

**IMPROVING STUDENTS' SPEAKING SKILL IN ENGLISH LEARNING
THROUGH THE ENGLISH DEBATE STRATEGY AT TENTH
GRADE OF SMA NEGERI 2 GEDONG TATAAN**

Erisa Tiana¹, Akhmad Sutiyono², Destia Herlisya³

STKIP PGRI Bandar Lampung

Erisatiana2111@gmail.com¹, sutiyonolpg@yahoo.co.id², misadestia13@gmail.com³

Abstract: The objectives of this research were to improve the students' learning activity and speaking skill by using Debate Strategy. It was a kind of speaking strategy where the students were trained to make argument in form of positive and negative sides. In this research, the writer used Classroom Action Research as the design in collected the data. The research implementation of research was in two cycles. The sample of this research was in one class only with 20 students. To get the data of research, the writer used observation sheet and speaking test. The test used in this research was speaking debate, it aimed to get the score of students' speaking skill and used observation sheet for the students' learning activity. The findings of this research showed Debate Strategy successful to improve students' learning activity and speaking skill. It can be seen from the average score of students' learning activity and speaking skill. The average score of students' learning activity was increased from the first cycle 6.64 while in the second cycle 7.92, it was from less active to active criteria. Then, it was found that the average score in cycle 1 was 60 while in cycle 2 was 80. Therefore, the implementation of Debate Strategy was successful to be used in improving the students' learning activity and speaking skill at the tenth grade of SMAN 2 Gedong Tataan in academic year of 2022/2023.

Keywords: Classroom Action Research (CAR), Debate Strategy, Speaking skill

INTRODUCTION

Speaking itself is the way to communicate and interact with other people. When a person speaks, he can convey his mind, his purpose, and also the meaning. When a person speaks, the other person will receive the information and absorb it. So there is a process of good communication and interaction. However, when students speak English in front of the class or in the school environment, they often do not find an audience who is willing to give feedback, or even responds. This is because the image of the famous English language is difficult for most of Indonesian. The main objective of speaking is to communicate. Communication is a sending and receiving of message or news between two or more people, so the message is understood well. Speaking is one of the skills to be mastered which functions to carry out conversation with others, give the idea and to exchange the information with others. Speaking is important for the students to practice their capability and their understanding, how to send idea, and how to spell word well.

In learning and teaching process, teacher and students communicate directly by speaking, so that teacher and students need to have a good communication to convey their meaning easily, but not stop at here. Teacher also needs to set up the goal of learning English especially in speaking. The teacher should make sure that the students able to use English in real life. Speaking gives the students opportunity to express their ideas, feelings, and information with others. During the learning process, students are expected to participate actively in order to be able to speak naturally. It means that the teacher should give the support by giving a stimulation before learning and teaching process, especially in learning and teaching speaking. Teacher and students must have a good cooperation; it can create a nice learning situation atmosphere. The comfortable learning will make students are easy to comprehend the lesson, but in fact the students often feel nervous when they learn around speaking because they still do not know what will they say and feel unconfident to speak in front of other students.

It is known that, there are many techniques and methodologies that can be used in teaching and learning process, especially in learning speaking. One of the effective techniques, methodology or strategy which suitable to teach speaking is Debate strategy that was proposed by (Fedrizzi and Ellis, 2008) in Mezda Pitrina Nainggolan (2017). According to Fedrizzi and Ellis (2008:4), "debate is oral confrontation between two individuals, teams, or groups to argue reasons for and against a set position". These arguments follow a set form or procedure. Because debate is contentious by nature, we are expected to challenge our opponent's statements and to have our statements, opinions, and ideas challenged as well. Persuasion, which appeals to emotional responses, is a key element of the debate process.

Debate Strategy has great contribution in speaking since it is a task-based. It encourages the students to practice their English in real communication. Debate Strategy can increase the students' liveliness in speaking class, improve the students' speaking achievement such as able to produce the English speech sounds, English expressions and

sound pattern, to select appropriate words and sentences.

Based on the preliminary research at SMAN 2 Gedong Tataan Lampung the writer found that the students faced some problems when they speak in English. The first most of students have a lack of vocabulary and difficult to convey their ideas clearly. In addition, low proficiency of vocabulary used also influence students in understanding the meaning of spoken language. The second is students have limited knowledge of English grammar. The third is due to the students' interest in learning speaking. Based on the factor above, students think that English is difficult subject. Therefore, they feel that learning English is bored and they feel afraid to express their own idea. The students cannot pronounce the English words well; they are shy to pronounce it well. In addition, the students rarely use English in their activity, they cannot reply when the teacher ask them in English. The fourth problem relates to the limited teaching techniques used in teaching speaking. In this case, both of students' ability of English and teaching technique in learning activity influence them in learning English especially speaking.

From the problems above the teacher should know how to use the method or strategy to be applied, and the teacher can help the students to increase their motivation, so the students can speak English easily.

Regarding the explanation above, the writer is interested to apply Debate as a strategy in teaching speaking to know whether it can improve students' speaking ability. Therefore, the writer conducted the research entitled 'Improving Students' Speaking Ability in English Learning through the Debate Strategy in Tenth Grade at SMAN 2 Gedong Lampung in Academic Year 2021/2022'.

METHODS

In conducting research, the writer used classroom action research. The classroom action research is research that improve the quality of the teaching learning process in order to obtain better result that before. In this research the researcher used Classroom Action Research (CAR) because the researcher wants to encourage the students to be active in learning process and improving students' speaking skill by using English Debate Strategy. According to Aqib, et al. (2011:3) state that "Classroom Action Research (CAR) is research that conducted by the teachers in their own classes through self-reflection with the aim to improve performance so that students learning outcomes will improve."

RESULT

1. Result of the data in Cycle I

The teaching speaking skill through English Debate Strategy was solution to solve the problems that exist in SMAN 2 Gedong Tataan. The English Debate Strategy made the students' knowledge better because they knew some stages of speaking skill. Data from the cycle I of the students learning reading outcomes can be seem in the table:

Table 2
The Result of Cycle I

No	KKM	Cycle 1		Criteria
		The number of Students	Percentage	
1	≥ 76	12	60%	Passed
2	< 76	8	40%	Failed

The successful criteria of Classroom Action Research are as follow:

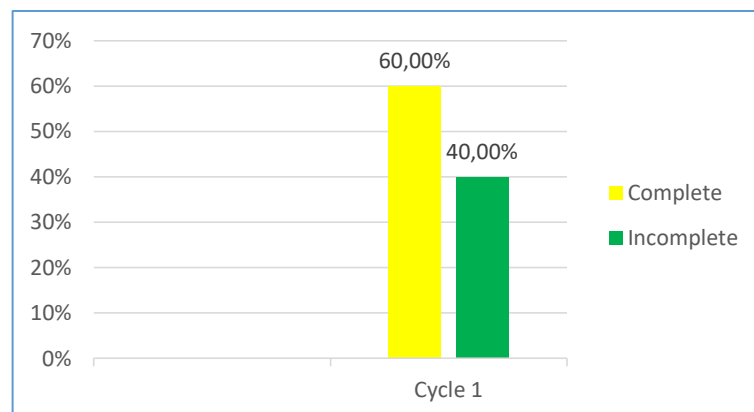
No	Range of Score	Category
1	>8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted from Aqib, et al (2011: 269)

The result of Cycle I and the criteria of students' learning achievement that was 6.64. It can be concluded that the complete result, the writer presents the result in from diagram as follows:

Diagram 1

The result of Cycle I



Based on the diagram above that clear the use of English Debate Strategy was successful but the criteria of successful in the KKM is at least 75% students who passed the Minimum Mastery Criteria (KKM).

2. Result of data in Cycle II

The English Debate Strategy in Cycle II was successful because it gained the successful criteria of learning outcomes. Data from cycle II of the students speaking can be seen in the table as follows:

Table 2

The result of Cycle II

No	KKM	Cycle 2		Criteria
		The number of Students	Percentage	
1	≥ 76	16	80%	Passed
2	< 76	4	20%	Failed

The successful criteria of Classroom Action Research are as follow:

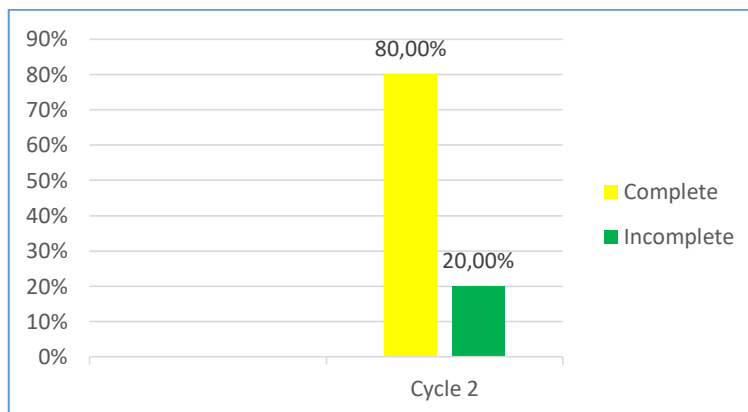
No	Range of Score	Category
1	>8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted From Aqib, et al (2011: 269)

The result of Cycle II and the criteria of students' learning achievement that was 7.92%. It can be concluded that the complete result, the writer presents the result in from diagram as follow:

Diagram 2

The Result Cycle II



Based on the diagram above, it is clear that the use of English Debate strategy was successful because it was obtained 80% and it gained the successful criteria that at least 75% students who passed the Minimum Mastery Criteria (KKM).

DISSCUSION

This research was conducted in 2 cycles with the total 6 meetings. Many students were having trouble arguing in relation to the teaching and learning process in cycle 1. Their use of sentences looked to be challenging. The students also appeared reluctant to speak, and many of them were crammed into the classroom as the points were discussed. Many students who were taking the test requested an extension so they could consider the topic's arguments

because, in their opinion, 10 minutes was insufficient time. The students' constant requests to the writer and their friends for examples of the agree and disagree sides of an issue made the classroom environment less than ideal.

Based on the results of the speaking test taken by the students in cycle 1, 12 out of 20 or 60% of the students received scores above the Minimum Mastery Criteria, and 8 out of 20 or 40% received scores below the Minimum Mastery Criteria. This information showed that the debate strategy's application had not improved students' speaking skills as intended. Because most students still struggle to grasp arguments, particularly when they run into word or sentence problems, their speaking skills need to be improved. According to the students' observation sheets for cycle 1's learning activities, the mean score for all of the students' learning activities was 6.64, and the overall average score was 132.8. It met the poor or less active criteria as a result. In other words, cycle II is necessary to increase student engagement and raise test scores.

It was clear from the reflection's outcome that the action exposed the flaw. The author therefore believed that in order to address the issues and weaknesses that surfaced in the meetings, the next planning and cycle needed to be carried out. so that the students' speaking skills, which were taught via debate strategy, might be improved.

Then, the writer conducted second cycle. The writer believed that the educational environment in this cycle was superior. The students were attentive and engaged while the writer conveyed the content. The writer went through the new information, in particular how to construct an argument, during the first meeting. She added the illustration. The writer occasionally requested further examples from the class, and as a result, the number of students who provided examples for the teacher grew, and they were more enthusiastic than ever to provide an answer.

After achieving the target research of where minimally 75% students who passed the Minimum Mastery Criteria. It was obtained that there were 16 from 20 students or 80% who passed the Minimum Mastery Criteria and the students' learning activity achieved *active* criteria, it was obtained 7.92. Therefore, the writer decided to stop Classroom Action Research because it had already succeeded. Therefore, the writer did not has to revise the plan, because every action was planned as good as possible, so that teaching learning activities could be accomplished well.

Based on the data that had obtained from observation sheet, and test, the writer found an improvement in learning process especially in Speaking Skill by using Debate Strategy. It is in line with a theory stated by Mellshaliha (2008:1) that Debate Strategy is used by the teachers who want their students to be able to use the target language in daily speaking communicatively. This strategy could be used to improve the student's speaking ability and facilitates the students to improve their English skill to use English in daily life.

CONCLUSION

The writer conducted the research of teaching speaking skill at the tenth grade of SMAN 2 Gedong Tataan by using English Debate Strategy and it was obtained the conclusions as follows:

1. The use of English Debate Strategy can increase students' speaking skill.
2. The use of English Debate Strategy can increase students' learning activity.

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