

**THE EFFECT OF APPLICATION OF THE ACTIVE DEBATE METHOD ON
THE SPEAKING SKILL OF STUDENTS IN CLASS V INDONESIAN
LANGUAGE LEARNING CONTENT AT SD NEGERI
BORONGKANANG, DISTRICT BONTONOMPO,
REGENCY OF GOWA**

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ABSTRACT

This research was conducted based on the problem of students' speaking skills. The purpose of this research is to find out the description of the application of the active debate method, to know the description of students' speaking skills. This research is included in experimental research with a quantitative approach. The design used in this study was a quasi-experiment with a nonequivalent control group design. The population in this study were all fifth grade students at SD Negeri Borongkanang, Bontonompo District, Gowa Regency. The samples in this study were 16 students in class VA and 16 students in class VB who were selected using simple random sampling technique. The data in this study were collected using observation sheets and assessment instruments. Data were analyzed using descriptive and inferential analysis. The results of the descriptive analysis show that. The results of the inferential analysis using the independent sample t-test showed that there were differences in the results of the post-nontest questionnaire between the experimental class and the control class, which meant that the increase in students' speaking skills in the experimental group was better than the control group. So it can be concluded that: (1) the learning process by applying the active debate method is very effective; (2) the results of student assessments show an increase in students' speaking skills in learning; (3) there is an effect of the application of the active debate method on the speaking skills of fifth grade students at SD Negeri Borongkanang, Bontonompo District, Gowa Regency

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PURPOSE

Education plays an important role in ensuring the survival of the nation and state because the purpose of education is an effort to improve and develop quality and human resources (Siti, 2019). Education is a tiered formal activity that is pursued from elementary to secondary education. The maximum achievement of basic education goals cannot be separated from the learning process carried out by educators in schools.

Success in a lesson is determined by many factors, one of which is the teacher's ability to manage classes, both models, methods, strategies and techniques and tactics in teaching (Hamalik, 2009). The implementation of learning, especially in the aspect of speaking, is not as easy as imagined by a teacher, the right method is needed. Every child is able to develop his speech skills correctly. So the teacher needs to create an interesting learning atmosphere, so that students are able and confident to speak.

Creative teachers will trigger the success of achieving the goals of the student learning process, so that students will not feel bored in learning and can make students more active (Usman, 2009). Thus one of the learning methods that can be used to train and improve students' speaking skills is the active debate method. According to Silberman (2018) the active debate method is used to stimulate class discussion. Through this method each student is encouraged to express his opinion through a debate between discussion groups which are put together in a class discussion.

The active debate method is a method that helps students channel their ideas, ideas and opinions. This method can awaken students' mental courage in speaking and being responsible for the knowledge gained through the debate process, both in class and outside the classroom (Zaini, 2014, p. 38). Based on the above opinion, it can be concluded that the active debate method is a learning method that mobilizes students to channel their ideas, ideas, and opinions by means of argumentation, both individually and in groups. Each speaker gives each other logical and acceptable reasons that are interesting and can allow students to channel their ideas, ideas and opinions towards a debate between discussion groups. The active debate method can also hone students' analytical, reasoning and speaking skills. Debate occurs due to differences of opinion that arise as a result of the urge to be free to express opinions. Basically, debate is a practice of dispute or controversy.

Speaking can be interpreted as conveying one's intentions (ideas, thoughts, feelings) to others using spoken language so that these intentions can be understood by others (Depdikbud, 2003, p. 10). Speaking skills are the skills of conveying messages through spoken language. Another opinion, speaking skill is the skill of producing the current articulation sound system to convey the will, feeling needs, and desires to others (Tarigan, 2015, p. 132). Based on the above opinion, it can be concluded that speaking skills are not just saying sounds or just words, but a person's skill to convey his thoughts, opinions, and feelings orally so that other people or interlocutors can understand them.

Indicators of speaking skills according to Tarigan (2015, p.28) indicators for evaluating speaking skills are "(1) correct pronunciation of sounds (consonant vowels), (2) appropriate intonation patterns, (3) correct choice of words (diction)), (4) the order of the spoken words, and (5) fluency when speaking. According to Rusmiati (2002) "speakers will face obstacles that come from outside themselves. These obstacles sometimes appear and are not previously realized by the speaker. External barriers include things, namely: Voice or sound, room conditions, media, and listener knowledge.

In connection with the things that have been described, the writer wants to know more about the effect of the application of the active debate method on the speaking skills of fifth grade students at SD Negeri Boronganang by raising a final assignment entitled "The Effect of Applying the Active Debate Method on the Speaking Skills of Class V Students Language Learning Content Indonesia Boronganang Public Elementary School, Bontonampo District, Gowa Regency"

METHODOLOGY

This research is a quantitative study using an experimental model. The population in this study were all fifth grade students at SD Negeri Borongkanang, Bontonompo District, Kab. Gowa with a total of 40 students, and a total sample of 32 people with a sampling technique using probability sampling with simple random sampling. Data collection techniques in this study used observation and assessment instruments. The data analysis technique uses descriptive statistical analysis to describe the implementation of the learning process that applies the active debate method and speaking skills as seen from filling in the observation sheet before and after being given a statement. Descriptive statistics include the presentation of data in the form of mean, median, mode, high value, low value, and standard deviation. and inferential statistical analysis is used to determine the extent of similarity between the results obtained from one sample and the results to be obtained in the population as a whole. There are two inferential statistics, namely parametric and nonparametric statistics

RESULTS AND DISCUSSION

1. Application of the Active Debate Method in Indonesian Language Learning at SD Negeri Borongkanang, Kec. Bontonompo Kab. Gowa

Tabel 1 Results of Observation of the Implementation of the Active Debate Method in Treatment 1 and Treatment 2 Learning

Information	Treatment 1	Treatment 2
Earned score / max score	61 / 80	75 / 80
Percentage	76,25 %	93,75 %
Category	Andffective	Very effective

Based on table 1 it can be seen that the percentage of implementation of the learning process through the application of the active debate method, in the treatment of treatment 1 obtained 61 scores from a maximum score of 80, which shows a percentage of 76.25% in the effective category and in treatment 2 obtained 75 scores from the maximum score 80, which shows a percentage of 93.75% with a very effective category.

1. Speaking Skills of Class V Students at SD Negeri Borongkanang, Kec. Bontonompo Kab. Gowa

a. Pretest and Posttest Student Speaking Skills Experimental Class and Control Class

Tabel 2 Description of Class Experiment and Control results

Descriptive Statistics	Experiment Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Mean	65.13	80.94	60.81	71.69
Median	66.00	80.00	63.00	73.00
Mode	80	73	66	66
Std. Deviation	12.377	8.850	9.181	7.078
Range	34	27	27	26
Minimum	46	66	46	60
Maximum	80	93	73	86

Based on table 2 with a total of 16 students in the experimental class, data on students' speaking skills did not show a significant difference between the experimental group and the control group. It can be observed in the average value of the experimental group 65.13 while the average value of the control group is 60.81. In addition, the data on the posttest scores of students in the experimental group was 80.94, which was 71.69 in the control group.

b. Results of Frequency and Percentage Distribution of Pretest and Posttest Experiment Group and Control Group

Table 3 Distribution of Frequency and Percentage of Experiment Group and Control Group result categories

Value Interval	Category	Sum				Forcentage			
		Ex	Buttocks	Ex	Buttocks	Ex	Could	Ex	Buttocks
81 – 100	Very Effetive	0	0	6	1	0%	0%	37.5%	6.3%
61 – 80	Effetive	9	8	10	14	56.3%	50.0%	62.5%	87.5%
41 – 60	Quite Effective	7	8	0	1	43.8%	50.0%	0 %	6.3%
21 – 40	Quite Effetive	0	0	0	0	0%	0%	0 %	0%
20	Very Ineffetive	0	0	0	0	0%	0%	0%	0 %
Total		16	16	16	16	16	100.0	100.0	100.0

Based on table 3, it shows that the initial conditions for the level of students' speaking skills in the pretest experimental group were more dominated by students in the good category with a percentage of 56.3% and a frequency of 9. Meanwhile, the control class showed that the initial conditions for the students' speaking skills in the control group were each dominated by students in the Good category with a percentage of 50.0% and a frequency of 8 students, a fairly good category with a percentage of 50.0% with a frequency of 8 students. It can be concluded that the pretest of the experimental and control groups have similarities, namely they are still equally dominated by the good and good enough categories.

While the level of students' speaking skills in the Posttest Experiment group was more dominated by students in the very good category with a percentage of 37.5% and a frequency of 6, a good category with a percentage of 62.5% and a frequency of 10 students. While the control class showed that the initial conditions for the level of students' speaking skills in the Control Group were more dominated by students in the Good category with a percentage of 87.5% and a frequency of 14 people, quite good category with a percentage of 6.3% with a frequency of 1 student, very good category with a percentage of 6.3%. with a frequency of 1 student. It can be concluded that the posttest of the experimental and control groups have similarities, namely they are still equally dominated by the very good and quite good categories.

1. The Effect of Applying the Active Debate Method to Students' Speaking Skills

The results of the pretest and posttest of the experimental group and the control group were tested for normality. The results of the normality test are that the data is normally distributed with sig data values > 0.05. After the normality test is carried out, the homogeneity test is carried out. Data from the two pairs of pretest and posttest groups stated that there was no significant difference in variance between the two data groups or the data in this study was homogeneous, because the sig value > 0.05, it means the data is normally distributed. The normality and homogeneity test results meet the requirements for the Independent sample T-test,

Tabel 4 Independent sample T-test results for the pretest and posttest of the experimental group and the pretest of the control group

Data	T	Df	Probability Value	Information
Pretest				
Experimental class and control class	1.119	30	0.132	$0.132 > 0.05 =$ no difference
Posttest				
Experimental class and control class	3.265	30	0.003	$0.003 > 0.05 =$ there is a difference

Based on table 5, it can be seen that the significance value is greater than 0.05 (<0.05), and H_0 is rejected if the significance value is less than 0.05 (<0.05). based on the table above, it can be seen that the significance value ($0.132 > 0.05$) then H_0 is accepted, meaning that there is no difference in the average value of the experimental group's pretest and the control group's pretest. Then if the value of t count table ($1.119 < 2.277$). So it can be concluded that there is no significant difference. It can be seen that if the calculated t value is 3,265 compared to the larger t table of 2,042 with a value of $\alpha = 5\%$ and df 30, then t count has a greater value than t table ($3,265 > 2.042$). Meanwhile, the probability value is 0.003, which is smaller than the significant level α ($0.003 < 0.05$). Then there is the influence of the application of the active debate method.

1. Application of the Active Debate Method to the Speaking Skills of Borongkanang State Elementary School Students, Bontonompo District, Gowa Regency

In the learning process of applying the steps of the active debate method there are still learning steps that have not been implemented. As for the steps for active debate according to Silberman (2006, p.141), namely the first step (preparing the topic) students do not relate the topic of debate to the controversial issues to be studied. The second step (grouping students into pro and con groups) students are divided into pro and con groups 1 pro group and 1 contra group. The third step (arranging arguments to be conveyed) students are less able to provide counterarguments. The fourth step (arguments submitted by group representatives) students are able to convey arguments, students are also able to argue if they have different thoughts. The fifth step (providing counter arguments) students are less able to defend their arguments with evidence in the form of facts and examples that are relevant to the topic of debate, students are also less able to provide counter arguments. The sixth step (providing rebuttal) students are less daring to refute or refute arguments, students also ask questions related to the arguments presented. The seventh step (active debate) students are less active in speaking and arguing with each other during the active debate process, students also lack discussions to develop debate strategies.

The percentage of implementation of the learning process through the application of the active debate method, in the treatment of treatment 1, obtained 61 scores out of a maximum score of 80, which shows a percentage of 76.25% in the good category. the percentage of 93.75% is in the very good category. This is in line with the opinion. This can be seen in the seven steps of the active debate learning method that are well implemented. Students are active in conveying arguments and giving rebuttals. The learning activities that have been carried out by researchers by applying active debate learning methods provide a new atmosphere in the learning process. In addition, this method increases the ability of speaking skills, because in this method students are trained to speak more actively. This is in line with the opinion of Sani (2014) which states that the active debate learning method is a very potential method for improving students' communication skills.

2. Speaking Skills of Grade V Students at SD Negeri Borongkanang, Bontonompo District, Gowa Regency.

The implementation of the application of the active debate method in learning

Indonesian in the VA class as an experimental class was known, then a descriptive statistical analysis was carried out with the results that the average student's speaking skills were in the low category and after being given treatment by applying the active debate method, speaking skills students increased and were in the high category. Whereas in the control class there was a slight change in the average increase in students' speaking skills, which were in the low and medium categories. The increase in students' speaking skills in the experimental class was greater than in the control class. Differences in students' speaking skills between classes that were given treatment using the active debate method and without giving the same treatment as in the experimental class. This agrees with Permana (2016) that speaking skills are more easily developed if students have the opportunity to communicate something naturally to others. During the learning process at school the teacher creates various fields of experience that allow students to develop speaking skills. Activities to practice speaking skills include presenting information and participating in debates.

3. The Effect of Applying the Active Debate Method on the Speaking Skills of SD Negeri Borongkanang Students, Kec. Bontonompo Kab. Gowa

The application of the active debate method has an influence on students' speaking skills. This agrees with Setianingsih (2019) which states that the active debate method is a very potential method for improving students' speaking skills, besides being trained to express their opinions orally students are also trained as note takers and inference makers. Based on the hypothesis testing carried out with inferential statistics, it shows that there are differences in speaking skills between the experimental class and the control class. The results of hypothesis testing are carried out by comparing the significant values, t-table and t-count values and the average scores obtained. Statistical results using the independent sample t-test obtained from the experimental class and control class pretest results with a probability value greater than 0.05, the t-count value is greater than the t-table and when compared to the average score of the experimental class and control class pretest difference between the two classes is not much different. Thus, there was no significant difference in the pretest of the experimental class and the control class. While the results of the posttest experimental class and control class the probability value is less than 0.05, the t-table value is greater than the t-count value and when compared to the posttest average scores of the two classes, the experimental class obtains a greater average score than the control class. This agrees with Widiyanto (2017) that the application of the active debate method can improve students' speaking skills. Students' speaking skills are increasingly mastered and skilled in speaking through the process of learning methods. Speaking skills are trained with the aim of making it easier to understand the intentions conveyed by others in speaking.

CONCLUSION

1. The application of the active debate method in class V SD Negeri Borongkanang, Bontonompo District, Gowa Regency was implemented properly and carried out according to the proper stages and had a positive influence. This is evidenced by the results of observations that have been made at each meeting that have increased from the effective category to very effective..
2. The students' speaking skills in the experimental class improved after the application of the active debate method was applied. This proves that the speaking skills of the experimental class students increased from the moderate to very good category
3. There is a significant influence on the application of the active debate method on the speaking skills of students of Indonesian language learning content for class V SD Negeri Borongkanang, Bontonompo District, Gowa Regency

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