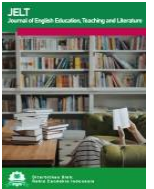




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Increasing Students Ability In Speaking By Using Debate Practice

Salamat Husni¹, Yusriati²

Universitas Muhammadiyah Sumatera Utara, Indonesia^{1,2}

KEYWORDS

Students' Ability, Speaking, Debate Practice

ABSTRACT

The objective of the ponder was to execute the wrangle about method and peer evaluation to progress the third semester student's talking capacity. This think about utilized classroom activity investigate and it was wiped out two cycles. There were four gatherings in each cycle; three gatherings was for the execution of wrangle about within the educating of talking and one meeting was for conducting talking test. The rebellious utilized to gather the information were: (1) perception checklist, (2) field-note, (3) score sheet, and (4) survey. The result of the investigate appeared that the criteria of victory had been come to in cycle 2. There were two viewpoints decided as the victory criteria; score advancement and classroom climate. The result of talking test appeared that the understudies had made a few advance, the normal scores raised from 60 in pre-test, 69 in cycle 1 and 75 in cycle 2. These scores shown that there's an expanding capacity from being 'fair' to being 'good'. The classroom environments were too expanding emphatically. The result appears that the understudies steadily may express their thought and conclusions in talk about hone. This movement energized the students' inventiveness to investigate the dialect, since they were inquired to create their contentions from certain movements. The movements were made commonplace to them so that they found it simple to talk on the points. By practicing talking within the debate practice, they made strides their familiarity as well as their certainty.

INTRODUCTION

Speaking ability is exceptionally critical within the setting of English learning. It is since through verbal language, speaking, one empowers to precise his/her thoughts and considerations and being able to talk is one of the pointers of acing the dialect (Fauzan, 2014). According to Ur (1996: 120), talking appears naturally the foremost critical: individuals who know a dialect are alluded to as 'speakers' of that dialect, and numerous on the off chance that not most remote dialect learners are primarily fascinated by learning to talk. Nunan (1999) contends that the capacity to operate in another dialect is by and large characterized in terms of being able to speak that dialect. Considering the significance of the speaking dominance, a few instructors center on how to instruct talking viably in his/her English course. For the English learners, acing speaking may be a challenging since it needs a tremendous capable exertion. You cannot arrange the precise

words/sentences in talking. Not at all like perusing or composing, talking happens in genuine time; as a rule the individual we are talking to is holding up for us to talk right at that point. We cannot alter or change what you need to say (Bailey in Nunan: 2003: 47). Talking is approximately to oversee the discussion and to talk suddenly (Fauzan, 2014). Oral communication includes two or more individuals in arranging implications, and it continuously related to the setting in which it happens (O'Malley & Pearce, 1996: 59 and Nunan, 1999: 227).

For the English learners, to talk English in genuine time, to arrange implications, to oversee the conversation, and to talk suddenly is the challenging issues within the English learning. Being able to talk becomes one imperative objective to realize in learning English. Numerous English learners feel impediments and unsatisfied with their accomplishment in talking. They confronted a few issue in aching the talking aptitude. The understudies have issues in talking English due to hesitance, wavering, fear of making botches, or need of satisfactory lexicon (Fauzan, 2014), numerous English learners are reluctant and unmotivated (Nunan, 1999: 231-233), and EFL learners confront the students' won't conversation issue (Gebhard, 2000: 186). The understudies do not need to talk English since they are as well bashful to conversation in English, they are anxious of making botches or their companions will snicker at them, and they are too on edge since they had not numerous changes to talk or since the educator continuously gave faultfinders and rectification on their botches right absent (Fauzan, 2014).

The understudies of English division of IAIN Samarinda moreover confronted the comparable issues in talking. Based on the researcher's involvement instructing there and the preparatory consider, the analyst distinguished a few issues confronted by the understudies. A few issues confronted by the understudies are:

numerous understudies were perplexed of making botches, they felt anxious to talk English, their familiarity and their sure were too moo. Overcoming the over issues, Ur (1996:

121-122) proposes the taking after procedure to overcome the talking issues:

utilize bunch work, base the action on simple dialect, the dialect ought to be effortlessly reviewed and delivered by the members, make a cautious choice of theme and assignment to fortify intrigued since the clearer the reason of the dialog the more persuaded members will be, deliver a few instruction or preparing in talk ability, and keep understudies talking the target dialect. Considering the realities over, there would be a ought to actualize a unused suitable procedure to make strides the student's talking capacity. One of the techniques that a teacher could use is wrangle about and peer evaluation. Wrangle about could be a formal strategy of intelligently and representational contention pointed at influencing the group of onlookers. Talk about can be utilized to instruct talking within the EFL classes. (Krieger, 2005:

1) states that talk about is an fabulous movement for dialect learning since it locks in understudies in a assortment of cognitive and etymological ways. It is giving significant tuning in, talking and writing hone, wrangle about is additionally exceedingly compelling for creating argumentation aptitudes for enticing discourse and composing. Alasmari & Ahmed (2013: 148) claims that debating can be utilized brilliantly to boost up students' talking in English. The utilize of talk about in EFL

classes, the learners will to begin with of all drive out students' fear approximately English dialect. Besides, the wrangle about will make strides their familiarity, elocution and lexicon. They will too be commonplace with languages and specialized terms as debating covers a assortment of ranges and issues. In connection to the utilize of peer evaluation in talking expertise, Patri (2002) examined the agreement amongst instructor-, self-, and peer-assessment of understudies within the nearness of peer-feedback. The research was wiped out the setting of verbal presentation skills of the primary year undergrad understudies of ethnic Chinese foundation in City College of Hong Kong. The analyst finds out that peer-feedback had made a difference in accomplishing more prominent relationship between educator- and peer-assessment. Syamsulrizal (2008: 45) found that peer feedback made the understudies mindful of botches but they did not maintain a strategic distance from danger or indeed ceased talking—as the educator more often than not dreaded when redresses were made. Instep, the understudies acknowledged the redress and moved forward their talking so that the exactness was raised. This result can moreover be picked up through hone and agreeable learning in which the understudies offer assistance one another to shape their capacity. The advantage of this action is to empower the understudies to survey their claim capacity as well as their peers or other speakers.

METHOD

This study aims to carry out debate and peer review to solve classroom problems in teaching speaking.. For this reason, a classroom action research (CAR) design was chosen for this particular study because the problems to be addressed stem from the classroom context.. The goal of implementing action research in the classroom is to solve problems encountered in the classroom as well as improve the quality of the teaching and learning process.. This study used classroom action research (CAR) following Kemmis's cyclical process (in McNiff: 1992: 27): plan, do, observe, and reflect.. During the planning stage, the researcher is expected to undertake debate and peer review; Prepare educational strategies, design lesson plans, provide materials, write assessments and determine success criteria.. During the implementation phase, the researcher applied the strategy.. During the observation phase, the researcher collected data.. During the reflection phase, the researcher evaluates the results of strategy implementation and draws conclusions about whether the strategy was successful or not by comparing it with success criteria.. The study was conducted at the Department of English at IAIN Samarinda among third semester students by subject.

RESULTS AND DISCUSSION

Result

Cycle 1

The first cycle was applied in four meetings; three meetings for teaching learning process and one meeting for speaking test.. The implementation was carried out in order to solve the problems the English students at IAIN Samarinda encountered which were revealed in the preliminary study and from the teacher's

own experience when he taught speaking to the students.. The action was implemented solely for the problems in this particular class of Speaking 3 by firstly making a plan of how doing the action.. The action consisted of the teaching and learning process, the observation, the students' speaking performance, and the analysis and reflection.. The first meeting was the introduction to the implementation of debate practice for the students, which had goal to introduce the students how to perform debate practice.. Class proceeds as usual, starting with the introduction of new material and moving on to an activity in which students practice debating in front of the class using spoken English, and ending with a review session.. Peer assessment templates were developed and presented to students.. The activity of the first meeting is to practice to get used to debating practice.. They are encouraged to speak English, in the language they know, so as not to be afraid of making mistakes.. Only a few students speak English fluently..

There are four teams practicing debating, the teams are:

1. Government opens (Prime Minister and Deputy Prime Minister)
2. Opposition opens (Leader of the Opposition and Deputy Leader of the Opposition)
3. Government shutdown (government members and deputy prime minister) opposition leader) Government Whip)
4. Closing the Opposition (Opposition Members and Opposition Whips)

Debaters delivered substantive speeches in the following order:

1. Prime Minister,
2. Leader of the Opposition Opposition,
3. Deputy Prime Minister,
4. Deputy Opposition Leader,
5. Government Member,
6. Opposition Member,
7. Government Whip and
8. Opposition Whip ..

During the second meeting, the researcher noticed that the students were more comfortable practicing debate.. This time they argued without any help from the teacher.. The recommendation they have to make is that Indonesia needs a female leader.. Some students cannot present the given topic.. The allocated time has increased but the specified time has not yet been reached.. They must make assessments and give feedback to their peers during debate practice.. The third meeting went better than the previous ones.. The recommendation they must make is that husband and wife must have the same level of education.. They can reduce shyness, hesitation and anxiety.. They can improve their mastery.. Each performer in the group is judged by two students.. At the end of the class, they were asked to comment on their classmates' performance.. The researcher found that this strategy was not very effective because not all evaluated students provided feedback to the interpreter.. This may have happened because they only focused on group debate performance..

To know the results of debate practice, the researcher took a test at the end of cycle 1.. The results showed that the average score of the students was 70..00, the

highest score was 70.00.85 and the lowest score was 70.00. is 57.. This area's score and ability are considered "good".. At the end of cycle 1, the researcher also assessed classroom climate focusing on student engagement.. Student participation was 64%.. In cycle 1, the data show that the criteria of success had not been reached yet.. The implementation of debate and peer assessment has not fulfilled the criteria of success.. One of the criteria has not been achieved yet is the students' participation should be 70%.. The implementation of debate and peer assessment in cycle 1 was not successful yet.. The adjustment of the implementation of debate should be done to gain a higher achievement of the research in the following cycle.. The improvement of the implementation of debate practice was made in several ways, they were: a) Choose the simpler motion b) Instruct the students find the data related to the motion.. c) Give more time do rehearsal in pairs.. d) Let the students write the outline of their arguments.. e) Each student assesses one group only.

Cycle 2

The second cycle was conducted in four meetings; three meetings to teach the learning process and one meeting for oral examination.. In cycle 2, the researcher made some adjustments in implementing debate practice based on reflections in cycle 1.. Before implementing debate practice, the researcher selected the simplest work.. He asks students to find data related to motion, gives more time to practice in pairs, and has students write summaries of their arguments.. The recommendations they had to present in round 2 were: smoking should be allowed in public places, the government should pay tuition fees, and love is more important than money.. The adjustments made have brought positive results.. By simplifying movement, they can make debate practice easier.. By having students figure out the data before the debate, they can speak more fluently because they have more information about the motion.. By giving them more time to prepare, they can conduct better debate practice.. Students' peer assessment makes them pay attention to debate practice and increases their curiosity about the debate practice performed.. The positive impact of adjusting debate practice in cycle 2 has improved students' speaking ability.. Most students can do it in the allotted time of 7 minutes.. Most students can present arguments based on their role in debate practice.. In cycle 2, the researcher administered an oral test.. Students' average scores in the pretest, cycle 1 test, and cycle 2 test improved.. Students' average score on the pretest was 60.13, students' average score on the Cycle 1 test was 70.04, and students' average score on the Cycle 2 test was 75, 04.. This means the average score has improved by 20%..

Discussion

The objective of implementation debate practice was to overcome the problems of speaking found in the English department class of UMSU.. In conducting the research, there were two components expected to be improved, they are improving the students' speaking score and increasing the quality of classroom atmosphere of teaching speaking.. The result shows that the students gradually could express their thought and opinions in debate practice.. This activity stimulated the students' creativity to explore the language, since they were asked to develop their arguments from certain motions.. They improvised the talk spontaneously.. The motions were made familiar to them so that they found it easy

to speak on the topics.. By practicing speaking in this activity, they improved their fluency as well as their confidence.. To foster students improving their speaking ability, the researcher made some adjustments; chose the simpler motions, instructed the students find the data related to the motion, gave more time do rehearsal in pairs, and let the students write the outline of their arguments.. The result of the implementation supports the statement of Krieger (2005) that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways and Alasmari & Ahmed (2013: 148) that debate can be used brilliantly to boost up students' speaking in English.. The peer assessment corrected the students' mistakes and improved their speaking.. The benefit of this activity is that it allows students to evaluate their own abilities as well as those of their classmates.. This is consistent with Patri (2002) who found that peer feedback contributed to greater correlations between teacher and peer ratings and Syamsulrizal (2008: 45) who also found that peer feedback makes students aware of their mistakes, but they do not avoid threats.. or even stop speaking – something teachers often fear when correcting errors.

In learning to speak, confidence is an essential aspect.. Students will not speak if they are not confident in themselves.. Debate and peer assessment help build student confidence and motivation.. Besides the aspect of the teaching strategies implemented in the teaching and learning, there is another important aspect, it is a teacher.. An English teacher has a role to become a determining aspect in achieving the successful teaching.. A teacher should be a light and inspires his/her teaching.. Iftanti (2015: 1) states that an inspiring English lecturer is the one who could implement the teaching technique strategies and skills which is changing students' learning style.. In classroom action research, a teacher tries hard to improve the students' English skills.. By implementing an appropriate teaching technique, student success and motivation can be developed.. In the context of classroom action research, this study supports the findings of Karsono (2014) who found that students' speaking improved after using visuals.. When teaching speaking using pictures, student engagement was improved because it could reduce students' boredom and speaking problems.. They are no longer shy because they talk to a large group of people.. They are very enthusiastic and encouraged to learn English.. The students had real-life communication, authentic activities, shared knowledge and meaningful learning.

CONCLUSION

Based on the research results, it can be concluded that debate and peer assessment can improve the speaking ability of UMSU English Department students: .. The results show that students have gradually been able to express their thoughts , my point of view in practicing debate.. This activity encourages students' creativity in exploring language because they are asked to develop arguments based on certain movements.. The movements are familiar to them so it is easy for them to express themselves on the topics.. By practicing speaking in debates, they improved their fluency and confidence.. Oral test results show that students have improved, with average scores gradually increasing from 60 in the

previous test, 69 in cycle 1 and 75 in cycle 2.. These scores indicate increasing ability from “average” to “good..”

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