

# THE IMPLEMENTATION OF DEBATE TECHNIQUE TO ACTIVATE STUDENTS' SPEAKING SKILL

**Suryadi, Urai Salam, Iwan Supardi**  
English Education Study Program FKIP Untan Pontianak  
Email: [suryadisekadaul@gmail.com](mailto:suryadisekadaul@gmail.com)

## *Abstract*

The method of this research was a descriptive research. The data was collected through the observation checklist from the students' activity. The result of the implementation of debate technique to activate students' speaking skill could be seen from the data observation. The result of the data analysis based on the students' activity in debate technique showed that the process of the students' activity in applying debate technique could activate the students' speaking skill. Based on the data of the result the mean score of the students who participated in speaking activities, for all meeting until the last activities could be categorized all students spoke in the class, in each group had a chance to speak and the result were 100%, so the average of the percentage that the researcher got from the activity to the all meetings were 100%, and the result of the aspect speaking skill of the students' individual score that included accuracy, fluency, appropriacy, and voice mechanic for all students from 28 students in the class were 68,73 qualified as average to good.

**Keyword: Debate Technique, Activate Students, Speaking Skill**

## **INTRODUCTION**

Nowadays, the problem in the school to make students is able to active to speak English in the class is very often encountered. Most of the students in the school, they are understand what they read, but they are really passive to tell it orally. This is caused by the teaching the teacher always asks the students do the exercise in the book or in Lembar Kerja Siswa (LKS). The activities like giving a chance to the students to give their idea or share their idea is really rarely the students do in the class.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The students who want to learn speaking need idea and think to what they want to share or talk.

Most students in the class have a difficult time to improve their ability in speaking because of the students fewer activities to activate students speaking in the class.

In the school students learn English through reading and answering question like an essay and a multiple choices. Most students force how to get the answer through reading so the students have a little chance to improve their activities in the class. The effect is only few students are able to communicate in English well.

The students sometimes confuse what they have to do in the class because the instruction or the activity is not clear. The students sometimes do the activities but some of them cannot think of anything to say. They have no

motivated to express beyond the guilty feeling that they should be speaking.

In another case, the students are low and rarely to participate. Only one participant can talk at a time if he or she is to be heard and in large group this means the each one will have only very little talking time. This problem is bounded of some learners to dominate, while other speaks very little or not at all.

In this occasionally the writer wants to implement debate technique to activate students speaking skill in the class. As we know that the activities that related about activities in the class to activate students speaking skill is less. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

*Debate* is a discussion involving opposing claims an argument. More specifically, a *debate* is a regulated contest in which two opposing sides defend and attack a proposition (Nordquist, 2017). In debate, the writer hopefully to make the students in the school are active especially in speaking class. Without an activity or real activity, the students do not know how to start to speak.

Debate is one of an activity to activate their speaking skill. The students have to think, find and give their idea complete with the fact that they get from the book or internet. The students will try to think what they want to tell and they will learn actively spontaneous because they will search the data by themselves. The students also accustom to train to speak freely because in debate they have to speak without anyone help.

From the problems above, the writer is interested to conduct the research at eleventh grade senior high school Santun Untan Pontianak. The writer chooses at eleventh grade because at eleventh grade class students have high motivation to learn. They have just graduated from their old school to the new one that makes them still curios about the subject.

## **RESEARCH METHODOLOGY**

### **Form of Research**

The method in this research is descriptive study. The writer is interested to describe the

activation of the students speaking skill in the class through a debate technique. The title of this research is The Implementation of Debate Technique to Activate Students speaking skill.

Descriptive study is carried out with the main purpose of describing some process and phenomenon in the sense of happen what has happened or what is happening. Urdan (2005) who defines descriptive study is used to describe the characteristics of a given set of data. Banister (2007) who adds descriptive study is the method which provides important base for looking analysis and interpretation. John W. Best (1997 : 166) defines descriptive study as follows:

“A descriptive study describes and interprets what it is. It concerns with the condition or relationship that exist, opinion that are held, process that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the parents, although it often considers past events and influences as they relate to current conditions.”

Based on the real situation of students in the eleventh grade of SMA Santun Untan, The writer finds some weaknesses of the students in speaking. The writer will apply debate technique to activate student speaking skill. So the writer restricts the problem in this research in specific question: Does debate technique be able to activate students speaking skill? Does debate technique be able to make effective to activate students speaking skill?

The objective of this research is intended to know debate technique to activate students' speaking skill on the eleventh grade students SMA Santun Untan Pontianak in academic year 2017/2018.

### **Population and Sample**

Population and sample were the subject that being observed. The population and sample took at the eleventh grade of SMA Santun Untan Pontianak 2017/2018. Urdan (2005) population refers to the group of people or other units of analysis as the representative to all the number of a certain group or category of interest which is the focus of the study. The researcher took the population from his school that he was taught. The population was at the eleventh grade of SMA Santun Untan

Pontianak 2017/2018 class science and social science. Urdan (2005) sample is the smaller group drawn from the population. In this research, the researcher is going to analyze the students' problem in speaking to activate their speaking skill in the class. The researcher chose the eleventh grade students' class science there were 25 students. The students' had difficulties how to start to speak in English.

### **Technique and Tool of Data Collecting**

Technique and tool of data collecting are the process how the researcher conducting his research in order to see the mean score of the students participation in the class and how to collect the data. Technique of data collecting was the process how the researcher conducted his research in order to see the mean score of the students active speaking in the class and how to collect the data. The researcher tried to describe the activation of speaking skill toward debate technique.

This research, the researcher used a descriptive study. Descriptive study was carried out with the main purpose of describing some process and phenomenon in the sense of happen what had happened or what was happening. Urdan (2005) who defines descriptive study is used to describe the characteristics of a given set of data. Banister (2007) who adds descriptive study is the method which provides important base for looking analysis and interpretation. John W. Best (1997 : 166) defines descriptive study as follows:

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The scores were calculated based on the amount of the students talked in each activity. The researcher gave checklist to the students who participated in speaking. The checklist that the researcher gave to the students was based on what students talked and gave their idea or their question to the other teams. The

researcher did not give the checklist when the students just said yes or no when the questions was given by negative team or affirmative teams.

This research conducted in a single classroom at the eleventh grade of science class SMA Santun Untan Pontianak 2017/2018 as subject of the study. In order to elaborate and to provide a solution to the research focus, the data was collected by observation technique. The researcher also took some notes while or after teaching.

Scoring table was the main tool in collecting data of this research. The data is the students' performance in speaking by using debate technique. It is used to assess the students' speaking performance. Scores will be given to the students' performance in speaking through debate technique which consisted of, accuracy, fluency, appropriacy, the voice mechanic.

Observation checklist is used for collecting data in order to see the students active in speaking. The researcher uses observation checklist to see the students' activation performance in speaking in collecting their data to support their argument.

The researcher will keep the process of the activity in form of a note that will record the anything happen in the classroom when the group discussion is applied in class. Then the researcher will make notes or record which contain of four stages, planning, acting, observing, and reflecting. This field note will show all of activities that happen in the classroom while the group discussion is applied.

### **Technique of Analyzing Data**

In this research, the researcher used a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method. The technique is used to find the significant difference on the students' speaking skill teach using debate technique and teach without using debate technique. The following below is the criteria to qualified the students' individual score.

Students' score from aspects of speaking is quantified as their total score.

### Students' mean score

To find out the students ability in speaking will be measured in accordance of the aspects of speaking, which covered pronunciation, grammar, vocabulary, by using an average score formula below:

$$M = \frac{\sum x}{N} \times 100$$

M = The average of the students' talked

$\sum x$  = The sum of students' talked

N = The number of students' being observed

## FINDINGS AND DISCUSSION

### Research Findings

This research was conducted to know debate technique was able to activate students speaking skill. In this conducting research there were two variables that will be concerned: Dependent variable, which refers to the improving speaking students and independent ones, which refers to the activation students speaking skill.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching.

Based on the statements above the researcher inferred that if someone spoke, he/she should understand what he/she was about. In this section, the researcher developed ideas or build some topics to be talked and to make other responds to what speakers said.

In order to make a real situation in the class so that the students were able to explore their idea or share their idea, the researcher liked to use debate technique to create a good condition.

In this step the researcher showed all the activities that happen in doing the research at SMA Santun Untan. This activity was

believed in order to activate the students' speaking in speaking skill. As the result doing this research, the students were participated to speak in the class. The students' were able to decrease their unconfident when they wanted to start to speak and to give their idea in the class.

Teachers were demanded to make clear the rules to the students before the debate. These following rules are adapted from English Debate Sonic Linguistic 2010 and considered with the terms of classroom debate.

The debate will run :

Presentation (1<sup>st</sup> speaker) : 4 minutes

Rebuttal (2<sup>nd</sup> speaker) : 4 minutes

Response (1<sup>st</sup> speaker) : 2 minutes

Summary (2<sup>nd</sup> speaker) : 2 minutes

The format of classroom debate :

The order of speaker's shift in sequence are:

4 minutes Position Presentation – Pro (1<sup>st</sup> speaker of positive team)

4 minutes Position Presentation – Con (1<sup>st</sup> speaker of negative team)

1 minute work period

4 minutes Rebuttal – Pro (2<sup>nd</sup> speaker of positive team)

4 minutes Rebuttal – Con (2<sup>nd</sup> speaker of negative team)

1 minute work period

2 minutes Response – Pro (1<sup>st</sup> speaker of positive team)

2 minutes Response – Con (1<sup>st</sup> speaker of negative team)

1 minute work period

2 minutes Position summary – Con (2<sup>nd</sup> speaker of negative team)

2 minutes Position summary – Pro (2<sup>nd</sup> speaker of positive team)

To give a score for the students speaking skill the researcher needed the appropriate rubric score.

**Table 1. Rubric Score of Individual Score.**

No	Aspects	Score
1.	Accuracy Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors	25
	Pronunciation is influenced by the mother but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	20
	Pronunciation seriously influenced by the mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors.	5
2.	Fluency Speech as fluent and effortless as that of a native speaker.	25
	Speed and fluency are rather strongly affected by language problem.	20
	Usually hesitant; often forced into silence by language limitations.	5
3.	Appropriacy Use of vocabulary and idioms is virtually that of a native speaker.	25
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	20
	Misuse of words and very limited vocabulary make comprehension quite difficult.	5
4.	Voice mechanic Speaks with an appropriate volume for the audience to hear. Employs clear pronunciation. Uses non-monotonous, vocal	25

expression to clarify the meaning of the text.

Speaks with an appropriate volume but do not use clear enunciation, sometime use the expression but sometime do not use it, so it make the meaning of the text not clear. 20

Speaks with inappropriate volume for the audience to hear. Employs not clear pronunciation. 5

**Table 2. All Total Individual Score**

No	Score	Average
1	95	2
2	90	2
3	85	2
4	80	4
5	70	4
6	65	8
7	50	4
8	35	2

**Table 3. Criteria Score**

Score	Classification
80 – 100	Good to very good
60 – 79	Average to Good
50 – 59	Poor to average
0 – 49	Poor

M = The average of the students' talked  
 $\sum x$  = The sum of students' score  
 N = The number of students' being observed

Based on the data that the researcher analyzed there were 2 students got 95, 2 students got 90, 2 students got 85, 4 students got 80, 4 students got 70, 8 students got 65, 4 students got 50, and 2 students got 35. The result score was categorized by average to good, because almost the students in the class

there were 8 students got 65 from 28 students that participated in debate.

Furthermore, the researcher used debate in order to activate the students' speaking in speaking skill. It was considered that the technique would create a healthy competition among the students because in this case the student might give their opinion to express something according to the topic and then that problem together would be solved both teacher and students.

## **Discussion**

Based on conducting the activity, the researcher found several problems that happened in the class. Most of the students had a problem in pronunciation. They were able to speak and confident but the pronunciation was not clear. Most of the students miss the information when the other group tried to give their argument that effect made the activity was not going smoothly.

The teacher had difficult in activating students' who still had unconfident to speak in delivering their speech. In doing this activity were going smoothly to make the students active in speaking, the teacher tried built their motivation and their confident before they did their activity in the class. The teacher made the students' made a group and asked the students' to practice in asking question, giving opinion, and answering the question with their group to build their confident.

The researcher found some students who did not active in the class because the topic was really hard to them. The students did not know how to explain it in front of the class because they lack the information of the topic. The teacher realized the students' weaknesses than he tried to give the explanation before when conducted the activity. After that the teacher made a group in order to help the students easy to share their idea and learn together in group.

After the researcher made group to make the students' were active in the class, the researcher activate the students activity in group by asking question and giving opinion, so that the students work together in group to think and discuss it together to answer and give opinion based on the question were given. After the students were confident the teacher conducted the debate. The researcher took a score that each group were active in asking and giving opinion based the fact that they got from the book. As the result, there were several students' were active, but still there were several students' didn't show their performance well in giving opinion, asking question, and answering the question. It was happened because of several students' was shy to speak because they didn't have a good in pronouncing the word in English.

In making students' were active in the class, the first step that the researcher did in activating the students' activity in speaking, the researcher had to separate them into a group. There were six groups of the students who involved in this activity. The teacher asked the students' to have a creative thinking in giving argument. In the process of teaching learning, the researcher recorded the activity of the students' performance in using handycam. The first recorded, had shown using debate was effectively in making students' active in the class. The result showed the students' were active in the class the students were become more comfortable while they were expressing their idea in the class.

In order to see the average of the students' who was active in giving the argument, the researcher calculated the students' were active in speaking and divided by the member of the group. The researcher could take the conclusion of the result in doing this activity based on the students activity in the class, the fact was shown in using debate, the students' were active to speak there were seen 28 students active in the class from the total of the students in the class were 28 students'. This research was conducted in three meetings as long as two weeks. The result from the observing of the students' activity in debate could be categorized successful based on the standard minimum students' score if the researcher took the average was 68,73.

The researcher realized in applying the activity to the students, there were a lot of problem that to be solved. The several problems that the researcher found in the process teaching learning was: mood of the students sometimes always changed when they did the activity because of the condition of the class still not standard as a process teaching learning that made the students sometimes be passive. The effect of the students, the students would become not motivated to speak because the room was too crowded.

The researcher conducted this activity lasted two weeks. Each week consists of two meeting per two groups. The teacher asked the students always work together in a group when the activity was started. The students must be active in giving their argument when the topic

would be told by each group. The students might defend or attack their argument when each group was finished told their argument.

The interesting topic gave the positives impact to the process teaching learning. It made the students also motivated and curious to speak to give their idea and also the question. The topic would be given by the researcher and the topic was related about life.

The various topics also gave different situation in every meeting. It made the students also exciting when they did the activity. It was also influence their motivation to speak in the class.

Even though the researcher found of the descriptive research was glad, but the researcher still expected that there would be more research about debate, because it allowed teacher and students to explore language learning in creative way.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The result of the students' activity in group showed that debate was effective in making students' active in speaking. It showed there were 100% of the students' who were active in the class.

The students gave positive response to the action. They were happy and enthusiastic in learning. Although the activities in using debate made the classroom noisy, the students were happy because the learning process was more interesting and made students got motivated to speak.

Debate was one of the best techniques that made students had more chance opportunity to speak in exploring their idea and made them participate well in speaking learning process.

The students were able to decrease their unconfident through debate process in order to

help them to deliver their speech in front of the class.

Debate were successfully in activating their participation to speak in the class, because the students more felt confident to explore themselves to other friends.

### **Suggestion**

Based on the conclusion above, the researcher would like to give some suggestions. The result of this study showed that it is the implementation of debate technique to activate students speaking skill. There are some points that the researcher might suggest: (1) In doing this research, the researcher used debate in order to activate students' speaking skill. The students' more comfortable because debate built their confidence to speak in English. (2) To make the debate be active in the class the researcher used a kind of reading text. In using difference reading text, the students' could more be talkative because they could inspiration to involve the teaching learning process in asking question, giving opinion, and answering question. The students' could speak easily. (3) A various reading text and interesting text could give students good motivation in exploring their idea to their friend. It's prove that the students' while in teaching learning process almost the students' active in speech. (4) The topic that used by the researcher was the topic in a low level, so the students got easily understand what was the main idea of the topic which the activities in small group was going smoothly. (5) Memorizing a kind of expression like telling an opinion and how to give response an opinion was needed to help students were easy to express their speech when the activity started.

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