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Abstract

This study examined the implementation of debate technique in teaching speaking to the third semester students of IAIN Lhokseumawe. This true experimental research had experimental class and control class consisted of 30 students for each class, and the total of the sample was 60 students. This study obtained the data by conducted tests; pretest, posttest, and questionnaire. To find out the differences between experimental and control groups in term of speaking skill, this study used SPSS 17 to analyze the data, and the percentage formula was used to analyze the students' responses toward the implementation of debate technique in the experimental group. The results showed the significance value of both the experimental and control group in the post-test was 0.84 or higher than $\alpha=0.05$. It concluded that there were no any significant differences in term of speaking ability between the students who were taught speaking by using debate technique and those who were not taught speaking by using debate technique (that H_0 was accepted and H_a was rejected). Besides, the results of questionnaires revealed that the students gave positive responses related to the use of debate technique in teaching speaking.

Keywords: Debate, Technique, Teaching Speaking

1. INTRODUCTION

English plays a significant role in this globalization era and the students are required to be able to communicate in English in almost every aspect of life. Lauder (2008: 9) claimed that English is an international or global language used in politics, sciences and technology, education, information technology, international trade, industry, and others. Besides, English is also used as a tool of stating the idea, opinion, thinking, and feeling, and is the important thing in the development of knowledge, technology, arts, culture. One of English skills that really crucial is speaking to be easier in facing the improvement of every part of our life. Hugnes (2001: 135) defined speaking as fundamentally an interactive task.

In this modern era, speaking skill is becoming dominant in all aspects, such as in presenting or debating about the science, technology, and cultural development. Richard (2002:210) defines, "Speaking is one of the central

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elements of communication". Harmer (2007: 343), speaking is a planned and unplanned activity. Further, Swain (2001:3) also mentioned that we learn to speak by speaking.

To make the students good at speaking, it is very important for the students to be involved in direct interactions to practice their speaking abilities either in the school or in university level. Moreover, the students of the university are strongly obligated to have a good speaking skill because they should be ready and good at English oral communication after graduating from the university, especially the students of English department.

Based on the competence standard mentioned in the Syllabus of speaking III of IAIN Lhokseumawe, the students should have fluent English speaking ability to give feedback, criticism or improvements when encountering mistakes during speaking with friends, and the students should have the ability to speak, explain, debate, and inform how to make things in oral English.

Based on the observation and English interview to the students of Tadris Bahasa Inggris of IAIN Lhokseumawe, the researcher found that the students still had problems in speaking due to the lack of practice either inside or outside of the class, non-English environment, shyness in speaking, and others. Besides, the results of interview also showed that the students' abilities in speaking were still insufficient as the English department students because of their productive skills were still far from the indicators of speaking competences. Brown (2004: 142) mentioned the indicators of speaking competences are imitative, intensive, responsive, interactive, interpersonal, monologue and extensive.

Moreover, the class of research subject reflected that many students were still low in speaking skills. Afterward, the researcher also analyzed the appropriateness of method in teaching speaking, and the lesson plans reflected that the speaking class used group discussion, retelling story, and presentation to encourage the students to speak about a certain focus of material.

In fact, some of the students speak out only in limited sentences and bad in accuracy. They frequently expressed their talks through imitating, only produced a

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very short speech and there had no any responses from classmates while the class was running so that the class must not be challenging and attracting. Furthermore, there are only 10 of them could perform their speaking almost perfectly, but the rest is 20 persons are under the average of the standard.

The use of learning method is crucial, especially in speaking to rise up the student's motivation and to increase their productive skills abilities. According to Sanaky (2009:41), learning methods and media are the crucial elements and should be considered more by the teachers as facilitators and mediators to bridge the differences in the characteristics of the students.

Based on the explanations above, there were many problems faced in teaching speaking and is one of the lecturers' tasks to solve the problem. There are many ways to solve the problems and one of them is by using a challenging and appropriate method or technique, such as Debate technique.

Based on the discussions above, debate technique is an appropriate and attractive technique in teaching speaking because it challenges the students to speak and helps them to build self-confidences in speaking. In addition, debate makes the students easier in learning and insists them to produce many unpredictable words in their performances either personally or in group.

Statement of the Problem

The implementation of conventional method or other various techniques that less encourages the students' motivation to speak in English speaking class made the students' speaking ability less develop. As the result, their speaking achievements were still insufficient as the university students. Besides, the use of the inappropriate technique in teaching speaking also reduces the students' motivations in speaking. Because of those cases, the lecturers need to apply Debate technique to provoke the students to speak in order to be better in speaking skill.

Based on the statements of the problem above, there are three questions need to be answered in this study:

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1. Are there any significant differences in the achievements between the students who are taught speaking by using debate technique and those who are not taught speaking by using debate technique?
2. How do the students respond to the use of Debate technique in teaching speaking?

In relation to the research problems mentioned above, the objectives of this study are:

1. To find out if there are significant differences in the achievements between the students who are taught speaking by using debate technique and those who are not taught by using debate technique in term of speaking skill.
2. To find out the students' responses to the use of Debate technique in teaching Speaking.

2. REVIEW OF LITERATURE

Debate is an activity that encourages student participation in the class, while at the same time promoting students' development skills through listening to multiple perspectives, and cooperating within their group. Roy and Macchiette (2005), debate is a pedagogical tool to lead life into the process of critical thinking. In addition, Somjai and Janssem (2015) argued that debate is a process of presenting an idea or opinion in which two opposing parties try to defend their ideas or opinions and it is an excellent activity for language learning because it engages the students in a variety of cognitive and linguistic ways.

Debate technique is appropriate for teaching speaking because it provides the opportunity for students to speak and think critically until their speaking ability improve unconsciously through the process of competing ideas. Debate is a good way to assist and enforce the students indirectly to have an interactive and extensive speaking because a cooperative and communicative learning process run during the class with friends. O'Malley in Junaidi (2011:13) stated that debate is the effective speaking activity that encourages students to improve their communication skill.

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In relation to this research, Rubiati (2010) found the students' speaking skills improved efficiently and effectively, and increased as well as their motivations in speaking. Aclan & Hasyima (2015) concluded that Debate is a fun and challenging activity. Also, Kennedy (2007) found that Debate is an active instructional strategy to enhance learning. Zare and Othman (2015) strengthened that classroom debate is an active method of teaching and learning. For instance, it helps learners in mastering the course content, improving critical thinking, and oral communication skills.

Specifically, debate helps learners to develop critical thinking by looking into arguments, getting involved in research, collecting information, conducting analysis, challenging assumptions, evaluating arguments, and illustrating interpersonal skills. It creates an atmosphere in which learners abandon their passive roles and start to be active participants in the learning process.

3. RESEARCH METHOD

This experimental study was applied to prove the effectiveness of teaching speaking by using debate technique and to compare the results between teaching speaking by using debate technique and other techniques at the third semester students of English department of IAIN Lhokseumawe.

This experimental study took place at the third semester students of English department of IAIN Lhokseumawe. The population of this research was the third semester students of English major that has 4 classes and amount of them are 123 students. So, the researcher only took two classes randomly and those were divided as the experimental group and control group. In ensuring the representative sample, the researcher used Simple random sampling, in which the sample selected by placing a slip of paper with the name of each class of the population. There were four classes of the third semester students of English department that consists of A, B, C, and D class and those classes were written in the slip of paper, then the researcher took two of them after mixing in the box. The C class was taken as the experimental class which consisted of 30 students

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and classified into 27 girls and 3 boys. The A class was taken as the control class, which consisted of 30 students and classified into 28 girls and 2 boys.

There were experimental class and control class where the experimental class students were taught speaking by using Debate technique. Meanwhile, the control class students were taught speaking through other techniques and then pre-test and post-test were given to both the control and experimental groups. During the experimental teaching, the treatment was given only to the experimental group and was taught by the researcher. Meanwhile, the control group was taught by the lecturer of the university through other technique. The scores of both groups were compared using statistical procedures with the help of *SPSS 17*. Then, the results of the experimental group and control group's scores were compared by using t-test to prove the hypothesis. In this case, the level of significance degree was $\alpha = 0.05$. The criteria for examining the hypothesis was that if t-value significance ($\sigma/P > 0.05$), H_0 should be accepted. Otherwise, if $\sigma/P < 0.05$, H_a should be accepted.

To answer the second hypothesis, the results of the questionnaire were tabulated and analyzed in tables for each question. The analysis was based on the percentage of the students' responses (Brown, 1997:73). To count the percentage of frequency of the answers, the researcher used the following formula:

$$p = \frac{f}{n} \times 100\%$$

Where:

P : questionnaire percentage

F : frequency

N : total of respondent.

To obtain the research finding, the results of the experimental group and control group's scores were compared by using t-test to prove the hypothesis. In this case, the level of significance degree was $\alpha = 0.05$. The criteria for examining the hypothesis was that if t-value significance ($\sigma/P > 0.05$), H_a should be accepted and H_0 should be rejected. It means that there was a significant difference in speaking scores between the students who were taught by using

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debate technique and those who were not. The result of data analysis using SPSS can be seen below:

Statistics of Control Group and Experimental Group Post-test

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|---------------|---------|----|----------------|-----------------|
| Pair 1 PostCg | 55.0000 | 30 | 15.14300 | 2.76472 |
| PostEg | 62.3333 | 30 | 12.08685 | 2.20675 |

Paired Samples Correlations

| | N | Correlation | Sig. |
|------------------------|----|-------------|------|
| Pair 1 PostCg & PostEg | 30 | .890 | .000 |

Paired Samples Test

| | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|------------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 PostCg - PostEg | -7.3333 | 7.03848 | 1.28505 | -9.96155 | -4.70512 | -5.707 | 29 | .000 |

Based on the table above, the statistical result of EG in the post-test was 62.33 or higher than CG in the post-test. The Standard Deviation (SD) of EG in the post-test was 12.08 or lower than CG in the post-test. To see the significant difference between the two tests, the t-test was needed. The significance value of both the experimental and control groups in the post-test was $0.000 < \alpha=0.05$. In conclusion, H_0 was rejected and H_a was accepted.

Also, the students' responses toward the use of debate technique in teaching speaking showed positive response. The questionnaire uses Likert scale, y, strongly agree, agree, disagree, and strongly disagree indicated positive

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responses. It can be concluded that the students react positively to the technique applied in their speaking class.

4. DISCUSSION

Analysis of the finding showed that the significant value of both the experimental and control groups in the post-test was $0.000 < \alpha = 0.05$. It concluded that there was improvement between the students who were taught by using debate technique and those students who were not taught by the debate. So, H_0 was rejected and H_a was accepted, which means that debate technique successfully improved the students' ability in speaking.

Some reasons strengthening that teaching speaking using debate is more effective than other techniques. First, debate technique encourages the students to speak through arguing while debate class is running because the class atmosphere is warmer and attracting. Second, it forces the students to speak and involved in speaking class while debating. Third, it teaches students to concern on the speaking components that should be considered in order to have a communicative speaking in debate.

Anggita (2013) claimed debate technique is one of the effective techniques to improve students' speaking skill. Krieger, (2005:1) stated that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Alasmari & Ahmed (2013:148) claimed that debating can be used brilliantly to boost up students' speaking in English.

The second discussion was about the questionnaire answered by the students of the experimental group in the last meeting. The questionnaire consists of 20 statements related to the use of debate technique in class by using Likert scales (strongly agree, agree, disagree, and strongly disagree) indicated positive responses. It concluded that the students reacted positively to the implementation of debate technique teaching speaking.

5. CONCLUSION

Based on the research finding, this study concluded that indicated that debate technique improved the students' ability in speaking. It can be deduced that the students who were taught speaking by using debate technique have better score than those who were taught using other techniques.

Furthermore, the students showed positive reactions toward the use of debate technique in teaching speaking. The findings of the questionnaire signified that the students can express their thought and opinions in debate practice critically and they were motivated to speak because atmosphere of debate class provoke them to speak encouraged their creativity to explore the language because they were asked to develop their arguments from certain motions. Furthermore, the students agreed that debate technique and motivated them in learning speaking.

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