



THE EFFECTIVENESS OF DEBATE METHOD TO IMPROVE STUDENTS' SPEAKING SKILL

Musfirah

musfirah@gmail.com

Program Studi Tadris Bahasa Inggris

Sekolah Tinggi Agama Islam Negeri (STAIN) Watampone

Abstract

This study presents research about the effectiveness of debate method to improve students' speaking skill to the students of second grade of exact of MA in Islamic Boarding School Al-Junaidiyah Biru Bone. In conducting the study, the researcher used quantitative method because the researcher conducted the data in form of numbers. And the way collected data by using pre-experimental design with pre-test and post-test and questionnaire. The purpose of this method was to carry out an experiment whether teaching speaking by using debate method if effective to the students' speaking skill or not. After the data was collected and the result of the test was obtained to prove the hypothesis and to establish the validity, the researcher analyzed the value of t-observation. It was proved by the result of students' test. The table showed that the mean score obtained by the students in the post-test (2.470) was greater than the mean score of the students in pre-test (1.529). The data of score of interest through questionnaire indicated that eight students or 47.058% whose score were in very high, seven students or 41.176% whose score were in high, two students or 11.764% whose score were in moderate. Debate method gave better result to improve the students' speaking skill. In other words, debate method was effective and interesting to use in teaching English speaking.

Keywords: *speaking skill, debate method*

INTRODUCTION

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes very important. Since it is important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

Speaking is ‘the activity of giving speeches and talks’ (Cobuild, 2006). Speaking is an activity used by someone to communicate with other. It takes place every where and it has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other through communication. Speaking is one of the skills that have to be mastered by students in learning English. We can master it if we always try to practice it.

Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up students’ motivation and improve their ability in speaking activities. Every teacher always tries to make interesting and effective activity in teaching and learning process in the classroom. And also teacher has to think what method should be applied to improve speaking skill of the students. Actually, there are many methods that can improve students’ speaking skill if the method can be applied well. One of the methods is debate method.

The writer is interested to research this method because debate method can motivate and help the students to feel easy in learning English, especially in speaking. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge.

Based on explanation above, the objective of the research is to find out whether or not use of debate method can improve the students’ speaking skill. The result of the research, English teacher can know that is the debate method effective or not in teaching speaking in the classroom. It will give information to English teacher whether debate method is interesting to the students or not in teaching speaking.

LITERATURE REVIEW

Concepts of Speaking

Speaking is a productive skill, like writing. It involves using speech to express meaning to other people (Spratt, 2005:34). Speaking involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006:57). We usually do many kinds of activities when we speak like pronouncing the word, using intonation, smiling, asking for and giving information, responding appropriately, taking part in conversation, etc.

Sari (2012) infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depend as much on the listener as on the speaker. There are three components to make accuracy in producing speech, namely vocabulary, pronunciation, and grammar.

Speaking is difficult for foreign language learners because the ability of effective oral communication requires using the language appropriately in social interaction (Richards, 2002, 204).

Based on the definition above, speaking is used to communicate or interact to people, express idea, feeling, thought, etc.

1. Elements of Speaking

There are three elements of speaking which are very crucial and important to be mastered by those who are learning English. These three elements should be understood well by the teachers and the students in order to apply and practice in improving the students' speaking skill by using English debate.

The elements are used as the parameters in assessing the speaking skill. Those are accuracy, fluency, and comprehensibility.

a. Accuracy

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation, are described below:

1) Grammar

Grammar 'describes how we combine, organize and change words and parts of words to make meaning'. We can use grammar to describe parts of speech, grammatical structure and how words are formed.

2) Vocabulary

Mastering vocabulary is first step to speak English if we do not master vocabulary we cannot utterance what is our purpose. If we do not have many vocabularies, it is impossible to express our opinion or idea in speaking English. So, vocabulary is important thing to make accuracy in speaking.

3) Pronunciation

Pronunciation is one of the most important aspects also one has to master when learning English. The pronunciation system of English word is unique. That is

the reason why many people say that the pronunciation of English language is difficult. Listening music, watching English movie, reading English book, etc are ways to become our pronunciation well.

b. Fluency

Fluency is 'speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech' (Nunan). Fluency refers to be able to communicate the ideas without thinking too much about the things to say or having to stop.

c. Comprehensibility

Comprehensibility deals with the awareness **of** the overall meaning **conveyed by the** speaker. It covers the big picture and it is not always restricted to pronunciation, and inappropriate vocabulary. Therefore, comprehensibility refers to the general meaning of the speech delivered.

From the explanation above, the writer would like to say that the three elements of speaking (accuracy, fluency, and comprehensibility) are very important to be discussed in this research, because from those elements that can help the writer to find out the students' speaking skill in conducting this research.

Concepts of Debate

Debate is a communication process in which participants argue for and against a given topic. Debating is about developing our communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince the adjudicator that our argument outweigh our position. Debating is not about personal abuse, irrational attacks or purely emotional appeals.

Debate is 'one of teaching method to improve the academic student's ability' (Kiranawati, 2011). Debate is way to make students can think critical about the problems. Debate in English demand students be able reveal idea in English and then students are able master global education, analyze the problem. Debate is also an appropriate media to accustom negotiation and argumentation ability of students.

There are 15 steps to conduct debate method in speaking class. The steps are;

1. Develop a controversial thing that is related to the lesson.
2. Dividing the four groups of teacher participants debate the "2 pro and 2 con"

3. The teacher gives a topic that will be debated by the four groups above.
4. After reading the material, the teacher pointed to one of its members. The pro to speak when it is addressed or discussed by the counter so forth until most of the students could express their opinion.
5. Before the debate begins both teams will be given the opportunity to perform a process of preparing the case for 20 minutes.
6. The first speaker of a positive team forward and then give the definition of a given topic and then give the case the parameters will be discussed, after which he will explain that are covered by the first and second speakers.
7. The first speaker of the negative team came forward and gave a positive response from a given topic and then give the case the parameters will be discussed, after which he will explain the parts that are covered by the first and second speakers.
8. The second speaker of the positive team forward and then respond to the case of the first speaker negative then he will try to connect the cases he brought to the case of the first speaker.
9. The second speaker of the negative team forward and then respond to cases of first and second speaker of the positive and then he will try to connect the cases he brought to the case of the first speaker.
10. The third speaker of the positive progress and the task is to make a response to second speaker and making conclusion.
11. The third speaker of the negative progress and the task is to make a response to second speaker and making conclusion.
12. After debating, give their views on the case of each team starting from the first negative and then positive to do it by each team in addition to providing insight into each case also provides a comparison between the two teams and explain what is going on in the debate and show points that benefit and support their case.
13. While the teacher writes the students expressed the core idea / ideas from every conversation on the board until a number of ideas that teachers are expected to be fulfilled.
14. The teacher adds the concept / idea that has not been revealed.
15. From the data available on board, the teacher invites students to make a conclusion / summary refers to the topic you want to achieve.

METHOD

The method used in this research was quantitative method because the researcher conducted the data in form of number. The way to collect the data was by using pre-experimental design with pre-test and post-test. Pre-test to know students' speaking skill before doing treatment and post-test to know speaking skill after doing treatment. This research used two variables, independent and dependent variable. Independent variable was teaching English using debate method and dependent variable was Students' achievement in English speaking skill.

The population in this research was students of second grade of exact of MA in Islamic Boarding School Al-Junaidiyah Biru in academic year 2012-2013. The sum of population was about 17 students.

In this research, the researcher used total sampling method. The sample in this research was the second grade of Exact of MA in Islamic Boarding School Al-Junaidiyah Biru as an object of this research. There were 17 students. The sample of this research was taken because of certain reasons. First, there were three students joined English debate competition. Second, when I asked them to speak English, they could not speak English well. So, the researcher took this classroom to know, what extent debate method can improve in studying speaking.

Instrument of the research was the speaking test. It was given to the students to know their ability in speaking. The test was divided in two types, namely pre-test and post-test. The pre-test was the speaking test given before treatment. In this test, the students were interviewed. The second test, post-test was given after treatment. After that, the researcher gave questionnaire. It was used to know the interest of student toward English debate in the process of learning.

Procedure of Collecting Data

The procedures of collecting data were chronologically performed as a follow:

1. The pre-test was administered before the researcher given treatments. The purpose of pretest to find out the students' initial speaking skill before treatment. Interview was supposed to stimulate students to express their ideas and arguments about a certain topic. The writer used the topic 'Television Has Good Effect to the Children Development' do you agree or not and why?'. It was one topic that was used in treatment.

2. The treatments were given after the pre-test in the classroom. The treatment conducted for eight meetings. There were eight topics used by the writer namely: the first meeting, the writer taught about the procedure of debate, the second meeting the writer gave a topic about Television Has Good Effect to the Children Development, the third meeting the writer gave a topic about The Effects of Internet Use to the Teens Development, the fourth meeting the writer gave a topic about Early Marriage, the fifth meeting the writer gave a topic about Children May Use Mobile Phone, the sixth meeting the writer gave a topic about Corrupter must be Sentenced for Life, the seventh meeting the writer gave a topic about Citizenry must agree to raise in prices of BBM, and the last meeting the writer gave a topic about Polygamy.
3. The post-test was administered after the treatment to know the students' achievement in using debate.
4. Questionnaire

The researcher gave questionnaire to the sample of the research after giving post test. The questionnaire was used by the researcher was based on the Likert Scale. The options for the statement that was used; strongly agree, agree, undecided, disagree, and strongly disagree. In this case, the questionnaire consisted of 20 statements, where 10 positive statements and 10 negative statements.

The aim of questionnaire that was used by the researcher was based on the Likert Scale to know the interest of students in speaking by using debate method.

Technique of Data Analysis

The data collected through the test that was analyzed by using descriptive and inferential statistics.

Score classification an objective to the students, the researcher used the criteria as follows: (Ulandari, 2010:28)

Table 1

Score	Criteria
9-10	The students speak English fluently, understandable, grammatical, and they give complete/ long answer.
7-8	The students speak English fluently, understandable, grammatical, but they give short answer.
5-6	The students speak slowly but understandable
3-4	The students speak English but their speaking miss understandable.
1-2	The students' cannot speak English

1. Calculating the percentage of the students' score by using the following formula (Sudjana, 1982:40):

$$P = \frac{F}{N} \times 100\%$$

Notes:

- P = percentage
- F = frequency
- N = the total number of students

2. Calculating the mean score of the students' answer in pre-test and post-test by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

- X = mean scores of the subject
- $\sum X$ = the sum of all scores
- N = the total number of students

3. Calculating the Standard Deviation of the students' score in pre-test and post-test by using the following formula:

$$SD = \sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}$$

Notes:

- $\sum X^2$ = the sum of all the square
- $(\sum X)^2$ = the square of the sum
- N = the total number of students

4. Finding out the significance different between the pre-test and post-test by calculating the value of the t- Test as like below:

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes:

t = Test of significant differences

D = The differences between two scores compared

\bar{D} = The mean of different scores

$\sum D$ = The sum of D scores

$(\sum D)^2$ = The square of D scores

N = The total number of students

Where:

$$D = \frac{\sum D}{N}$$

Notes:

D = the mean of difference score

$\sum D$ = The sum of all score

N = total Number of subject.

Hypothesis test:

$$H_0: \mu^1 = \mu^2 \text{ or } P\text{-Value} > \alpha 0.05$$

$$H_1: \mu^1 > \mu^2 \text{ or } P\text{-Value} < \alpha 0.05$$

FINDINGS AND DISCUSSION

FINDINGS

The data consist of the result of pre-test and post-test and also the result of questionnaire. The second section deals with discussion of the findings. The findings are divided into two parts that refer to the question of problem statement.

1. Students' speaking achievement

Tabel 2. The frequency and percentage of the students' achievement on pretest

No	Interval Score	Classification	Pre-test	
			Frequency	Percentage
1	9.0 – 10.0	Excellent	-	-
2	8.6 – 9.5	Very good	-	-
3	7.6 – 8.5	Good	-	-
4	6.6 – 7.5	Fairly Good	1	5.88%
5	5.6 – 6.5	Fairly	1	5.88%
6	3.6 – 5.5	Poor	9	52.94%
7	0-3.5	Very Poor	6	35.29%
Total			17	100%

Table 3. The frequency and percentage of the students' achievement on posttest

No	Interval Score	Classification	Post-test	
			Frequency	Percentage
1	9.0 – 10.0	Excellent	-	-
2	8.6 – 9.5	Very good	1	5.88%
3	7.6 – 8.5	Good	5	29.41%
4	6.6 – 7.5	Fairly Good	3	17.65%
5	5.6 – 6.5	Fairly	4	23.53%
6	3.6 – 5.5	Poor	4	23.53%
7	0-3.5	Very Poor	-	-
Total			17	100%

The table 2 above indicates that before the treatment, no one student gets excellent, very good and good. It means that most of the students' speaking skill is still poor, and need to improve. But after the treatment, the table 3 shows that there are nine students get good category and No one student gets very poor category. It means that the speaking skill of the students in post test is getting better after giving them treatment by using debate method.

Table 4. Means score of the students pretest and posttest

Pretest	Posttest
1.529	2.470

The data in previous section shows that the application of debate method is effective to improve the speaking skill of the students of second grade of exact of MA in Islamic Boarding School Al-JunaidiyahBiru. It is supported by the fact that the mean score of post-test is higher than of pre-test ($2.470 > 1.529$).

2. Test of Significance

T-test value is used to know whether there is or not significant difference between pre-test and post-test in speaking achievement by using debate method at the level of significance 0,05 or 5% where N= number of students (17), dk: $17-1 = 16$. The following table shows the result of the t-test classification.

Table 5. T-Test of the Students' speaking achievement

Variable	T-Test Value	T-Table Value
X-Y	21.135	1.746

Based on the table above, the researcher concludes that t-test value is greater than t-table ($1.746 < 21.135$). It means that, the students' speaking achievement improved. So, H1 (Alternative hypothesis) is accepted and H0 (Null hypothesis) is rejected.

3. Students' Interest

The questionnaire was distributed to the students to know their interest toward the debate method. The data shown that the debate method could enhance the interest of the second grade of exact at MA in Islamic Boarding School Al-Junaidiyah Biru Bone 2012-2013.

Table 6. The percentage of students' interest

No.	Interval score	Category	Frequency	Percentage
1	84-100	Very high	8	47.058%
2	67-83	High	7	41.176%
3	50-66	Moderate	2	11.764%
4	33-49	Low	-	-
5	16-32	Very low	-	-
Total			17	100%

In relation to the data of students' interest on the percentage analysis on the table above, the analysis of questioner shows that eight students (47.058%) are getting very high category, seven students (41.176%) are getting high category and two students are getting

moderate category. Based on the students' score of questioner, it is found that the highest score is 96 which is categorized as very high and the lowest score is 58, Further analysis shows that the mean score is 69.1 which is as high interesting category . The researcher can conclude that the data indicate that the debate method in teaching speaking class is highly interesting.

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through speaking test of both pre-test and post-test. After that, the researcher presents the description of data from questioner based on the students' interest toward debate method.

DISCUSSION

Students' achievement of speaking skill using debate method

The description of the data collected through the test as explained in the previous section showed that the students' speaking skill improved significantly. It was supported by the mean score rate of the result of the students pre-test and post-test. The mean score of the pre-test was 1.529 and the post-test was 2.470.

The mean score of the debate method improved after they were given treatment. The improvement of students' speaking skill was marked by the result of the post-test. In pre-test, No one students was classified in excellent, very good and good, one student got fairly good classification, one student got fairly classification, nine students got poor classification, and six students got poor classification. After giving treatment, the result was one student got very good classification, five students got good classification, three students got fairly good classification, four students got fairly classification, and four students got poor classification.

Debate method gave better effect. It could be seen in the result of the students' mean score and standard deviation after treatment of post test. It was proved that debate method was effective in students' speaking achievement.

The students' interest

The questionnaire that was given to the students covered general statements about interest towards speaking skill by applying debate method.

The data of score of interest through questionnaire indicated that most students had high interest through debate method in speaking class; it was proved by the table of percentage of students' interest.

In this study, the interest of students was considered as output because they were expected to have interest category toward debate method. The students stated that debate method was interesting in the process of study. Most of students agreed to apply debate method in the classroom because it was able to improve the students' interest in learning English and speaking especially. It proved the mean score of the questioner was 69.1 which was categorized as high interested.

CONCLUSIONS

Based on the result of analysis in the previous chapter, the researcher concludes that:

1. Debate method improved students' speaking skill. It was proved by the result of students' test. The table showed that the mean score obtained by the students in the posttest (2.470) was greater than the mean score of the students in pretest (1.529). Students' speaking skill improved after the treatment. So, it could be concluded that debate method was effective to improve students' speaking skill to the students of second grade of exact of MA in Islamic Boarding School Al-JunaidiyahBiru Bone.
2. Debate method was interesting to the students. The students' interest in speaking toward debate method learning was high. It was proved by the mean score of questioner 69.1 was high category.

REFERENCES

- Arief, Armai. 2003. *Pengantar Ilmu dan Metodologi Pendidikan*, cet.1; Jakarta Press.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*, ed. 5. cet.12; Jakarta: PT Rineka Cipta.
- Basri, Hasan. 2009/2010. *Statistik Pendidikan (Satuan Acara Perkuliahan (SAP) Statistika Pendidikan)*.
- Cobuild, Collins. 2006. *Advance Learner's English Dictionary*, 5 editions; Greece: Andrew Betsis ELT. 31 pyrgou street pireas.

- Csun.edu. *Formats of Debate*, 2012. Accessed on [http://www.csun.edu/~ dgw61315/debformats.html](http://www.csun.edu/~dgw61315/debformats.html)., on 24th February.
- Gay L. R. 1990. *Education Research: Competence for Analysis and Applications*. Five editions ed. Charles E. Meril: Publishing Company, Columbus.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. Cambridge.
- Haryadi, J. 2011. *17 Strategi Jitu Sukses Kuliah di Perguruan Tinggi; Panduan Lengkap Bagi Mahasiswa Baru untuk Meraih Sukses dalam Studi, Organisasi, dan Pengembangan Diri*. Jakarta: PT Gramedia.
- Imran TA, Moch. 2011. *Bahan Ajar Mahasiswa Cara Mudah Menyusun Skripsi*. Jakarta: CV Sagung Seto.
- Kementrian Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Pembelajaran dan Kemahasiswaan, *Pedoman National University English Debating Championship (NUEDC)*.
- Kiranawati, 2011. <http://gurupkn.wordpress.com/2007/11/16/metode-debat/>, on 25th October.
- Lindsay, Cora. dkk. 2006. *Learning and Teaching English A Course for Teacher*. Oxford University Press.
- Manroe, Alan H. 1949. *Principle and Types of Speech*, third edition, By Scott, Foresman and Company printed in the United States of America.
- Mateo, Arnel D. Thursday, August 30, 2007 <http://parliamentarydebate.blogspot.com/2007/08/characteristics-of-debate.html>, on February, 15th 2012
- Nunan, David. 1991. *Language Teaching Methodology a textbook for teacher*, Sidney, Macquarie University: Phoenix ELT.
- Porter, Patricia and Grant, Margaret, *Communicating Effectively in English: Oral Communication for Non-Native Speakers*, Heinle ELT 1992. <http://louannepiccolo.suite101.com/teaching-speaking-to-english-second-language-students-a261761>, on February, 15th 2012
- Richards, Jack C. dkk. 2002. *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University press.
- Sari, Vicka Mulia. <http://www.scribd.com/doc/52764640/8/Element-of-Speaking> on 16 january 2012
- Spratt, Mary. 2005. dkk. *The TKT Teaching Knowledge Test Course*, T.Cet; Cambridge.
- Sudjana. 1982. *Metode Statistika*. Bandung: PT. Tarsito.
- Sugiyono. 2008. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif), Cet. 6; Bandung: PT Alfabeta, November.*

- Syaodin, Sukmadinata Nana. 2005. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Thornbury, Scott. 2006. *How To Teach Grammar*. Bluestone Press, Charlbury, Oxfordshire, UK.
- Ur, Penny. 1996. *A course in Language Teaching*. Cet. I. United Kingdom: University Press.
- Zaini, Hisyam. dkk., 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Madani.