

Using Debate Technique to Determine Its Effect on Students' Speaking Skills

Annisa Fitriani^{1*}, Herlina¹, Sari Astuti¹

¹English Education, STKIP Kusuma Negara, Jakarta, Indonesia

*annisafitriani@stkipkusumanegara.ac.id

Abstract

This research aims to find out the effect of using debate technique on students' speaking skills at eleventh grade of SMK As-Syafi'iyah 2 Jakarta. This research used quantitative experimental method. The population of this research was eleventh grade of SMK As-Syafi'iyah 2 Jakarta which consist 26 students. Then, an experimental class was treated using the debate technique. The control class was treated using the technique that their teacher previously used. The sample was taken by using saturation sampling. This research consists two variables. The dependent variable is speaking skills, and the independent variable is the debate technique. Based on the calculation, the students who were taught by using debate technique had a mean score 73.53, median 75.33, modus 80.5, and standard deviation 8.00. Meanwhile the students who were taught by using the technique that previously used by their teacher had a mean score 57.30, median 56.66, modus 51.5, and standard deviation 6.65. Based on the calculation of hypothesis test, the result obtained was T-count = 11.276 and T-table = 1.711. T-count was higher than T-table, and the conclusion is there is the significant effect of using debate technique on students' speaking skills at 11th grade of SMK As-Syafi'iyah 2 Jakarta.

Keywords: Debate technique, speaking skills.

1 INTRODUCTION

English is one of world language that commonly used by various people to communicate. English also called as universal language because, in daily lives, we unknowingly use English language. In several countries like Singapore, Malaysia, and Hong Kong, they have made English as their second language (Iriance, 2018). In Indonesia itself, English has a position as first foreign language, which is essential to learn. According to Curriculum 2013, English is required as an important subjects at the senior high school level in Indonesian education (Kemendikbud, 2013). Thus, students must master several skills in English, one of them is speaking skill.

Speaking is one of productive skills that produced by listening skills. Speaking is the human ability to express their feelings, ideas, and emotions orally and usually involves two or more people as the speaker and the interlocutor. Speaking skills is one of the essential skills that everyone must learn, especially for students because, it can help them to socialize and also will be useful for their future. This statement also supported by Abrar on his journal. EFL learners should improve their speaking skills because, by getting command over speaking skill, they will be able to communicate with native speakers of English as well as the other international people. With help of speaking skills, they develop good relations with other people. They feel pleasure by sharing their thoughts. They get better job opportunities due to speaking skill. Through interaction, they understand other people clearly (Abrar Hussain, 2020).

English in the 2013 Curriculum required as the important subject that must be completed in education in Indonesia. Despite this, the teaching and learning activities of

English in Indonesia has not been successful. This was evidence by low proficiency in English language skills, especially in speaking skills. There are many students that still struggle with speaking English. The teaching and learning activities, especially for English in Indonesia should incorporate an interactive, inspiring, and motivating learning process that encourages students to actively participate when the teaching and learning take a place. However, this is frequently disregarded, which makes the teaching and learning English process in each class is not successful.

This problem found in SMK As-Syafi'iyah 2 Jakarta. During teaching and learning process, it showed that the students being inactive in class when teaching and learning activities take a place. For example, after their teacher explain the material and the time of question and answer came, only several students that active to ask a question using English and the other were only listening. Not only that, during the teaching and learning activities, the teacher occasionally asked the students to speak in English, but only a few of them did it. This problem caused by a lack of self-confidence when speak English. They are afraid of making mistakes when speaking English because of their lack of knowledge of vocabulary, so they find it tough to express their thoughts. They think that making a mistake when speaking English is something embarrassing. Therefore, some of them chose to kept silent to avoid making mistakes.

Teachers should be able to understand and select the most effective teaching technique to overcome students' problem with their speaking skills. Not only give the theory, but also opportunities for students to practice speaking English. There are numerous ways to teach speaking. Teaching speaking can be done through story-telling, role-play, discussion, debate, games, etc. The researcher will use the debate technique as the teaching technique that will help students to learn speaking English better. Debate can be used as a technique to develop students speaking skills because, when we use debate, we give students a new experience to speak freely, express their opinion about something that is a topic of debate. Besides being able to develop students' speaking skills, debate also can encourage students to think critically and actively participate in teaching and learning activities. Therefore, the debate technique can be considered as useful technique to be used in teaching English, especially in teaching speaking.

This supported by some previous research that related to this research. Study that conducted by Siti Nuraeni (2014), this research proved that there was a positive effect of using classroom debate towards the students' speaking skills. The students' problem in speaking were solved by using the debate technique, and also the speaking scores of them were significantly improved. Yonsisno (2015), this research says by using debate technique can stimulate students' speaking skills because students get a lot of opportunities to speak what's on their minds while doing speaking.

This research has a goal to be achieved, namely to determine the effect of the use debate technique on students' speaking skills. This research is expected to be helpful for the educational field, in the form of giving information to the teachers and students about how the debate technique can develop students' speaking skills. Besides that, it is hoped by conducting this research, the school especially for the teacher will get a new technique in teaching English, especially in the field of speaking for their students.

1.1 Speaking Skill

Speaking is one of the four essential language skills that everyone can possess. Speaking is the capacity of a person to verbally articulate their opinions, thoughts, and emotions. Through speaking, we can get a new information or give information from people. According to Louma (2004), speaking is an interactive process of build up meaning that involves producing, receiving, and processing information. In spoken interaction, usually done by two or more people who talk each other about things that they think are mutually interesting and relevant in the situation.

Speaking is a skill that involves transforming the form of thoughts into spoken form. According to Lado (1961), speaking skill is the ability to communicate using a stress, intonation, grammatical structure, and vocabulary of foreign language at an average pace

for native speakers. In speaking skills, there are several features that can help us build a good conversation when we communicating with others. One of the experts, Brown (2003), explained that these aspects consist of grammar, vocabulary, comprehension, fluency, and pronunciation.

1. Grammar, is a system that regulates the relationships between words in a sentence.
2. Vocabulary, is the knowledge of words and words meaning. Vocabulary refers to the words we must understand to make a good communication (Fitriani, 2018).
3. Comprehension, is the ability to comprehend written or spoken language. Comprehension involves creation of a coherent and integrated understanding of sentences, paragraph, and text selections.
4. Fluency, is the ability to produce utterance which can be easily understood by both the listener and the speaker himself.
5. Pronunciation, is the act when pronouncing words, utterance of speech, or we can say that pronunciation is the way of speaking a word.

1.2 Debate Technique

Debate is one of teaching technique that we can use for teaching speaking in the classroom. Debate is one of instructional methods that will help students develop their verbal communication skills. Debate is a type of dialogue that uses oral communication as its mode of action and acts as a performance as well as a method of communicating ideas and arguments (Snider and Schunurer, 2002). Based on those statements, we know that debate is oral communication activity to exchange opinions, ideas, and arguments.

There are several things that related to the debate phase in debate technique (Ministry of Education Wellington, 1998). The following are some debate related items:

1. Motion, is the topic of debate and claimed that something is true.
2. Definition, debates should be "down to earth" or see what is going on in society. There are two types of definition, the first is word-by-word definition, and the second is global definition.
3. Theme line, is the fundamental explanation for one side of the house supporting or opposing a motion. The theme line is what a team must prove, and its also the main reason for attacking the opponent's case.
4. Argument, is thought fragment that supports the theme line.
5. Rebuttal, is the key to win the debate. Rebuttal is a constructive disagreement with what opponent's has said in debate.
6. Sump up or closing, is a conclusion from the debate that has been carried out.

The implementation of the debate technique can be taken in the following procedures. According to Pederson (2002) on his books, the steps of debate technique are:

1. Dividing students into two teams.
2. Deciding on a debate topic and dividing the two teams into affirmative and defensive team.
3. Make sure the participants have enough time to prepare their arguments and to collect supporting data to present during the debate.
4. Introducing the motion and format of the debate.

2 RESEARCH METHODS

This research used a quantitative approach. Quantitative research method is the process of explaining a problem or phenomena by collecting data and evaluating it using mathematical tools, particularly statistics (Aliaga and Gunderson, 2002). The research design that was used in this research is experimental design by using quasi-experimental. Fathoni (2006) explained that the experimental research is a method that used to look into to the impact of a certain variable toward another one. In this research, there are two

kinds of variables. They are the independent variable and the dependent variable. The independent variable is a variable that influence or cause changes in the dependent variable. Meanwhile the dependent variable is a variable that is influenced by the independent variable (Sugiyono, 2013).

This research used a quasi-experimental method with non-equivalent control group design. The design is represented as follows (Sugiyono, 2013):

Table 1. Research Design

Group	Measurement Pre-test	Treatment	Measurement Post-test
Experimental Class	O_1	X	O_2
Control Class	O_3	-	O_4

Notes :

- O_1 : Pre-test result of the experiment class
- O_2 : Post-test result of the experiment class
- O_3 : Pre-test result of the control class
- O_4 : Post-test result of the control class
- X : Treatment

Population of this research is a all of students of eleventh grade of SMK As-Syafi'iyah 2 Jakarta. Samples that used in this research are XI Akuntansi dan Keuangan Lembaga (AKL) and XI Otomatisasi Tata Kelola Perkantoran (OTKP) that consist 13 students of each class. The sampling technique that used in this research is saturation sampling technique. Saturation sampling technique is a sampling technique when all members of the population are used as sample (Sugiyono, 2013).

Research instrument is a tool that used to measure observed natural and social phenomena (Sugiyono, 2013) or we can say research instrument is a tool that used to gather data for research. In this experiment research, the researcher used pre-test and post-test procedure. The instrument test that researcher used is an oral test.

3 RESULT AND DISCUSSION

3.1 The Result of Research

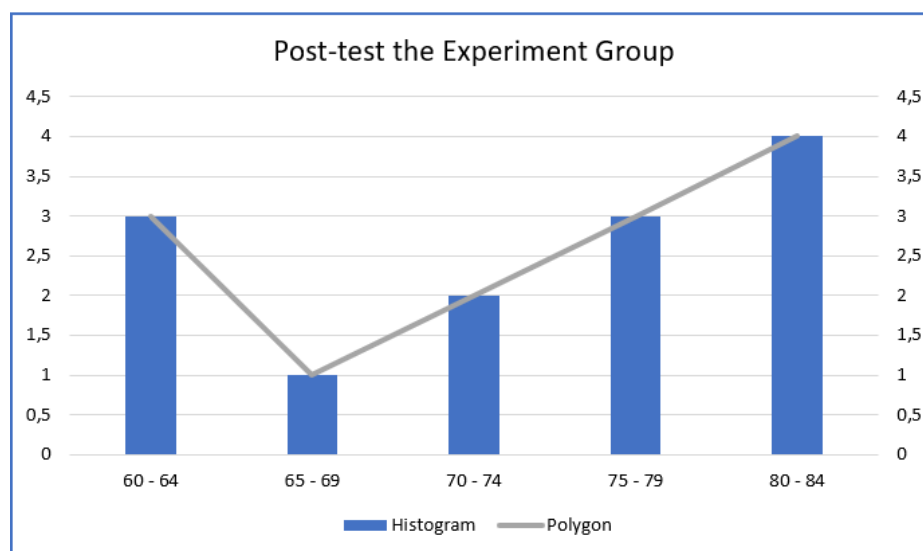
The data result in this research were obtained from research instruments that had been prepared such as pre-test, treatment, and post-test. This research conducted in two class. The first is XI Akuntansi dan Keuangan Lembaga (AKL) which consist 13 students, and the second is XI Otomatisasi Tata Kelola Perkantoran (OTKP) which consist 13 students. The experiment class by using the debate techniques, and the control class taught by using techniques that used by the previous teacher.

3.1.1 The Result of Post-test Students' Speaking Skills in Experiment Class

From the 13 students as the sample of the experiment class after gave the post-test, it could be seen for the highest score was 84 and the lowest score was 60. With the mean was 73.53, the median was 75.33, and the modus was 80.5. The standard deviation was 8.00. From the data obtained made a frequency distribution table, graph histogram, and frequency polygon as follow:

Table 2. Description Table of Post-test Experiment Class

Interval	Frequency	X_i	$F.X_i$	X_i^2	$F.X_i^2$
60 – 64	3	62	186	3.844	11.532
65 – 69	1	67	67	4.489	4.489
70 – 74	2	72	144	5.184	10.368
75 – 79	3	77	231	5.929	17.787
80 – 84	4	82	328	6.724	26.896
Total	13		956		71.072



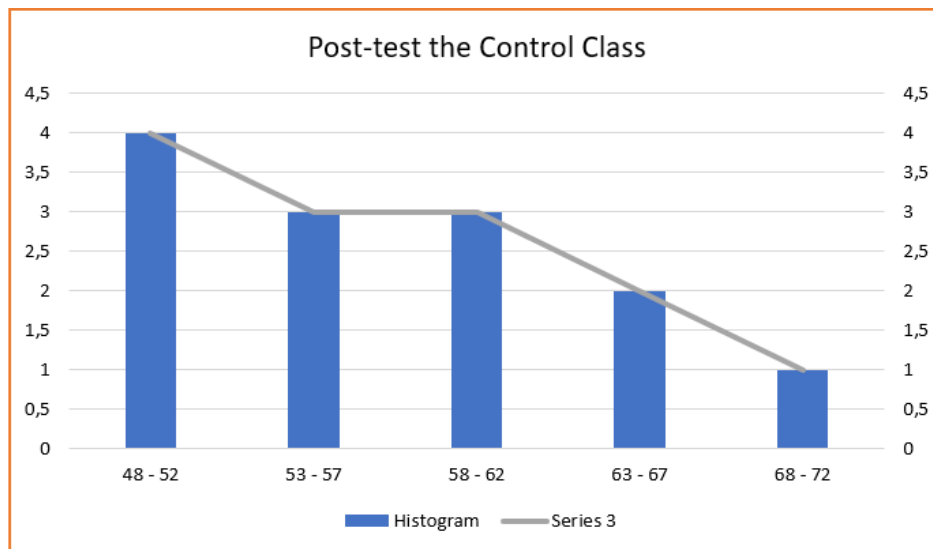
Picture 1. Histogram and Polygon of Post-test Experiment Class

3.1.2 The Result of Post-test Students' Speaking Skills in Control Class

From the 13 students as the sample of the control class after gave the post-test, it could be seen for the highest score was 72 and the lowest score was 48. With the mean was 57.30, the median was 56.66, and the modus was 51.5. The standard deviation was 6.65. From the data obtained made a frequency distribution table, graph histogram, and frequency polygon as follow:

Table 3. Description Table of Post-test Control Class

Interval	Frequency	X_i	$F.X_i$	X_i^2	$F.X_i^2$
48 – 52	4	50	200	2.500	10.000
53 – 57	3	55	165	3.025	9.075
58 – 62	3	60	180	3.600	10.800
63 – 67	2	65	130	4.225	8.450
68 – 72	1	70	70	4.900	4.900
Total	13		745		43.225



Picture 1. Histogram and Polygon of Post-test Control Class

3.1.3 The Result of Hypothesis Test

Hypothesis test in this research using by T-test, according to the hypothesis, test the two parties, based on the calculation of $T = 11.276$, if consulted with T-table with significant level = 0.05, and the degree of freedom (df) = $13 + 13 - 2 = 24$, obtained by means of $T\text{-count} > T\text{-table}$, or $11.276 > 1.711$. So, it can be concluded that T-count is higher than T-table or $T\text{-count} > T\text{-table}$. The H_1 accepted because, that there is the effect of using debate technique on students' speaking skills.

3.2 Discussion

Based on the calculation of hypothesis test using T-test, the result of T-test = 11.276, if consulted with T-table with significant level = 0.05, and the degree of freedom (df) = $13 + 13 - 2 = 24$, obtained by means of $T\text{-count} > T\text{-table}$, or $11.276 > 1.711$.

The research finding is that there is the effect of using debate technique on students' speaking skills. It could be seen from the post-test score between the experiment class and the control class. The post-test score from experiment class is higher than the control class. The difference score between both class is 208, with the total score of the post-test experiment class is 956 and the mean is 73.53. Meanwhile the total score of the post-test control class is 748 and the mean is 57.30. The result proved that students who taught using the debate technique had a higher score than those who taught by using the previous teacher's methods.

The result of this research was supported by the other researcher. In the previous research which done by Siti Nuraeni (2014), that conduct the research the effectiveness of classroom debate to improve students' speaking skills. This research used quantitative method with using a quasi-experimental design. That study tells that the result of the data showed that the using classroom debate is effective technique to improve students' speaking skills. It can be proved by looking the score between both class. The mean score of pre-test experiment class is 69.68, and the mean score of post-test experiment class is 79.96. Meanwhile the mean score of pre-test control class is 72.64, and the mean score of post-test control class is 76.07. The result of T-test of this research is 4.37 with the T-table is 1.676. It means the Null Hypothesis (H_0) is rejected because, 4.37 is higher than 1.676. In other words, there is the effectiveness of using classroom debate towards students' speaking skills.

According to the research that was conducted by Yonsisno (2015), with the title the effect of using debate technique towards students' speaking skills at 11th grade students of SMA Negeri 2 Kota Sungai Penuh. The research showed that the using of debate technique can improve students' speaking skills, and the improvement was significant. It can be proved by the mean of pre-test experiment class is 51.6 and the post-test score is 60.7. Meanwhile the mean score of pre-test control class is 50.4 and the post-test score is 55.3. For the T-test result in this research is 2.023 with the T-table is 1.697. It means the Null Hypothesis (H_0) is rejected because, 2.023 is higher than 1.697. It can be concluded that there was a significant effect of using debate technique towards students' speaking skills.

4 CONCLUSION

Based on the calculation result that presented in the previous chapter, it showed that the post-test score in the experimental class whose using the debate technique were higher than the control class. It means that the use of debate techniques gave significant effect on students' speaking skills. Certain factors affect the debate technique's effect on students' speaking skills. For example, it makes studying English, especially speaking, more exciting for students. They can feel a new experience when learning English using the debate technique. Besides that, the students feel enjoy when learning using the debate technique and feel that it gives them more opportunities to practice speaking. The researcher concluded that, "There is the effect of using debate technique on students' speaking skills at eleventh grade of SMK As-Syafi'iyah 2 Jakarta".

5 REFERENCES

- Brown, B. A., Boda, P., Lemmi, C., & Monroe, X. (2019). Moving Culturally Relevant Pedagogy From Theory to Practice: Exploring Teachers' Application of Culturally Relevant Education in Science and Mathematics. *Urban Education*, 54(6), 775-803. <https://doi.org/10.1177/0042085918794802>
- Clements, D. H., & Sarama, J. (2020). Learning trajectories in mathematics education. *Mathematical thinking and learning*, 6(2), 81-89. https://doi.org/10.1207/s15327833mtl0602_1
- Clements, D. H., & Sarama, J. (2020). Learning trajectories in mathematics education. *Mathematical thinking and learning*, 6(2), 81-89. https://doi.org/10.1207/s15327833mtl0602_1
- David, R., Teddlie, C., & Reynolds, D. (2019). *The international handbook of school effectiveness research*. Psychology Press.
- Flinn, E. D., & Mulligan, A. (2019). *The Primary STEM Ideas Book: Engaging Classroom Activities Combining Mathematics, Science and D&T*. Routledge.
- Goos, M. (2019). Publishing for International Impact in Mathematics Education Research Journals. In: Leatham K. (eds) *Designing, Conducting, and Publishing Quality Research in Mathematics Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-23505-5_15
- Farikhah, S., & Ariestina, H. (2020). Menelisik Kurikulum PAUD: Kajian Fenomenologis Terhadap Kecenderungan Belajar Calistung Anak Usia Dini. *Preschool: Jurnal Perkembangan dan Pendidikan Anak Usia Dini*, 1(2), 77-94. <https://doi.org/10.18860/preschool.v1i2.9058>