

THE IMPLEMENTATION OF DEBATING TECHNIQUE TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY AT AN INDONESIAN VOCATIONAL HIGH SCHOOL

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ABSTRACT

The research was to find out whether debate technique teaching could improve students' speaking ability in terms of fluency and accuracy. Employing a Quasi-Experimental design, the research involved 48 11th grade students as its participants. The participants were divided into two groups; Experimental and control Group. After the pretest, the two groups were given different treatments in 6 meeting; debate technique teaching for the experimental and conventional speaking teaching for the control group. After the treatment the two groups were given posttest. The results indicate that, the experimental group showed better progress after the treatment. The experimental group's mean scores were 56.1 with standard deviation 6.8 in the pretest and 77.1 with standard deviation 6.6 in the posttest, while the control group's mean scores were 56.7 with standard deviation 5.9 in the pretest and 64.5 with standard deviation 11.5 in the posttest. Thus, it can be claimed that debating technique can improve students' speaking Ability

Keyword : *Debate Technique, Speaking Ability*

INTRODUCTION

Essentially, language is spoken; therefore, it is hard to deny that speaking is the most important language skill that has to be mastered. By having this skill, people can carry out conversation with others for idea information and feelings sharing. Nunan (1996), assert that mastering the art of speaking is considered the most important rather than the other, Harmer (2001), asserts that speaking has many different aspects including two major categories; accuracy, which involves the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities, and fluency, which is considered to be the ability to keep going when speaking spontaneously.

Teacher should give a lot of chance to students for practicing their speaking. Paul (2002), describe that the students need to speak, speak, speak. To make the students learn to speak English, each student must have many opportunities to speak during the lesson and

they need practice to be able to speak fluently and teacher also should has the best way or technique in teaching English. Silberman (1996), has claimed that a good learning strategy needs to be fun, full of spirit and desire, nimble, and challenging for students.

According to Dobson (1987), there are some techniques in improving speaking, such as dialogues, small-group discussion, debate, song, and games. One of the suitable teaching technique to apply in SMK Tri Tunggal 45 Makassar to solve their problem in teaching speaking is debate technique. Concerning to techniques in teaching speaking, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking skill. According to Maburur (2002), debate is technique which involves two or more speakers, discussing certain topics, giving their opinion, thoughts, and facts then giving respond to relevant questions or comments from others in the class. Debate technique is one of active learning strategies to the students for practicing English in the classroom or outside the class in order to encourage students' motivation in speaking. Debate technique can helps students to solving students' problem in speaking. It also give students opportunity to work in group in order to make students confidents in speaking because enjoyment in speaking can encourage students to participate more in learning. In addition, the debate assists the students to become more accustomed to expressing opinion (Fukuda in Krieger, 2005). Moreover, debate technique can develop the students' problem-solving skills and communication skills.

Challenging for the students, this is exactly what the debate learning has. According to Ali et al (2012), while practicing debate, speech and conversation in the class, students will practice many skills, learn many words and collect information about many areas which all together will enrich their spoken English and ultimately make them to be confident speakers.

The above arguments encouraged the researcher to conduct the study. It was projected to discover whether debate technique teaching in the EFL classroom could significantly improve students' speaking ability.

LITERATURE REVIEW

General Concept of Speaking

Speaking is one of the way that people use for communication beginning from children until adult speaking in their daily life. Rebecca (2006) stated that speaking is the first mode in which children acquired language, it is part of the daily involvement of most people with language activities and it is the prime motor of language chance.

According to Glenn Fulcher (2003) speaking is the verbal use of language to communicate with other. Speaking is another way to transfer what we feel, what we see, what we do, etc. So, this process we can call as interaction between two sides mutual independent and interactive nature of conversation.

According to Nunan (1991), speaking described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means that speaking as the way to show the feeling and communication influence.

Speaking requires the learner not only know about how to produce the specific points of language such as grammar, pronunciation and vocabulary but also that they have to know the way to produce the language so when someone be able to collaborate between their knowledge of language, their knowledge about situation of language and their self emotion, they can be a good communicator and it is easy to build a good relationship.

The Aspects of Speaking Ability

Speaking ability actually has two main aspects which can determine the success of English language students in the future. Those are fluency and accuracy.

Fluency

Fluency is the ability to produce language easily, smoothly and speak with a good but not necessarily perfect command of intonation, vocabulary and grammar. Fluency generally increases as learners' progress and become more comfortable using the language. As Spiller (in Sudirja .2013) states that fluency connotes facility of speech and language performance. He argues that there are three dimensions in fluency dealing with the listeners. First, fluent speech is continuous or smooth. The second, dimension of fluency is rate. The third, about intuitive sense is the effort of the speaker.

In the context of debate which is propose in this research, researcher will go along with the concept of Hughes for giving an outline about fluency in debate. In teaching speaking using debate technique, we need the ability of students to produce spoken language smoothly and communicate their ideas to the same side and opponent sides effectively. It is important to ensure that the class of debate will run well and the debate takes place effectively and efficiently.

Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Supported Penny (1996) some factors may contribute to the blurring of meaning of words or sentences. Some of them are grammatical mistakes, pronunciation errors and lexical choice. He adds that teaching pronunciation, vocabulary and grammar tend to be more accuracy-oriented. Those aspects evaluate students' ability in using the language appropriately and concerning diction, grammar, and native speaker's action.

Furthermore, grammar has an important role in speaking. Having a good grammatical competence in speaking help students to be more confident and give contributes to the speaking fluency of the students. In addition, grammatical competence will help students to communicate easily both written and oral. Grammar competence also .In speaking, grammatical competence is the main framework concept that conveys aspects of morphology and syntax. It enables speaker to use and understand English language structure accurately that can reduce ambiguity.

There are some aspects in accuracy that we have to mastered, one of them is vocabulary. Whatever skills we want to master, we need to master one skill namely vocabulary. Speaking, writing, listening or reading can be done successfully only with a good skill of vocabulary. It is related to the meaning of the words and how those words are used. Vocabulary is very important in speaking.. Having as much as possible vocabulary enable students to be more confident when speak and also help students to speak as much as they want.

The Definition of Debate

Debate is one of effective speaking activity that can encourage students to improve their communication skill because in debate, students can see issue in multiple viewpoints. Debate can be a very helpful tool for learning a foreign language since it engages students in a variety of cognitive and linguistics ways (Pezhman et al, 2013). In addition, debate has the potential to improve speaking ability, since the activity requires a lot of speaking practice and verbal discussion among debaters. As Freeley & Steinburgh (2006) in Uswatun thesis insist that debate is a contest, or perhaps, like a game where two or more speakers present their arguments intent to persuading one another. Debate refers to the series of procedures of two teams to hand over their argument about the current issue.

In debate, the students choose one side of pro-against by using their point of view about an issue. It means that the students are requested to deliver and defend their ideas based on their position in debate". It means that teacher should encourage the learners to have communicative competence by creating the atmosphere of the class which is rich in communication. In teaching class, teacher use debate technique to make students utilized useful English.

The Advantages of Debate

According to Ruth Kennedy, Blooming University of Pennsylvania, the benefits of in class-debate are:

- a) Develop cooperative learning skills. Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather the by passively absorbing information.
- b) Improve the quality of their responses as they are provided with thinking time and they can build upon their own ideas
- c) It is better to be development of students' hanger order thinking skills than traditional instructional strategies such as teacher.

Debate Technique to Improve Speaking Skill

Speaking activities and practice in the classroom should influence students' ability especially in oral communication. The way that make students can improve their speaking ability is an opportunity of speaking that can make students feel free to utilize their knowledge in speaking. One of the ways to encourage students to improve their speaking is by using debate technique.

Debating is a formal technique of interactive and delivers argument. And also as a tool to make students practice speaking English language. Supported Krieger (2005), debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistics ways. In addition to providing meaningful listening, speaking, and writing practice. Debate is also highly effective for developing arguments skills for persuasive speech and writing.

According to Choiriniyah in her thesis, classroom debate making possible chance to students to work cooperatively, brainstorm ideas, develop vocabulary, and read to

support an opinion. “Debate involves not only determining what to say but how to say it” (Roy & Macchiette, 2005). Another words we can say that, debate technique in speaking class is aimed to improve students’ critical thinking and students’ communication skill. By using debate technique in teaching speaking, students have a lot of opportunities in practicing speaking.

RESEARCH METHOD

In this research, the researcher applied quasi-experimental design, in which the data were collected through the experiment that involved an experimental group and a control group. The experimental group was treated with using debate technique as a teaching medium, while the control group got a news report teaching method. The control group need for a comparison purpose to see whether the debate technique or not in improving students’ speaking ability as Gay (2006) stated that the control group is needed for comparison purpose to prove if the new treatment is more effective than another

Both groups were given a pretest and posttest. A pretest is administered prior to treatment to assess their competence of speaking, while posttest is administered to measure treatment effects. The aim of this test is to find out the effectiveness of debate technique to the students’ speaking Ability.

FINDINGS AND DISCUSSION

The findings presented in this part cover the scoring classification of pretest and posttest, mean score and standard deviation of both experimental and control group.

Scoring Classification of Students’ Pretest

The first thing that the researcher did before giving the treatments was measuring speaking abilities of both experimental and control group through the pretest. The data dealing with the two groups’ previous ability measured through the pretest can be seen in the following table.

Table 1 Frequency and percentage of students' pretest score

Classification	score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0%	0	0%
Very Good	86 – 95	0	0%	0	0%
Good	76 – 85	0	0%	0	0%
Fairly Good	66 – 75	0	0%	0	0%
Fair	56 – 65	14	58%	15	62.5%
Poor	36 – 55	10	41.7%	9	37.5%
Very Poor	0 - 35	0	0%	0	0%
TOTAL		24	100%	24	100%

Table above provides that the previous speaking abilities of the experimental group students ranged from poor to fair category. As we have seen, based on the pretest results, speaking abilities of 58.3% (14) of the students in the experimental group were categorized as fair, while speaking abilities of the other 10 students (41.7%) in this group were categorized as poor. This means that none of the students in the experimental group had excellent, very good, good, fairly good and very poor speaking ability.

The above table also elucidates that the previous speaking abilities of the students in the control group ranged from poor to fair category. From the table, we can see that based on the pretest results, the previous speaking abilities of 62.5% (15) of the students in the control group were categorized as fair, while the previous speaking abilities of 37.5% (9) of them were in poor category. This means that none of the students in the control group had excellent, very good, good, fairly good and very poor speaking ability

Scoring Classification of Students' Posttest

After conducting treatment for both group, researcher gave posttest to the students to find out the students speaking skill's improvement. In table 4.4 below, the researcher presents the students' posttest score and percentage for experimental and control group

Table 2 Frequency and percentage of students' posttest score:

Classification	score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0%	0	0%
Very Good	86 – 95	0	0%	0	0%
Good	76 – 85	19	79.2 %	8	33.3%
Fairly Good	66 – 75	3	12.5 %	2	8.2%
Fair	56 – 65	2	8.3 %	10	41.7%
Poor	36 – 55	0	0%	4	16.7%
Very Poor	0 - 35	0	0%	0	0%
TOTAL		24	100%	24	100%

Table above illustrated that the students' achievement in experimental and control group were improving after the treatment. The aggregate percentage of students both of the groups tend to spread in middle to high achiever category. The aggregate of experimental group, categorize as good. Good category was 79.2 percent (19 students), fairly good 12.5 percent (3 students) and there were 8.3 percent (2 students) categorized as fair and no one student in excellent, very good, poor and very poor. While in control group there was no students achieve excellent and very good and very poor. Fair category was 41.7 percent (10 students), good 33.3 percent (8 students), and fairly good 8.3 percent (2 students) and there were 16.7 percent (4 students) categorized as poor.

The Mean score and standard deviation of students' speaking skill in pretest and posttest

As it has been stated above that after tabulating the frequency and the percentage of the students' score, the researcher calculated the mean score and standard deviation of the students' score both Experimental Group and Control Group.

Before the treatment, both Experimental Group and Control Group were given pretest to know the students' speaking skill. Furthermore, the purpose of the test was to find out whether both experimental and control group were at the same level or not and posttest to find out students' improvement. The standard deviation was mean to know how close the score to the mean score.

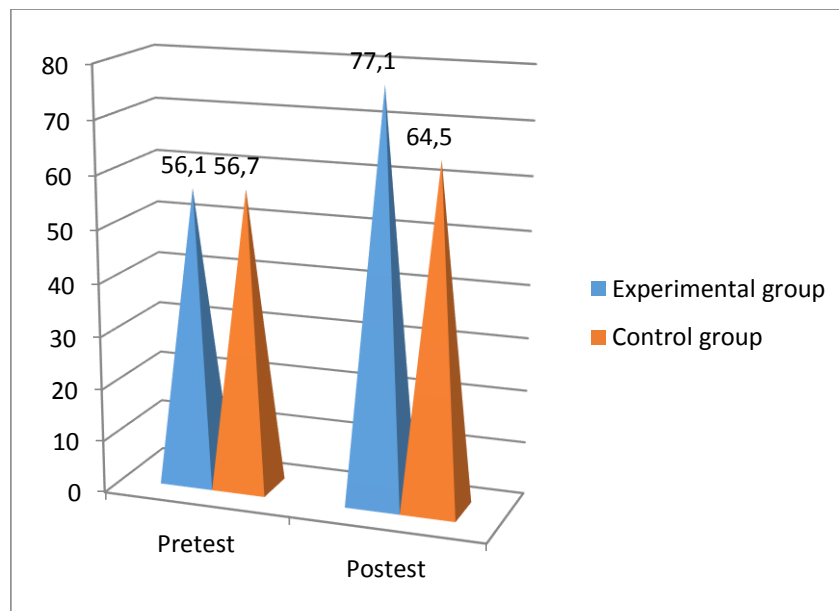
In the table below, the researcher presented the mean score and standard deviation of the students' pretest and posttest for experimental group and control group.

Table 3 Mean Score and standard deviation of students' pretest and posttest

Group		Mean	Standard deviation
Pretest	Exp Group	56.1	6.8
	Control Group	56.7	5.9
Posttest	Exp Group	77.1	6.6
	Control Group	64.5	11.5

From the data showed in table 4.7, the mean score of experimental group and control group was mostly in the same score before giving the treatment. After giving the treatment, the posttest score to both of the groups; experimental and control group showed the different score of mean score. This means that there was an improvement after giving the treatment. The table also showed that the main score of the students' pretest of experimental group was 56.1 and standard deviation 6.8 which is categorized as fair classification; and control group was 56.7 and standard deviation 5.9 which is categorized fair classification. The main score both groups were different after the treatment executed. The mean score after treatment was 77.1 for experimental group with standard deviation 6.6, which was categorized as good and 64.5 for control group's mean score with standard deviation 11.5, which was categorized as fair classification, it means that main score of experimental group was higher than control group ($77.1 > 64.5$)

The data of students' improvement in experimental and control group were described in the figure 1



The T-Test Score

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 23; than the result of the t-test is presented in the table below.

Table 4.11 Probability Value of T-test of the Student's Achievement in Control and Experimental Group

Variable	P-Value	(α)	Remark
Pretest of experimental and control group	0.77	0.05	Not Significantly Different
Posttest of experimental and control group	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 4.11 on pretest of experimental and control group, the researcher found that the probability value (0.77) is higher than the level of significance at t-table (0.05) and the degree of freedom 23. It means that H_1 was accepted and H_0 was rejected. In the other words, there was no

significant difference between the students speaking skill both groups, experimental and control group before the treatment. It is supported by Gay (2006:124) states that when variables have equal interval, it is assumed that the difference between close score is essential the same.

While the data on posttest of control and experimental group showed that the probability value was smaller than α ($0.00 < 0.05$). It indicated that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. It means that debate technique significantly increased the students' speaking skill.

As elucidated in literature review, debate is one of speaking activities that can encourage students to explore their verbal communication skill. This is why pezman et al. (2013). claim that debate can very helpful for foreign learner since in engages learners in a variety of cognitive and linguistic ways. Simply, it is highly assumed that debate can be used as a treatment to improve learners' speaking ability since the activity requires a lot of speaking practice and verbal discussion among debaters. It is not a secret that in a debate, the debaters are free to express what they have in their mind on a particular topic and argue with each other through verbal language; hence, it can be invert that this activity requires relatively high level of verbal skill and a complex technique as argued by barkley et all.(2005).

CONCLUSION AND SUGGESTION

The use of Australian Parliamentary Debate system is more effective in improving the second grade students' speaking skill of SMK Tri Tunggal 45 Makassar that news report teaching method. The improvement of students' speaking skill after treatment in experimental group was higher than in control group. It was proved by analysis of test that shows the mean score of posttest in experimental group is higher than in control group ($77.1 > 64.5$).

As the follow-up to the above conclusion, the researcher kindly invites both EFL teachers and other researchers to contemplate the following suggestions;

1. Since using Australian Parliamentary Debate system can improve the students' speaking skill it is suggested that such teaching media can be continually implemented in teaching speaking
2. The use Australian Parliamentary Debate system. In fact, teacher can apply another method which can improve the students speaking skill

3. For the next researcher, it is suggested to apply this method in other grade or level by using different kind of test which appropriate with the students' level of comprehension. It is also suggested that the next researcher should conduct their research in the longer duration of treatment than this research in order to find out the significant improvement of the students' speaking skills.

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