

Debate Technique Implementation on Students' Speaking Skill Acceleration

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Abstract

This study aims to analyze the effect of debate techniques on the speaking skills of grade XI students at SMA Al-Washliyah Medan in the 2022/2023 academic year. Speaking skills are an important aspect in involving grade XI students as samples. The results showed that the use of debate techniques significantly improved students' speaking ability. The average pre-test score of the experimental group was 61.32, while the average post-test score increased to 74.73, with English learning, and debate techniques identified as an effective method to improve this ability, especially in vocabulary and pronunciation aspects. This study used a pre-test and post-test experimental design, with an increase of 22%. The t-test results also showed a higher value than the t-table ($68.09 > 2.023$), indicating a significant difference before and after treatment. The conclusion of this study is that the debate technique provides a positive contribution to improving alternative skills in teaching English speaking to create a speaking environment for students. It is recommended that teachers consider using this technique as a more interactive and dynamic learning. Because the debate technique not only improves students' speaking skills, but also motivates them to think critically and be more confident in delivering arguments.

Keywords: *Debate Technique, Speaking Ability, Vocabulary, Pronunciation, English Learning*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh teknik debat terhadap kemampuan berbicara siswa kelas XI di SMA Al-Washliyah Medan tahun akademik 2022/2023. Keterampilan berbicara merupakan aspek penting dalam melibatkan siswa kelas XI sebagai sampel. Hasil penelitian menunjukkan bahwa penggunaan teknik debat secara signifikan meningkatkan kemampuan berbicara siswa. Rata-rata skor pre-test kelompok eksperimen adalah 61,32, sedangkan rata-rata skor post-test meningkat menjadi 74,73, dengan pembelajaran bahasa Inggris, dan teknik debat diidentifikasi sebagai metode yang efektif untuk meningkatkan kemampuan ini, khususnya dalam aspek kosakata dan pelafalan. Penelitian ini menggunakan desain eksperimen pre-test dan post-test, dengan peningkatan sebesar 22%. Hasil uji t juga menunjukkan nilai yang lebih tinggi dibandingkan t-tabel ($68,09 > 2,023$), mengindikasikan perbedaan signifikan sebelum dan setelah perlakuan. Kesimpulan dari penelitian ini adalah bahwa teknik debat memberikan kontribusi positif terhadap peningkatan keterampilan alternatif dalam pengajaran berbicara bahasa Inggris untuk menciptakan lingkungan berbicara siswa. Disarankan agar guru mempertimbangkan penggunaan teknik ini sebagai belajar yang lebih interaktif dan dinamis. Karena teknik debat tidak hanya meningkatkan kemampuan berbicara siswa, tetapi juga memotivasi mereka untuk berpikir kritis dan lebih percaya diri dalam menyampaikan argument.

Kata kunci: *Teknik Debat, Kemampuan Berbicara, Kosakata, Pelafalan, Pembelajaran Bahasa Inggris*

1. Introduction

English is a global language that is recognized by almost all countries and one of them is Indonesia. English is one of the important languages in Indonesia, it is important to be taught at every level of education at the formal school level, from elementary school to university. English is also taught in courses as an informal subject. Speaking is not only used in public forums but also anywhere and anytime. Speaking also requires skill in order to communicate clearly. These skills are not only beneficial for students' ability to communicate privately but also to identify students' ability to communicate privately. People tend to judge a person's English ability through their own speaking ability.

There are four skills in learning English, namely listening, writing, speaking, reading. Speaking aims to help learners improve their competence in social communication skills. This is achieved in a number of ways, as the material is intentionally flexible in design. Learning speaking skills is very challenging for students in a foreign language context, as they have very few opportunities to use the target language outside of class. Students' speaking problems can be solved by giving them many opportunities to practice English either in the classroom or outside the classroom. Practice speaking English in the classroom must be interested in the right technique so that students' speaking skills can be improved and the learning process can be pleasant. One technique that can be used in teaching speaking is debate. Debate can encourage, motivate, and make students interested and happy to talk.

To improve speaking students, various ways can be used as the method of teaching English to make students understand the English subject. In this research, researchers use debate technique to students' speaking skills. The main objective of this study is to describe the effect of debate technique in teaching speaking and to identify how many students' speaking skills by using debate technique. Debate technique can make active learning process. Students will learn more through process in debate and automatically students can get many vocabularies in debate process. Debate technique is one of the activities that require two teams consist of two or more speakers. In this activity, speakers can speak the argument and oppose the opponent arguments in terms of the topic or motion. Debate can be implemented as the alternative way to teach speaking skill. Debate is different from other strategies. In debate, teachers are given some topics or motion to be discussed. One or two students will present their opinions and facts concerning the topics or motion. The next step, they respond to the students' questions and comments.

In addition, debate is definitely one of the most exciting and valuable experiences for the high school or college students. Those who learn to debate well learn how to research and gather a significant question in depth. They also learn how to organize research or arguments into a meaningful and persuasive presentation. In addition, the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Thus, the good debater should know how to search and research the data, build the constructive arguments, present and defend the arguments, refute and rebut the opponents' arguments, and so forth. For being able to communicate effectively is the most important in all skills. The communication is simply the act of transferring information from one place to another. How well this information can be transmitted and received is a measure of how good our communication skills through pronunciation. Debating technique is one of the strategies to improve students' ability in improving speaking skill is well. By this technique is how that will help students in exploring their talents in mastering vocabulary and students' pronunciation.

This research is focused on the use of debate techniques speaking skill. In terms of speaking skill on class XI SMA AW Medan. Researchers apply English Parliamentary Debate and give four motions. One move in one turn it will be related with the daily life of students.

2. Literature Review

A researcher is always associated with certain theories and terms that serve to explain certain concepts and meanings in research. Thus, the theories and terms that are related to this research will be written by the researcher so that the reader can understand clearly about this research.

2.1 Speaking Skill

Speaking is one of the four language skills that must be mastered by students or many people to communicate verbally with others. According to Nunan in Annisa (2011: 7), speaking is the same as verbal interaction, namely the conventional way of presenting information, expressing ideas, but also present new information to others. Talking is as the interactive process of constructing meaning is always involved in producing words and their meanings depend on the context. Speaking is a language it is a very important skill for students to master in order to become a good speaker. Speaking skills have three main functions:

- **Providing Information** : Conveying opinions or facts.
- **Entertaining** : Making the listener feel happy.
- **Persuading** : Convincing the listener to act according to the speaker's wishes.

2.2 Debate Techniques in Teaching Speaking

According to Dale & Wolf (2000), debate is a speaking situation in which opposing views are presented and debated. Krieger (2005) states that debate is very useful for language learning because it involves students in various cognitive and linguistic processes.

The debate has several important parts, such as:

- **Motion (Mosi)** : Topic being debated.
- **Argumentation** : An opinion supported by logical reasons.
- **Rebuttal (Rebuttal)** : Attacking the opponent's argument and defending one's own argument.
- **Closing** : Conclude the debate with a summary of the main points.

2.3 Types of Parliamentary Debates

One format used is **the British Parliamentary Debate** which involves four teams:

- Opening Government
- Opening Opposition
- Government Closing
- Closing Opposition

Each team argues according to their respective roles, with speeches lasting seven minutes. The format emphasizes logic, teamwork, and critical thinking skills

2.4 Advantages and Disadvantages of Debate Techniques

Chan in Rio Sanjaya (2014: 28-29) states that using debate as a teaching tool in the classroom has many advantages and disadvantages. It can be seen as follows:

- Advantages of Debate
- Allow students to look at both sides of an issue.
- Improve students' communication and expression skills in a public setting.
- Enhance techniques of searching information.
- Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments.
- Foster appreciation of opposing viewpoints.
- Enhance debating/arguing techniques against opposing opinions.
- Allow more interactive exchange among students and teachers.

2.5 Disadvantages of Debate

- Students may not be familiar with debates as an assessment method.
- Debates are time consuming (e.g. time for research and preparation, time for presentation of each group).
- Students who do not like public speaking would be less motivated in participating.

Several researchers have conducted research on the debate learning mode. Halvorsen (2005) in his research, revealed that debate forces students to think about different sides of a problem and also forcing them not to interact only with the details of certain topics, but also with each other. The debate process requires strength to understand an issue or topic given. Students must understand well about the power of interacting with one another others so that the debate process can improve students' vocabulary and can speak well. Debate is the process of conveying ideas or opinions where two opposing parties try to defend their ideas or opinions. Alasmari (2012) in his research concluded that arguing is a practice that inspire students to open their mouths, discuss, defend themown position, put counter arguments and also conduct research onrelated problems. When debating in English, the debaters engage inchallenging and thrilling activities; Moreover, they find themselves fluent in English. Maryadi (2008) in her research concluded that debate can motivate students thoughts, especially if they have to defend their stand or opinion that is incontradicts the belief itself. This strategy can involve allstudents to be active, not just debaters. Researchers believethat the debate learning model can increase

students' vocabulary by defend their opinion. Therefore, students will continue to get new ones vocabulary to be able to express opinions and speak well when they speak.

Based on the some previous research, there are similarities and differences about debate model of learning in improving students' vocabulary. The similarities of the research about debate in the classroom to develop critical thinking and how the students' defend their opinion when convey in debate classroom and debate technique can develop students' ability in speaking and debate can motivate students' thinking. The difference of the research about competitive debating uses the skills of argument to debate and discuss and also build appreciation for diversity and develop tolerance for other viewpoints. Therefore, the researcher will use debate model of learning as a technique in speaking skill.

3 Method

This study used a **pre-test and post-test experimental design** to measure the effect of debate techniques on students' speaking skills. The experimental group was given treatment using debate techniques, while the control group did not receive the same treatment. The research design is shown in the following table:

Table 3.1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	√	Debate Techniques	√
Control	√	Without Debate Technique	√

3.2 Population and Sample

- Population

The population of the study was all grade XI students at SMA Al-Washliyah Medan, consisting of two classes: XI IPA (20 students) and XI IPS (20 students), with a total of 40 students.

- Sample

The researcher used **cluster random sampling technique** to select the sample. Class XI IPA was selected as the experimental group and XI IPS as the control group.

3.3 Research Instruments

The instrument used in this study was a speaking test in the form of an oral test. Students were asked to give their opinions related to a predetermined theme, which was then recorded to analyze: **Vocabulary** and **Pronunciation**

3.4 Research Procedures

- Pre-Test

- Students were given the theme "*Stop Bullying in School*".
- Students are given 5 minutes to prepare their opinions.
- Assessment is done individually based on an oral test.

- Treatment

- Debate techniques were applied in the experimental class during several meetings.
- The debate theme changes each meeting to increase student engagement.
- Example theme: "*Is Watching Cartoons Dangerous for Children?*".

- Post-Test

- Conducted after treatment to measure improvement in speaking skills.
- The theme "*Stop Bullying in School*" was reused with the same format to ensure consistency of assessment.

3.5 Data Collection Techniques

Data were collected through pre-test and post-test for both groups (experimental and control). The test results were measured to determine the effect of debate techniques on students' speaking skills.

3.6 Technique of Analyzing Data

A test is a type of inferential statistic, that is, an analysis that goes beyond just describing the numbers provided by data from a sample but seek to draw conclusion about these numbers among population.

4 Result and Discussion

4.2 Result

This study aims to analyze the influence of debate techniques on students' speaking skills, especially in terms of vocabulary and pronunciation. The following are the results obtained:

- Average Score of Pre-Test and Post-Test

Table 4.1 Result of Pre-Test and Post-Test

Indicator	Pre-Test	Post-Test	Increase (%)
Vocabulary	61.32	74.8	22%
Pronunciation	60.7	74.67	23%

Vocabulary : The average pre-test score was 61.32 and increased to 74.8 after treatment.

Pronunciation : The average pre-test score was 60.7 and increased to 74.67 after treatment.

- Distribution of Pre-Test Scores

1) Vocabulary

Table 4.2 Result of Vocabulary Indicator in Pre-test

Category	Frequency (F)	Percentage (%)
Very Good (91-100)	0	0%
Good (75-90)	2	5%
Enough (61-74)	11	27.5%
Less (51-60)	23	57.5%
Very Poor (<51)	4	10%

2) Pronunciation

Table 4.3 Result of Pronunciation Indicator in Pre-test

Category	Frequency (F)	Percentage (%)
Very Good (91-100)	0	0%
Good (75-90)	4	10%
Enough (61-74)	12	30%
Less (51-60)	17	42.5%
Very Poor (<51)	7	17.5%

- Post-Test Score Distribution.

1) Vocabulary

Table 4.4 Result of Vocabulary Indicator in Post-test

Category	Frequency (F)	Percentage (%)
Very Good (91-100)	3	7.5%
Good (75-90)	25	62.5%
Enough (61-74)	10	25%
Less (51-60)	2	5%

Category	Frequency (F)	Percentage (%)
Very Poor (<51)	0	0%

2) Pronunciation

Table 4.5 Result of Pronunciation Indicator in Prost-test

Category	Frequency (F)	Percentage (%)
Very Good (91-100)	3	7.5%
Good (75-90)	20	50%
Enough (61-74)	16	40%
Less (51-60)	1	2.5%
Very Poor (<51)	0	0%

- Hypothesis Testing

The t-test results show that the t-count value (68.09) is greater than the t-table (2.023) at a significance level of 0.05. This indicates a significant difference between the pre-test and post-test results.

Table 4.6 Hypothesis Result

Variables	Pre-Test Score	Post-Test Score	t-count	t-table	Classification
Vocabulary & Pronunciation	61	74.73	68.09	2,023	Significant

4.2 Discussion

Based on the research results, the debate technique has proven effective in improving students' speaking skills, especially in terms of vocabulary and pronunciation. This improvement is due to:

1. **Student Motivation** : Debate techniques encourage students to be more active in expressing their opinions.
2. **Dynamic Interaction** : Students are more involved in discussions, so they can enrich their vocabulary and improve their pronunciation.
3. **Critical Thinking** : Students are trained to formulate logical arguments and refute opposing opinions.

This finding is in line with previous research by Uswatun Hasanah (2012), which showed that debate techniques not only improve speaking skills but also students' motivation to learn. Debate is not always practicing critical thinking but it is the strategy to let the students to keep practicing English speaking gradually (Tami et al, 2021).

5 Conclusion

Based on the results of research on the influence of debate techniques on the speaking skills of class XI students at Al-Washliyah High School, Medan, the following conclusions were obtained:

1. Effectiveness of Debate Techniques

Debate techniques have been proven to significantly improve students' speaking skills, especially in terms of vocabulary and pronunciation. This can be seen from the increase in the average pre-test score of 61.32 to 74.73 in the post-test, with an increase of 22% for vocabulary and 23% for pronunciation.

2. Statistical Significance

Hypothesis test shows that the t-count value (68.09) is greater than the t-table (2.023) at a significance level of 0.05. These results indicate that debate techniques have a significant positive impact on students' speaking ability.

3. Benefits of Debate Techniques

Debate techniques not only improve students' speaking skills, but also help them:

- Developing critical thinking.
- Increasing confidence in expressing opinions.

- Improving the ability to work together in a team.

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