 75-81 are 4 students, with the total are 15.

The below bar chart indicates the scores of pre-test and post-test conducted in the control class consisting of several details, name the lowest scores, the highest scores, and the means.



Picture 2. Score of Pre-test and Post-test Control Class

3.3 Interpretation of Result

According to the research findings, the researcher include the data analysis based on the scores of pre-test and post-test conducted in the experiment class and the control class. There are significant differences of scores collected from the pre-test and post-test in both classes. It is obtained that the means of the students' pre-test and post-test scores in the experiment class reached 66.33 and 70.67. This indicates that the students' speaking skills were improved through and active debate learning technique as proved by difference in the pre-test and post-test scores. The mean of the post-test was 70.67 with a significant difference of 4.34 scores. Meanwhile, the students' pre-test and post-test scores in the control class reached 60.13 and 63.87 with only 3.74 scores in difference. In addition, this shows there is an influence between the students who were taught by using an active debate learning technique in the experiment class and the students who were taught by using a discussion learning technique in the control class in terms of the influence of English speaking skills.

As revealed by the research findings, an active debate learning technique influence students' speaking skills and becomes more effective than the discussion technique based on several factors during the debate process. The debate learning technique obliges students to process a structural practice to share their ideas, concepts, and arguments with the involvement of fluency, precision, coherence, pronunciation, and intonation in speech delivery. Student are encouraged to upgrade their vocabulary expansion regarding cultural and global understanding related to a significant number of topics and issues. During the debate, students are intended to implicate critical thinking, active listening skills to generate their arguments and direct responses with the active presence of persuasive abilities to speak out.

Furthermore, this study is confirmed by previous studies which investigate the impacts of using an active debate technique to students' speaking abilities. Besides, conducting an active debate technique can also be applied in all subjects in terms of students' needs of learning. In brief, conducting an active debate as a learning technique is considered as a reliable technique of influencing students' English speaking abilities, specifically for the twelfth grade students at SMK PGRI 1 Tambun Selatan Bekasi.

3 CONCLUSION

The conclusion of this study is derived from the research findings and discussions in Chapter IV centered on the two groups of class regarding the conduction of pre-test and post-test of each as elaborated in paragraphs below. Based on the research findings, there is an influence of using an active debate learning technique towards students' English speaking skills. The results derived from the experiment class convey the mean of the pre-test scores (66.33), followed with the lowest score (52) and the highest score (78). The post-test conducted after the treatment indicates the mean (70.67), continued with the lowest score (58) and the highest score (82). Stemming from the result of the pre-test and post-test conducted in the experiment class, there is a gap between the pre-test and post-test means reaching 4.34. This suggests that there is an influence in students' speaking skills proved in the pre-test and post-test as the embodiment of using an active debate learning technique.

Meanwhile, the results evolving from the conduction of pre-test and post-test in the control class using a discussion learning technique show a slight difference. The pre-test implies the mean of the scores reached (60.13), proceeded with the lowest score (46) and the highest score (76). The post-test demonstrates the mean of the score (63.87), persisted with the lowest score (47), and the highest score (78). In accordance with the results of the pre-test and a post-test conducted in the control class, there is a smaller gap between the pre-test and post-test means reaching 3.74 that in the experiment class. This

implicates that there is also an influence in students' English speaking skills validated in the pre-test and post-test as the representation of utilizing a discussion learning technique. However, the results derived from the experiment class still have higher scores than the control class. Therefore, implementing an active debate learning technique can become an effective technique towards students' English speaking skills.

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