

THE EFFECT OF DEBATE TECHNIQUE ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMA N 5 TUALANG

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Abstract: *The research is aimed to find out whether there was some significant effect of debate technique on the ability of the second-year students of SMAN 5 Tualang. In conducting the research, pre-experimental research with one group pre-test post-test design was used. The sample of this research was the students of class XI IPA IV consisting of 30 students. The pre-test was administered before the treatment. After the treatment was applied for five meetings using debate technique, a post-test was administered. The data were analyzed using t-test formula. From the result, the researcher found that the value of t-test was 15.690 while the t-table was 2.045. Since the t-test was higher than t-table, alternative hypothesis of this research is. It means that there is a significant effect of debate technique on the ability of the second- year students of SMAN 5 Tualang in speaking.*

Key Words: *Speaking Ability, Debate Technique, Senior High School Students.*

PENGARUH PENGGUNAAN TEKNIK *DEBATE* TERHADAP KEMAMPUAN BERBICARA SISWA TAHUN KEDUA SMA N 5 TUALANG

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Abstrak: Penelitian ini ditujukan untuk mengetahui pengaruh dari teknik debate terhadap kemampuan siswa tahun kedua SMA N 5 Tualang. Dalam pelaksanaan penelitian, pre-experimental dengan one group pre-test post-test design digunakan. Sampel dari penelitian ini adalah siswa-siswi dari kelas XII IPA IV yang berjumlah 30 siswa. Pre-test dilaksanakan sebelum treatment. Post-test dilaksanakan setelah treatment diterapkan selama lima pertemuan menggunakan Teknik debate. Data yang di dapatkan dianalisa menggunakan formula t-test. Berdasarkan hasil kalkulasi, nilai dari t-test adalah 15.690 sedangkan hasil dari t-table adalah 2.045 alternatif hipotesis dalam penelitian ini di terima. Hal ini dapat di artikan bahwa terdapat pengaruh yang signifikan dari Teknik debate terhadap kemampuan siswa tahun kedua SMA N 5 Tualang dalam berbicara.

Kata Kunci: Kemampuan Berbicara, Teknik Debate, Siswa Menengah Atas

INTRODUCTION

English is one of the most learned languages by people around the world as this language acts as the international language. There are four language skills listening, speaking, reading, and writing which are all interconnected. Among other language skills, speaking is "the basic means of human communication" (Murica, 2001). This is due to the fact that most learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency. Moreover, Speaking is a speech production that becomes a part of daily activities which involve interaction (Thornbury, 2005) while Morrow (1982) defines speaking is typified as an activity involving two or more people in which participants both hearers and speakers have to react to what they hear. Furthermore, Sprat (2005) states that speaking is a productive skill which involve using speech to express meaning to other people.

A more comprehensive description of speaking comes from Chaney (1998) who defines it as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." However, there are more aspects to this particular skill of language. In speaking involves accuracy and fluency. Accuracy refers to "the correct use of vocabulary, grammar and pronunciation," whereas fluency is concerned with "the ability to keep going when speaking spontaneously" (Gower, Steve: 1995). Thus, while speaking fluently, learners are supposed to be able to get message across without paying direct attention to grammatical errors or conscious word choices. In helping students to overcome this challenge, teachers should provide their students with lots of conversational practices in the target language. In case of accuracy, many educators believe that it is not necessary to force students to communicate accurately since having a flow of conversation is considered to be more important in keeping a conversation alive. According to Nolasco and Arthur (1987) being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Furthermore, O' Malley and Pierce (1996) state that speaking is an important skill that a learner should acquire in order to enable him to communicate effectively through oral language, because disability of the students to speak may result inability of them to express their ideas. Thus, it is essential that teacher should pay great attention in teaching speaking.

An English teacher of SMA N 5 Tualang said teaching speaking is harder than teaching other language skills. The students often got confused on how to express their ideas and speak confidently. Based on the researcher's observation, there are several problems faced by the students when they were asked to speak. The first problem is the environment around them rarely support them to speak in English. As the teaching and learning process more focused on reading and writing, it makes speaking something new for them. Furthermore, they feel unconfident to speak in front of the people about their ideas because they are afraid of making any mistakes in grammar or in the pronunciation of the words. Moreover, teacher seems to dominate the class by talking too much in teaching process and then students just listen to the teacher, the interaction between teacher and students in the class is still minimal. In addition, the technique that used by the teacher in teaching speaking does not attract students' attention, the teacher used to give students a paper that consists of the material, ask them to read the text and answer the questions. Consequently, the students become passive.

Considering the problem faced by the students in speaking, the teacher needs to find an effective technique to help the students develop their speaking ability. According to Balcer and Seabury (1965), debate technique is considered as an effective technique to be learnt in speaking. In debate technique students need to collect and organize ideas, evaluate ideas, see logical connection between ideas and speak persuasively. By applying debate technique, students are able to increase their motivation, enhance their skill, promote critical thinking, and develop communication proficiency. Moreover, by using debate technique, it can activate the students' speaking class, improve the students' achievements-speaking ability.

Debate technique is an effective speaking activity in which encourages students to improve their communication skill. O' Mailey, Pierce state that it is a kind of dialogue to find answer or solution. In other words, two or more people are talking about a topic, exchanging ideas to deliver opinion. In addition, Dale and wolf (2000) state that debate technique is speaking situation in which opposite point of view are presented and argued.

RESEARCH METODOLOGY

In this research, pre-experimental with one group pre-test – post-test design was used. One group pre-test – post-test design involved a single group that was pre-test, exposed treatment, and post-test. One class involved in this research. The researcher compared the scores from the results of pre-test and post-test to see whether the treatment was effective or not on the students speaking ability.

This research was conducted from March to November 2019. The data were collected from July to August 2019 at SMA N 5 Tualang which is located at Jl. Sultan Syarif Kasim, Perawang Barat, Tualang, Siak. The population of this research was the second-year students of SMAN 5 Tualang. They were XI IPA 1 – XI IPA 5 and XI IPS 1- XI IPS 5. The total of population was 320 students. Below is the table of the population.

Table 1. Population of The Research

Classes	Total of Students
XI IPA 1	32
XI IPA 2	31
XI IPA 3	31
XI IPA 4	30
XI IPA 5	34
XI IPS 1	31
XI IPS 2	32
XI IPS 3	32
XI IPS 4	33
XI IPS 5	34
Total	320

Since the number was large enough to be taken as sample, the cluster random sampling technique was used. cluster random sampling means sampling in which groups is randomly selected. To choose the class to be sample, the researcher prepared 10 pieces of paper. One paper was written “sample” and the rests were blank. The chairmen of each class were asked to take one piece of papers. The chairman who got “sample” paper, his class ware chosen as a sample of research. Class XI IPA 4 was chosen as the sample with the total number was 30 students. The instruments of this research were speaking tests in the form of debate on the pre-test and post-test. Then, the treatment was applied for 5 meetings using debate technique.

RESULTS AND DISCUSSION

Results

In this research, t-test formula was used to compare the results of pre-test and post-test and to determine whether the hypothesis should be rejected or accepted. The result of t-test was also used to find out whether there was a significant effect of debate technique on speaking ability of the students.

The findings of this research show a positive results of debate technique on the ability of the students in speaking. The results of pre-test and post-test showed the improvement of the students’ ability in each component of speaking.

Table 2. The Improvement of Students’ Speaking Ability for Each Components of Speaking on Pre-test and Post-test

Components of Speaking									
Pronunciation		Grammar		Vocabulary		Fluency		Content	
Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
66	84	56	84	55	73	55	88	43	90
Improvements									
18 (18%)		28 (28%)		18 (18%)		34 (34%)		47 (47%)	

Table above shows the differences of students’ speaking ability in each component before and after the treatment was applied. The score of each component of speaking increased. The biggest improvement is in the content component which increased by 47%. While the score of Fluency increased by 34%, followed by the score of grammar which increased by 28%. In addition, the score of pronunciation and vocabulary which increased by 18%. The scores proved that the students’ speaking ability in each component of speaking has been successfully improved.

Table 3. Result of T-test**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	Post_Test - Pre_Test	23.900	8.343	1.523	20.785	27.015	15.690	29	.000

Based on calculations taken, the table shows that the mean different is significant. The value of t-test is 15.690. Meanwhile, the values of t-table on the df (degree of freedom) 29 is 2.045 with the level of significance (α)=5%. Then, based on the result, the t_{obs} is higher than t_{table} ($t_{obs} > t_{table}$) which is $15.690 > 2.045$ on significance level 5%. It means that the alternative hypothesis regarding the effect of debate technique is accepted and the null hypothesis is rejected. In other words, there is a significant effect of debate technique on the speaking ability of the second-year students of SMA N 5 Tualang.

Discussion

In brief, it can be stated that debate technique is applicable in teaching speaking for senior high school level. The finding can be proved by comparing the students' pre-test scores and the students' post-test scores. The results show that the students' post-test score is better than the pre-test score. The average students score on the pre-test is 46.13 while the average value rises to 70.03 after treatment and given the post-test.

The data analysis showed the result of the tests before and after the treatment was applied. The average score of the students' speaking ability on the pre-test was 46.13. The students got the lowest score in content component 43, it caused by the lack of knowledge about how to develop and organize the ideas. Meanwhile, the highest score on the pre-test was in pronunciation component 66. The students tend to use words where they are familiar with and they used to pronounce every hard word in the end of every learning sessions. On the other hand, the average score of the speaking ability in the post-test was 70.03. The students got the highest score on the post-test was in content component. As the students kept practicing, they were become more familiar with brainstorming, developing ideas and organizing it. Meanwhile, the lowest score in the post-test was in vocabulary component. When the students speak longer and came up with a lot of ideas, they tend to get confused on selecting a proper word.

In addition, the values acquired in this research of t-test is 15.690. meanwhile, the values of t-table on the df (degree of freedom) 29 is 2.045 on significance level 5%.

Then, based on the result, the t_{obs} is higher than t_{table} . It means that the alternative hypothesis of this research, “There is a significant effect of debate technique on speaking ability of the second-year students of SMA N 5 Tualang” is accepted.

This study is supporting another research such as a research conducted by Ryoko (2015) which states that debate technique is effective to help the students to get higher academic achievement in speaking. Furthermore, Fernandes Arung (2016) states that it is essential that students who learn English as their foreign language through debate technique get greatly benefit from the technique itself, the students can enrich their vocabulary, practice their fluency in delivering speech. In Ryoko and Arung discussion showed the same positive result on the use of debate technique in improving speaking skills.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research that had been done, the researcher comes to some conclusions. First, it can be concluded that debate technique was effective to improve the students’ speaking ability. It can be seen from the students’ mean score on post-test 70,03 which was higher than on pre-test 46,13. This happened because debate technique helps the students to feel less concerned about memorizing scripts and provoke them to develop ideas, words, concepts or statements of the motion. It is also helped the students to organize their ideas and make them to be a better speaker.

Recommendations

Based on results and previous explanations, the researcher would like to give some recommendations as first, for the students. They can make a group discussion outside the class to discuss the lessons they have learnt and they can practice their speaking skill by using debate technique with their friends. In addition, students are expected to be more confident in speaking English and do not afraid for making any mistakes because we can learn from it

Second, for English teachers. The teachers may use debate technique as an alternative strategy to improve the students’ speaking ability. Teacher’s role is important to train and guide the students. They also need to give the students a variation of projects that can attract students’ enthusiasm. In this way, the students can keep practicing to develop and improve their skills.

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