IMPLEMENTING DEBATE TO IMPROVE THE SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMK 17 AGUSTUS 1945 MUNCAR BANYUWANGI.

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Abstract

This study aims to improve students' speaking skills by applying the debate. Classroom action research (CAR) aims to find teaching and learning strategies that match the style of the learner and to solve teacher problems in finding the right techniques in teaching. Research conducted in SMK 17 August 1945 Muncar Banyuwangi on 39 students of class XI AK1 done in two cycles with stages of planning, implementation, observation, and reflection. Instruments used for data collection are observation sheets, questionnaires and student opinions about the debate. The teaching and learning procedure is divided into three steps; pre-activity, main activity, and post activity. Researchers found that the application of debate can improve students' speaking skills

Keywords: Debate, Speech Skills, English

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan Berbicara siswa dengan menerapkan perdebatan. Penelitian tindakan ruang kelas (CAR) bertujuan untuk menemukan strategi belajar mengajar yang sesuai dengan gaya pelajar dan untuk memecahkan masalah guru dalam menemukan teknik yang tepat dalam mengajar. Penelitian yang dilakukan di SMK 17 Agustus 1945 Muncar Banyuwangi pada 39 siswa kelas XI AK1 dilakukan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen yang digunakan untuk pengumpulan data adalah lembar observasi, kuesioner dan pendapat siswa tentang perdebatan. Prosedur belajar mengajar dibagi menjadi tiga langkah; pra aktivitas, aktivitas utama, dan aktivitas pasca. Peneliti menemukan bahwa penerapan debat dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: Perdebatan, Keterampilan Berbicara, Bahasa Inggris

A. INTRODUCTION

English is used as means of communication in the world; it becomes an international language. Byrne (1986:8) said that communication involves four skills, among others: speaking skill, writing skill, reading skill, and listening skill. In Indonesia, English has become one of the foreign languages as the compulsory

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subject for every education. Besides, it has become one the pre requirements for SMK students who desire to apply job in certain institutions or companies. Vocational high school graduation is implemented to be ready for the middle skillful worker in all job sectors. Before getting this predicate, SMK 17 agustus 1945 Muncar Banyuwangi will apply of preparation in order to get the better graduation. Some qualifications are given to the students before going to the job training, like able to operate computer, speak and write English, and good character. In line with that problem, English communication becomes dominant problem happen to the students to solve it.

In the eleventh grade of AK1 at SMK 17 Agustus 45 Muncar, the fact has shown that the students are quite difficult to improve their speaking skill because they are used to using their native language in their conversation in the class rather than English. Many students become very nervous and embarrassed when asked to speak English. They do not have self-confidence to speak. They are afraid of making mistakes. They can not arrange the word into sentences. When the teacher asks questions, nobody responds or they respond for the familiar words like morning, fine. They have lack of motivation to practice English either with the English teacher or friends. When the teacher asks them practice with their friend, they tend to use Indonesia language, or they just silent. Those facts give the low speaking test result, that is 50.00 and it is under KKM. This is the fact that the writer faces in the eleventh grade students of AK1 at SMK 17 Agustus 45 Muncar. Those problems happen because they do not have more vocabularies or they are not used to speaking English before, and the teacher focuses to the grammatical without paying attention to the student's speaking skill. Considering the facts, the researcher chooses one of the teaching techniques to create a good learning atmosphere through an English debate technique. Debate in other classroom context has had several beneficial results. First and most importantly, debate exercises have increased content learning and critical thinking. As bellon (2000) states, "debate is a complex, interactive experience that present students with personally meaningful challenges and encourages intensive analysis". Debating is about developing our communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an

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audience, and using your voice and gesture to convince their adjudicator that our arguments outweigh our position. Debating is not about personal abuse, irrational attacks or purely emotional appeals.

Through English debate in process learning, especially speaking, it is expected that the student's skill in English speaking will be better. Hyland (1993:25) argues that learning English using simulation technique such as debate have advantages, simulation activity can develop the fluency in communication using the target language This research is based on his belief that debate could give a positive advantage on students' interest and give motivation in expressing their ideas as well as increasing their speaking skill. The research title is "Implementing debate to improve the Speaking Skill of the eleventh grade students of SMK 17 Agustus 1945 Muncar Banyuwangi".

1. **Research Problem**

Based on the background of the study and the analysis above, the researcher formulates the research problem as follows: How can English debate improve the speaking skill of the eleventh grade students of SMK 17 Agustus 1945 Muncar Banyuwangi?

2. **Research Objective**

Referring to the formulation of the problem mentioned above, the objective of the study is to describe how debate can improve the speaking skill of the eleventh grade students of SMK 17 Agustus 1945 Muncar .

3. **The Procedures of Debate**

The Participants, Debate is conducted by two groups each consisting of there people. Each of this group is called positive team or affirmative then and negative team. Each member of each team is assigned as the first, second and third speaker. **The Definition,** Before the debate starts, the motion should be defined by the affirmative team. This definition is useful to explain the motion. Definition provides clear description about the limitation of motion so that the topic of the debate can be focused.

The Theme Line, The theme line or motion is the underlying logic of a team's case. It is the main instrument of argumentation that is used to prove a team's stand on the motion. A theme line can be viewed as a 'case in a

nutshell" because it concisely explains a team's strategy in defining or negating the motion (C. Davis – 1998:20).

The Argument, One skill of good debating is being able the construct and to understand a reasoned argument and – especially important – to recognize a fallacious or fraudulent argument. The question is not whether we like the conclusion that it emerges out of a train of reasoning, but whether the conclusion follows from the premises and whether those premises are true (C. Davis – 1998:22). **Debate Format,** This format was adopted from Australian. Here are some of applied of English debate. a) The (affirmative) team supports the motion of parliament. b) The (negative) team reject supporting of negative team, c) Both teams are supporting their argument to parliament. d) Each teams get the time to give their argument. e) The parliament will select one of the argument to be accepted. **The** actor **of debate,** in this English debate, the actor are: a) Chair person. b) Three-person of affirmative team. c) Three-person of negative team. d) Leader and keeper time . e) Three adjudicators

Figure 1
Scheme of English Debate
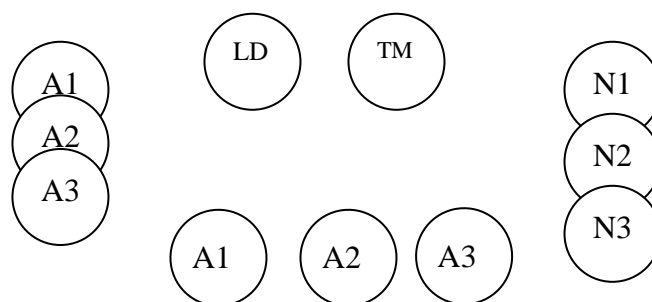
Note:

LD: leader of debate

TM: Time keeper

<u>Affirmative team</u>

A1: the first speaker, A2: the second speaker, A3: the third speaker,

<u>Negative team</u>

N1: the first speaker, N2: the second speaker, N3: the third speaker

Table 1. A1, A2, A3, ADJUDICATOR

Substantial speech	the first speaker is affirmative team (A1)	5 .20
	the first speaker is negative team (N1)	5 .20
	the second speaker is affirmative team (A2)	5 .20
	the second speaker is negative team (N2)	5 .20
	the third speaker is affirmative team (A3)	5. 20
	the third speaker is negative team (N3)	5 .20
(reply speech)	reply negative team	3 .20
	reply affirmative team	3 .20

B. METHOD

1. Research Design

The design applied in this research is a CAR (Classroom Action Research). This is based on the reason that the researcher aims solve the students' problem in speaking skill and to improve their speaking ability. According to Lewin (1980), classroom action research was carried out through certain procedures had cyclical model which consist of four activities. They are as follow: (1) planning; (2)acting; (3) observing, and (4)reflecting. The design of classroom action research used in this study is present bellow:

Figure 2 Research Procedures and Implementing English Debate
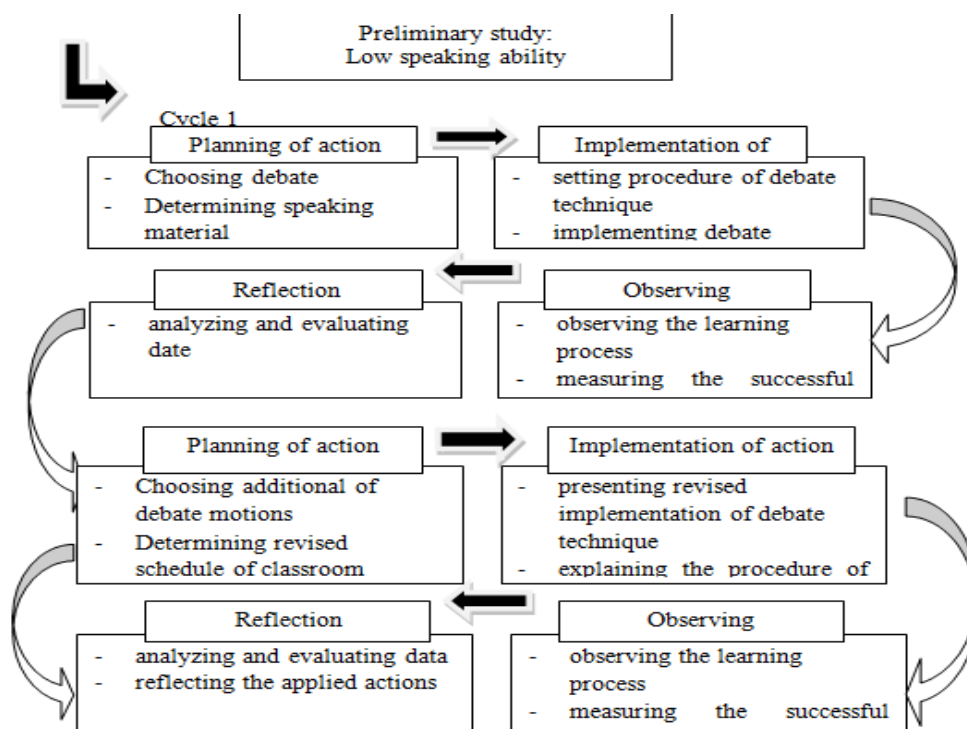
2. Subjects

The subjects of the study are the eleventh grade students of SMK 17 Agustus 1945 Muncar Banyuwangi.

3. Procedure

This study follows the following steps:

a. Preliminary study: identifying, analyzing, formulating, the problem, and collaborating between the researcher and teacher.

b. Planning the action: preparing the teaching strategy, determining the lesson plan, preparing instructional material and relevant media, preparing the criteria of success.

c. Implementing the action; the researcher is as practitioner teacher teach speaking by using the lesson plan, interview guide, evaluation, reflection, and analysis the collected data, determining whether the action is successful or unsuccessful

d. Observation; observing the teaching and learning process, collecting the data, observation forms, adjudication sheet, and field notes.

4. Preparing Teaching Strategy

the techniques which are carried out in the research contain the following steps: 1) introduce the debate and the rules of the debate 2). Practice debate 3). Apply the debate. In this stage, the researcher described the application of debate to improve students' speaking ability.

The first step, the researcher started with introducing the activity that was debate and did the explanation of debate, how to debate and everything about debate. Then, the students were given a debate exhibition as a model by turned on VCD (see the pictures in appendix) in order to understand and get clear description of how to debate. After turning on the VCD the teacher gave change to the students to give comments and asked questions. Before closing the class, the teacher asked them to make a group of three. They divided in affirmative and negative team. The teacher gave them motion that was to debate for the next meeting.

The second step, the researcher started the teaching learning process with greeting and checking the students' presence. The teacher reminded the

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students about the importance of English especially speaking, and then asked them to sit in their groups to be ready to debate. Before starting debate, the teacher made lottery the pairs of debaters. The teacher asked two of students as chair person and time keeper to come forward. Three were rest of the students after grouping of 12. The chair person called the debaters and turn up to all pairs of debaters

The third step, during the debate the researcher and collaborator observed the students performance in speaking achievement. During the debate, the teacher and collaborator observed the students' performance in speaking skill using TSE scoring guide. They were also making some notes of the students' mistakes. The teaching learning procedure was divided into 3 steps,

a. In pre-activity the teacher motivates students in order to get the students interest in the class. Engaging students is important for the learning process. The teacher asks some questions based on the ability of their speaking. Here the teacher also gave free debate in order to know how far students understand and involve in teaching and learning process.

b. Main activity, the teacher inform to the students the objectives of the lesson in order to know what they will get after the lesson the teacher explained the lesson to provide information that helps to explain the aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide science content information or expected result or conclusions.

c. Post activity for the session final expression is the same importance as initial one. Teacher should end the presentation with a deceive closing.

Deciding the Criteria of Success, There are two criteria in this research to measure the success of the action those are:

a. 75% of the students are able to have bravery to speak English in simple expression at least 5 (five) minutes.

b. The quality of students speaking ability could obtain 70 in $0 - 100$ scale the average

C. OBSERVATION

The researcher observed the activities during the implementation of debate technique, In collecting data the researcher prepares the instrument for data collection with observation form, students self assessment form of debate, field note.

Table 2 TSE Rating Scale

Competency	Score	Criteria
Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics. a. Functions performed clearly and effectively b. Appropriate response to audience / situation (Comprehension) b. -Almost Always accurate pronunciation, fluency, grammar, and Vocabulary	60	Very good
Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics. a. Functions performed clearly and effectively b. Generally appropriate response to audience / situation (Comprehension) c. Generally accurate pronunciation, fluency, grammar, and Vocabulary	50	Good
Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics. a. Functions performed clearly and effectively b. Somewhat appropriate response to c. audience/situation (Comprehension) d. Somewhat accurate pronunciation, fluency, grammar, and Vocabulary	40	Average
Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics. a. Functions performed clearly and effectively b. Generally appropriate response to audience / situation (Comprehension) b. Generally inaccurate pronunciation, fluency, grammar, and Vocabulary	30	Less
Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics. a. No evidence that function were performed b. No evidence of ability to response appropriately to audience/situation (Comprehension) c. Almost always inaccurate pronunciation, fluency, grammar, and Vocabulary	20	None

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1. **Description of Debate Implementation**

Implementation of Action, The implementation of the action was on the based on the teaching learning scenario stated in the lesson plan.

2. **Meeting 1**

The first meeting was held on May 6th 2011. The first meeting was done in two period of lesson hour with 45 minutes. In this meeting the researcher started with the explained of debate in general how to debate, and everything about debate. Then the students were given a debate exhibition as a model by turned on VCD in order to understand and get clear description of how to debate.Before closing the class, the teacher asked them to make a group of three. They divided in affirmative and negative team. The teacher gave them motion as a topic to debate for the next meeting. The motion or topic for the next meeting was "smoking factories should be closed by government". They had 6 days to work with group and explore supporting ideas, facts, etc from magazine, newspaper, internet, or others.

3. **Meeting 2**

The second meeting was held on May 12th, 2011. The second meeting took four periods of lesson hour. Total time allocation for the second meeting was 4X 45 minutes = 180 minutes. The motion or topic in the meeting was "The students should be banned bringing HP into classroom". The implementation was as follows;

a. Pre-activity

The teaching learning process started with greeting and checking the students' presence. The teacher reminded the students about the importance of English especially speaking, and then asked them to sit in their groups to be ready to debate. Before starting debate, the teacher made lottery the pairs of debaters.

b. Main-activity

The teacher asked two of students as chair person, time keeper to come forward. There were rests of the students after grouping of 13. The chair person called the debaters in turn up to all pairs of debaters. During the

debate, the teacher and collaborator observed the students' performance in speaking skill. They were also making some notes of the students' mistakes.

c. Post-activity

After discussing with the teacher and collaborator were observing the students' performance using TSE (Test of Speaking English) scoring guide. They made some notes of cases faced by the students related the students' communicative competence.

4. Reflection

After discussing with the collaborator, the researcher made some conclusion dealing with the implementation of the debate to improve the students' speaking skill. They had observed that the students have enthusiasm in their activity. Most of them seemed to be more self-confident in expressing their ideas. They had discussed in group seriously before presented the debate. So the teacher could say that the students were motivated to speak English. Even though, the next cycle needed to de done because it did not fulfill the criteria of success. As the fact that the average score of students' achievement was 66.66.

5. Revision of the Strategy Implemented in Cycle 1

In this cycle, the researcher and collaborator revised the lesson plan. They revised grouping students. Grouping of student was chosen by the teacher. The weakness of the first cycle, there was no heterogeneous students in each group. The clever students were in the same group. So, implementation of debate was not in balance. There were no interesting and challenging activities. The purpose of separating clever students is to motivate their groups and the debate will run well. The affirmative groups in the first cycle became the negative groups in the second cycle and vise versa.

Another revising in the second circle is giving another motion. They selected the topic by themselves. The new motion was "The teachers should not bring HP into the classroom". The topic in the cycle was very suitable with their situation. It hoped they really motivated the debate and made their expressing totally.

6. Cycle II

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Cycle II was held on May 13th and 19th 2011. The presentation of the data in cycle II is organized into planning of action, implementing of action, observation, and reflection to draw conclusion.

Planning of Action, After selecting the topic, they sat in their groups preparing arguments, exploring ideas, facts from some materials. The teacher took around to help them.

7. Implementation of Action

Meeting 1, The teacher started with greeting and checking students' presence. Then he made regrouping the students. It separated clever students in all groups. It hoped that each group had the same competence. The affirmative team in the first cycle because the negative team I the second cycle. Then they sat in their groups.

Selecting topic was the next activity after grouping. They selected by themselves from some teacher's topics. They chose "The teachers should not bring HP into the classroom "The next, they discussed for preparing arguments, exploring ideas, facts from some materials. They did the activities at the language laboratory to support their ideas. They used some facilities such as internet, dictionary, and others. The teacher took around to help them in facing the language problems. So the students could minimize errors in the case of language. Hopefully the debate would be running well and alive.

Meetings 2, The second meeting was held on May 19th, 2011. It needed four periods of lesson hour or 180 minutes. The second meeting was identical with two meetings in ordinary teaching learning process. First meeting was the English lesson hour and the second meeting holds after class. The implementation of the action was done as bellows:

a. Pre-activity

As usual, the teacher started the class by greeting and checking the students' presence. He also reminded the students about the important of English in their life. Before going to the debate, the teacher gave time to review or discuss again the topic. While they were discussing, the teacher went around and helped them in solving they found. Then asked them to sit in their groups to be ready to debate.

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b. Main-Activity

The teacher asked two of the students as chair person and time keeper to come forward. They were rest of the students after regrouping of 12. The chair person called the debaters in turn up to all pairs of debaters. During the debate, the teacher and collaborator observed the students' performance in speaking skill using TSE scoring guide. They were also making some notes of the student's mistakes.

c. Post-activity

After discussing with the collaborator, the teacher gave the students review the running of the debate. The teacher explained to the students on the cases that teacher noted.

Observation, In this activity, the teacher and collaborator were observing the students' performance using TSE scoring guide.

Reflection, After discussing with the collaborator, the researcher made some conclusion dealing with the implementation of the debate to improve the students' speaking skill. The second cycle showed cycle showed that the students made an improvement on speaking skill. The researcher and collaborator had observed that the students have enthusiasm in their ideas. They had discussed in group seriously before presenting the debate. So the teacher could say that the students were motivated to speak English. The results of the observation of the second cycle found that average score classically reached 83.33.

From the result, the researcher and collaborator concluded that the implementation this cycle was successful. The average score in this cycle is higher than the minimum criteria successful of 70. On the basis of achievement of cycle II, the researcher and collaborator decided that the next circle was not needed anymore because the criteria of success of the research had been fulfilled and the problems encountered were solved.

D. DISCUSSION

The Australia debate technique is a simple strategy, and applicable to several important for educational objectives. Through the debate students are able

to improve their ability in recognizing their behaviors for handling difficult situation. And they have ability to response the situation and condition in speaking process. Debate is able to force and motivate the students brave to speak English, debate technique carry out them an appealing set of activities because by doing this action the students are interested and enjoy it; they are not realized that perform the debate can motivate them in speaking process.

The research had objective to improve the students speaking skill through the debate technique. And the most important thing that by using Australia debate is to practice to communicate in English during the teaching and learning process. The debate Australia system was selected based on the objective of language learning, for example; to motivate student to involve actively in teaching and learning class, to encourage student to communicate in English, to develop a positive interaction among the students, to improve students' speaking skill in English, to give the students opportunities to initiate in oral communication, to ask students think critically, the students become more self confident to convey or express their ideas in English, the students are able to have bravery to express their opinion.

The debate strategy could be applied as integrated method in teaching speaking covering all the language components. This model is rally effective to improve the students' speaking. It could cover all aspects of the language such as pronunciation, grammar, vocabulary, fluency, and also comprehension. On the comprehension point, they concentrated their mind in catching their opponents' words and structured their words to attack them. It means that they practiced listening. In the debate implementation, the debaters need comprehension and responsive or interactive. Brown (2004) states that interactive speaking is complexity of the interaction and can be pragmatically complex.

Based on the findings presented, it was identified that using debate in improving students' speaking ability is effective. The effectiveness of it can be shown in the table of students' learning result and students' response in the activity.

Considering the result of the students' performance in the first and second cycle, it can concluded that using debate could improve the students' improve the

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students' speaking skill. All the indicators of the criteria of success had been fulfilled as follows; A). The results of the students were actively involved during the teaching and learning. Their response toward the implementation of the debate had positive impact of their speaking skill. The students were more active and motivated to communicate after the implementation of the Australia debate. B). the students became more self confidence to make rebuttal. C). students braved to speak and express ideas in front of class. D). the students were happy and enjoyed in learning speaking by using debate system. And finally the average of the score result in cycle 2 had fulfilled the criteria of success.

1. The Improvement of the Students' Learning Result

Harmer Jeremy (2006;269) states that effective speakers of English need to be able not only to produce the individual phonemes of English, but also the use of fluent connected speech. It means that speakers of English change the pith and stress of particular utterances, vary volume and speed, and show by other physical and non-verbal means ho they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression and emotion of intensity.

Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing, disagreeing, surprise, etc. where the students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

In this case, speaking skill covers some language competence such as pronunciation, fluency, vocabulary, grammar, and comprehension. Speaking skill can be explored through communicative strategies. The finding of the research shown that there is an importance of the students' speaking skill using debate. This can be studied from the result of the analysis of process and product assessment out the research.

In that assessment, it was noted that at the early stage of the research or preliminary study, the students were low in speaking especially in

achievement the specific instructional objectives. The most common problems done by students were no challenging and afraid making wrong. To overcome the problems, the students were grouping and given challenging in debate in order to raise up their brave of speaking. They could also share with their groups. And then they acted debate to argue their mind and to battle other group.

After being treated with the technique mentioned above, the students made progress in their speaking. The progress can be studied from the score gained by the students from preliminary study, cycle I, and cycle II. The data analysis shows that the implementation and treatment in circle 1 was not fulfilled the target yet. And because of the result it became to the next circle by rearranged the group debate and giving more interesting motion.

The data analysis in circle II shows that the result of students' activities was better than before and fulfilled the target of research. The implementation and treatment were successful. The improvement students' learning result can be seen in table 4.5.

Table 3 The Improvement of Students' Speaking Skill

NO	Assessment	Average Score	Note
1	Preliminary	50.00	The minimum average score prescribed is 70
2	Study	66.66	
3	Cycle I	83.33	
	Cycle II		

The results of students' speaking learning improve as follows the treatment given in each cycle during the research (see figure 5.1). Based on the observation in preliminary study, cycle I, cycle II, and the students response toward the implementation of debate, it could be concluded that there were a number of improvements concerning with the students' speaking performance.

First, this can be seen from the fact that before action done or preliminary study, the average of the students' achievement was 50.00. There were no students reached the criteria of success.

Second, there was an improvement in the first cycle but had not reached the criteria of success. The result was the classical average score was 66.66.

Third, in cycle II, the average score reached 83.33. It means that the criteria of success had been fulfilled. It said there was a significant improvement of using debate.

Considering that some had done the research concerning the advantage of the Australia debate system technique, this result had answered the problem of speaking at SMK 17 Agustus 1945 Muncar Banyuwangi, that Australia debate system is one of the technique that could be used to improve speaking skill of the students of SMK 17 Agustus 1945 Muncar Banyuwangi on the eleventh grade of XI accounting 1. And Australia debate system formation is one of the techniques that could be used to force students to speak. Besides that the students are motivated to speak or communicate in English.

E. CONCLUSION

The implementing of debate can improve the students' speaking skill. The improvement can be seen through the comparison among the result of the students' speaking skill test before and after getting treatment. It showed that the implementing of debate technique in teaching the speaking skill made the students actively involved and motivated highly in learning speaking and could improve the students' speaking skill at SMK17 Agustus 1945 Muncar.

The conducting speaking test after implementing the English debate technique in cycle 2 are shown that 75% of students are able to have bravery to speak English and the quality of students speaking ability could obtain 70 in 0-100 scale the average. The result proved that it has fulfilled the indicator of successful implementation of the research.

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The students' speaking skill can be improved through debate with these following procedures:

1. The teacher introduced the Australasia debate model, stated the aim of the activity.
2. The teacher explained the procedures of Australasia debate in conducting the activity.
3. The students are shown to see the debate sample from video.
4. The students are divided into groups, as debaters, time keeper and chairperson.
5. The teacher makes lottery the pairs of debaters to know the affirmative (pro) or negative team (contra).
6. The students are given a motion and must prepare for ten minutes to explore their ideas.
7. The teacher asked the collaborator as the adjudicator.
8. The activity is conducted and the students to make a debate.
9. The teacher and collaborator give a positive suggestion to make students interested and motivated in debate .and give the score in their speaking.
10. Teacher and collaborator evaluate the result of the activity.

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