

Classroom Debate to the Teaching of Speaking at Grade XI.F Students of Ayuda Husada Vocational High School

**Meita Bunga Cesarina
Murti Ayu Wijayanti
Rahman Hakim**

University of Sultan Ageng Tirtayasa

Abstract

This study was intended to describe the process of the implementation of Classroom Debate Method to teach speaking in the classroom, to know the students' responses toward this method, and to find out the improvement of students' speaking abilities. Case study design was chosen as its research design by using observation, questionnaire and speaking test as the instruments. The techniques to analyze the data were data reduction, data display, and data conclusion and verification. The observation result showed that the process of the implementation of Classroom Debate Method could encourage students' speaking ability and confidence. The questionnaire result revealed that from the students' point of view, this method was helpful for them because it could accommodate students' opinion and could be a medium for them to learn to speak in English specifically in public. Furthermore, the result of speaking test indicated that most students showed a positive improvement in all English speaking aspects, i.e. vocabulary, pronunciation, and fluency. Thus, this study suggests that Classroom Debate Method can be implemented in speaking classroom to teach students to deliver their own idea and let them practice to speak in English more actively and confidently.

Keywords: classroom debate method, speaking

Introduction

Turk explained (2003 : 11), speaking is the best communication channels. Speaking is the direct route from one mind to another and is the way we usually choose when we want to ask question, or give an explanation. Thus, to have a good speaking skill is necessary and essentially important.

However, based on the research that had been conducted by Arung (2016), he found that most of Indonesia students have weaknesses in English language skills– one of those skills is speaking skill. He explained the difficulties of Indonesia students in speaking subject because most

students cannot speak English. For that reason, students are afraid to tell their ideas because they are afraid that other students will mock them. It then leads to the stagnant process of learning speaking in the classroom. He claimed that teacher's teaching method also worsen the condition. By asking students to only read the dialogue in front of the classroom which limit the students to explore their ideas and comprehend new vocabularies to speak. Therefore the method to teach English speaking is urgency.

One of the methods to teach speaking is debate. Practice to speak up can be done through implementing classroom debate. In addition, not only have the chance to speak up, but students also have the chance to get a feedback after they deliver their speech. It's the additional benefit to conduct classroom debate method in the class (Harmer, 2002). Through debate, students will be encouraged to think critically to address their idea related to the motion. When students find the argument that they already discussed with their team, they are required to speak out their argument as 1st speaker, 2nd speaker, and 3rd speaker. Based on this method, students are expected to be able to improve their speaking skill because they are forced to deliver their argument.

Research Questions

1. How is the implementation of debate method to teach speaking?
2. How do the students respond to the use of debate method to teach speaking?
3. How is the improvement of students' speaking abilities after the implementation of classroom debate method?

Method Participants

The participants of this research were the students of Ayuda Husada Vocational High School in the second semester of academic year 2018/2019. The total of participants was 15 students.

Instruments

The researcher used observation sheet, questionnaire (open-ended question type), and speaking test.

Procedure and Data Collection

In the beginning of the first meeting, the researcher conducted a review session of the preview material in English subject – giving opinion. After that, the researcher asked the students about their background knowledge about debate. Since the students had lack information and knowledge about parliamentary debate, the researcher played a video about parliamentary debate. So, the students would have a better knowledge about parliamentary debate and made the researcher process run easier. In the first meeting, the researcher explained about the motion and first speaker's speech content. After that, the researcher divided the students into 6 small groups and gave them a motion to be discussed. The researcher gave 30 minutes of case-building time.

In the second meeting, the researcher asked the students to present their proposal that had been discussed in the previous meeting. Each students spent about 2 – 3 minutes of speech time. After that the researcher gave feedback to all the students related to their debate content and/or the speaking aspects. In the next step, the researcher explained about the speech content of second and third speakers. Then, the researcher asked the students to gather around with their teammates. The researcher asked the students to implement the role of the speakers (first speaker until third speaker). The students had 30 minutes of case- building time. After the case-building session finished, the researcher asked the students to implement debate parliamentary debate by sitting down while facing each other teams. In this session, the researcher assess the students' speaking aspect using speaking rubric score (Fachrurrazy, 2011). At the end of the meeting, the researcher shared questionnaire to the students. All the teaching process was noted by the observer – the English teacher of Ayuda Husada Vocational High School.

Research Findings and Discussion

The Implementation of Classroom Debate Method to the Teaching of Speaking

In the first meeting, the researcher initiated to have warm up session by asking some questions related to the previous material which is giving opinion. The researcher asked the students to tell the things that they have remembered about that material. After receiving the answer of the students, the researcher started to introduce about Classroom Debate Method. The students were quite familiar with this method because the teacher already taught them about the material. However, the students explained that they did not know the debate structure well because they would just end up express their agreement and/or disagreement with some short and simple sentences which also most of them mostly expressed the same idea or argument. Then, the researcher played a video of debate parliamentary and the researcher explained the meaning of the video (the content of the speech). After that the researcher started to explain the debate material. The researcher explained about debate motion and the way to explain that motion clearly and well.

When the students understood about the details of the motion, the researcher introduced the students to construct the set up of the 1st speaker of affirmative team and all the speech contents of both affirmative and negative team. In this step the researcher explained the material repetitively due to the weak understanding of the students – specifically in constructing the argument. In some times, the researcher asked the students to construct the argument collaboratively. The researcher also divided the class into two big groups – affirmative and negative team, to make the collaborative discussion run easily. When all the students seemed clueless, the researcher helped them by giving them some clues to let them find the idea by themselves. After making sure that all the students understood about the material, the researcher asked the students to take a note.

There were 15 students in the classroom. The researcher divided the students into the small groups which consisted of 2 – 3 students each team. The researcher provided an additional information about making

'stake holder strategy' to avoid the students to make a repetitive argumentation. After that, the researcher proceeded to the motion-picking session. The researcher and the students picked the motions randomly (lottery). There were 3 motions that used; (1) TH supports the death penalty; (2) THBT the internet brings more harm than good; (3) THW legalize abortion.

The researcher gave 30 minutes of case building time to the students – to construct their argumentation. The researcher allowed the students to use offline and online dictionary, but prohibited them to translate the whole sentence in google translate. The researcher approached every group to help the students in difficulty. Due to the limit of time, the researcher asked the students to pack up and presented their arguments in the next meeting.

In the next meeting, the teacher asked the students to present their arguments. After all the students had their presentation, the researcher gave a feedback especially in their pronunciation error. The researcher used face-to-face feedback to whole classes by writing the words that they usually pronounced it incorrectly. The researcher asked them to pronounce it once more, then help them to fix it by showing them the right way to pronounce the words. The researcher gave oral feedback related to the pronunciation error that the students often did. Meanwhile the researcher gave face-to-face-feedback to individual students in correcting their debate content. The researcher did this while monitoring them during the case building session. For example, the researcher asked the students to find more idea by giving some clues to them.

The next step, the researcher explained the speech content of 2nd and 3rd speaker of affirmative and negative team. Then, the researcher asked the students to have a sit with their teammates and re-construct their proposal by implementing the role of 2nd and 3rd speaker. The researcher gave 30 minutes of case building time to the students. The students confirmed their debate content to the researcher. Since they were not really confident with their debate proposal, they approached the

researcher oftently. The researcher helped students by giving suggestion to the students.

After that, the students started the parliamentary debate activity. The researcher encouraged the students to make a rebuttal by re-telling the ideas of the opponent team. Most of the students read the debate proposal that they already constructed with their teammate. However, there were some students who tried to deliver their rebuttal which they did not write before. The students struggled in delivering their ideas because it was impromptu action. However, they made it by asking the researcher about the vocabulary that they did not know. So, some students tried to speak without reading a text.

However, the researcher faced some challenges during the implementation of Classroom Debate Method. Most of the challenges that the researcher faced were in debate aspect. In English language aspect, the researcher did not feel that the language barrier was a big challenge. Whenever the students seemed clueless about the material that explained in English, the researcher would immediately re- explained the material in Bahasa Indonesia. For the students' side, the researcher did not prohibit them to access the manual or online dictionary to help them to find the vocabulary they did not know. Thus, they can easily find the English vocabulary they need.

Students' Responses to the Implementation of Classroom Debate Method Table

4.1 Theme 1: The Students' Responses to the Teaching Program

Questions	Answer
-----------	--------

<p>Question 1: What did you gain from the implementation of <i>Classroom Debate</i>?</p>	<ol style="list-style-type: none"> 1. The students get the knowledge about English Debate. 2. The students gain the confidence to speak in public. 3. The students feel better in English speaking skill. 4. The students find the new vocabulary that was unfamiliar for them. 5. The students know how to read the word correctly (correct pronunciation).
<p>Question 4: Do you think <i>Classroom Debate</i> method is the right or good activity in speaking class? Why?</p>	<ol style="list-style-type: none"> 1. Yes. This method helps the students to speak in English. 2. Yes. This method helps the students to be more confident to speak in public. 3. No. This method doesn't work because the students don't understand English language. 4. Yes. The student likes this method. 5. Yes. This method makes the students to feel more interested in learning English. 6. Yes. This method trains students to speak. 7. No. This method doesn't work because the students don't understand debate
<p>Question 5: Overall how effective was the method for your speaking skill improvement?</p>	<ol style="list-style-type: none"> 1. This method isn't effective because the meetings are only twice. 2. This method is effective because it helps students to speak up. 3. This method is quite effective because it is understandable although the material is difficult. 4. This method is effective because it helps students to speak in public.

Table 4.2 Theme 2: The Students' Expectations in Speaking Class

Questions	Answer
-----------	--------

<p>Question 2: What is your expectation in speaking class activity?</p>	<ol style="list-style-type: none"> 1. The students expect to be able to speak in English well. 2. The students expect to understand English language better. 3. The students expect to be more confident to speak in public. 4. The student expects to be better in debating activity. 5. The student expects to know the way to read English words (to know how to pronounce it). 6. The student expects to be able to like English language more. 7. The student expects to be able to involve in conversation. 8. The student expects to master many vocabularies. 9. The student expects to be able to use English language in daily basis
<p>Question 3: Does Classroom Debate method meet your expectation in speaking practice? Explain the reason!</p>	<ol style="list-style-type: none"> 1. Yes, because this method makes students more understand English language. 2. Yes, because this method trains students to speak up through expressing opinion. 3. Yes, because this method has a relation to the way of speaking in English. 4. Not really, because the students can't understand English. 5. No, because the students can't involve in the debating activity - the students can't understand the language. 6. Yes, because this method makes the English learning process easier. 7. Yes, because this method helps student to find new vocabulary

	. 8. Yes, because this method makes students understand debate. 9. Yes, because this method makes student more confident to speak in public.
--	--

Based on the students' answers in the questionnaire, here are the brief explanations for each questions given to the students;

Theme 1: Students' responses to the teaching program

There are three questions in theme 1 that will be explained below;

1. Question number 1: What did you gain from the implementation of Classroom Debate?

Based on the answer of the students, most of students explained that they gained the knowledge about English debating activity. The students explained that actually the teacher has taught them about debate activity. The problem is they have never gotten the knowledge to construct a clear argument (argument structure). By implementing classroom debate using Asian Parliamentary System, the students gained a deeper portrayal about debate activity and experienced it in real.

Some other students explained that they gained the confidence to speak in public. Before the implementation of this study, the students explained that they were afraid to speak in public. The implementation of this method could overcome their afraidness because they are encouraged to speak by expressing their ideas and arguments. As also supported by the explanation of Davis A. Karyl (2016), debate helps students to find the confidence to explain, justify, and provide confidence that is translated into oral and written communication skills. By implementing debate method in the classroom, the students could find the confidence to deliver their idea in public that they are rarely asked to do.

2. Question number 4: Do you think Classroom Debate method is the right or good activity in speaking class? Why?

Based on the answer of the students, most of students think that Classroom Debate Method is a good method for speaking class activity. They explained that this method helps them to speak in English massively. Since Classroom Debate Method is the method which required the participant to speak up and express their ideas, the students feel that impact of this method affects them to speak in English more oftenly.

As also been explained by Harmer (2002), debate activity can be one of the options that the teacher can use in speaking class activity. Richard (2009) explained that the goal of teaching English speaking skill is focus on students' skill to communicate in cross-cultural setting.

3. Question number 5: Overall how effective was the method for your speaking skill improvement?

Based on the two questions above, it seems that Classroom Debate Method was positively accepted by the students. However, most of students think that this method was not implemented effectively due to the short amount of meeting period. The researcher conducted this research in only two meetings.

Theme 2: Students' expectation in speaking class

There are two questions in theme 2 that will be explained above;

1. Question number 2: What is your expectation in speaking class activity?

Based on the answer of the students, most of students expect that they can speak in English well. In speaking class, most of the students have the same goal or expectation. By doing speaking activity in English class, they wish they will be able to speak in English well.

2. Question number 3: Does Classroom Debate method meet your expectation in speaking practice? Explain the reason!

The answers of this question is relatively variative. However, most students state that this method can meet their expectation in speaking practice. The students explain that this method meets their expectation for its way to ask the participant to express their opinion in English. In which it helps students to be more familiar with English language and new vocabularies that unfamiliar for them.

Furthermore, the students also gained many benefits from the implementation of this method. The students got clear portrayal of debate structure (concept) which made them understand how to construct argument in structure. They have never known the structure of making argumentation that is required them to think more critically. Through the implementation of Classroom Debate Method, the students finally understood how to think critically and logically before they deliver their idea. In addition, the students gained confidence to speak in English, in public. They were rarely asked to deliver their own idea in the classroom. Thus, speak in English and in public seemed like a new activity for them. By implementing Classroom Debate Method the students have a medium in English speaking practice.

The Improvement of Students' Speaking Abilities after the Implementation of Classroom Debate Method

Based on speaking assessment rubric that explained by Fachrurrazy (2011), there were four aspects in speaking skill that need to be assessed: pronunciation, grammar, vocabulary, and fluency.

Pronunciation

An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from regionally or socially” (Crystal, 2003). Accentedness, a “normal consequence of second language learning” (Derwing & Munro, 2005), is a “listener’s perception of

how different a speaker's accent is from that of the L1 community". The researcher believes that this factor is one of the factors that causing students' pronunciation error. The fact that Indonesian have different way to pronounce the letter and the words, it is understandable that Indonesian students sometimes pronounce English word in the way they pronounce the word in Indonesia. However, it was easy to understand even though the influence of mother tongue can be detected.

After getting a feedback from the researcher in the first meeting, in the second session of debating activity (speaking test session), some students could pronounce the words correctly. However, the other students still couldn't pronounce the word correctly. The researcher reminded the students the way to pronounce the word correctly. The researcher realized pronunciation error case couldn't be solved within one meeting. The researcher believes that to overcome this problem it takes more time.

Grammar

According to Lehman in Sriyono (2001) stated that language is a system for communication of meaning through sound. In this case, the researcher found some grammatical errors that was done by the students. However, the grammatical error that researcher found was not a fatal mistake. Although some errors occurred, but it did not affect the meaning of the sentence. The researcher could still understand the proposal that the students tried to convey. To overcome grammatical error case, the researcher gave face-to face feedback to each students individually.

Vocabulary

Gower, Philips, and Walter (1995) explained that to use vocabulary is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in this way with older people – we do not say he is pushing there!). This explanation reflected students' difficulties to use a proper vocabulary due to the needs of different vocabulary based on its context.

To overcome this problem, the researcher used face-to-face feedback to the student that having this issue. The researcher explained that not all the vocabulary that has similar meaning could be used in the same way or in the same context. The researcher showed her the mistake and told her to use 'punish' instead of 'law', because 'law' is a term that we use to explain the system that the government has, not the action to punish someone.

Fluency

In Louma's *Assessing Speaking* (2004), fluency is the ability to talk freely without too much stopping or hesitating. The students delivered their arguments quite fast. It was helped by the note taking activity that they did. In term of 'talk freely', the students could not reach that level yet. Most of students were afraid to deliver something that they did not write. They were afraid to explore the idea that they wrote. However, small number of students tried to talk freely, although the researcher still found the hesitation when they were speaking. These students tried to not read their notes by delivering the rebuttal over the opponent's idea. Although they could not speak fluently yet, but at least they tried to do so, and they could do it.

Conclusion

According to the findings of the research that the researcher gathered at grade XI.F in Ayuda Husada Voctional High School, the researcher will explain the conclusion of this research. The researcher conclude that debate method is a good method that the teacher can use in speaking class activity. This explanation is supported not only by the theory of the experts, but also students' responses in questionnaire. Most students explained that this method helped them to be able to speak in English better – which helped them to acquire more vocabulary. In addition, the students explained that Classroom Debate Method gave the more chance to speak in English. It also helped them to be more confident to speak in public.

In terms of students' speaking ability, Classroom Debate Method could help some students to improve their speaking ability, such as some of students pronounce the word in a right way. Some other students even tried to deliver their impromptu idea when they were delivering rebuttals. This shows that students' speaking ability could improve by implementing Classroom Debate Method.

However, the researcher faced a problem during the implementation of this research. Since debate material is a new thing for the students, the researcher needs more time to explain about this method, yet the researcher only conducted this research within two meetings. This problem also felt by the students by explaining that some of them believe they need more meetings to let them understand debate concept more deeply.

References

- Linkedin. Available at <https://www.linkedin.com/pulse/20140907101944-51876784-the-biggest-benefits-of-effective-note-taking>. (Accessed June 10 2019).
- ALSA UI Debaters Handbook. ALSA UI Adjudication Core. 2017. Depok.
- Arung, F. (2016). Improving the Students' Speaking Skill through Debate Technique. *Journal of English Education*, 1, 70-76.
- Baso, F., A. 2016. The Implementation of Debate Technique to Improve Students' Ability in Speaking. *Exposure Journal*, 5, 154-173.
- Brown, H., D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.
- Brown, H., D. & Abeywickrama, J. 2010. *Language Assessment: Principles and Classroom Practices*. New York. NY: Pearson Education, Inc.
- Classroom Debates. Faculty Development and Instructional Design Center, Northern Illinois University. Available at https://www.niu.edu/facdev/_pdf/guide/strategies/classroom_debates.pdf. (Accessed February 7 2019)
- Davis, Karyl A. 2016. *Using Debate in the Classroom: Encouraging Critical Thinking, Communication, and Collaboration*. Routledge.
- Efrizal, D. 2016. The Use of Debate Activities to Improve Students' Speaking Ability at State Religious Senior High School (MAN 02) of Kepahiang, Bengkulu, Indonesia. State Institute of Islamic Studies (IAIN), Bengkulu, Indonesia.
- Gilakjani, A. P., & Ahmadi, M. R. 2011. Why Is Pronunciation So Difficult to Learn?. *English Language Teaching*. 4. 75-78.

- Harmer, J. 2002. *The Practice of English Language Teaching*. Available at www.longman.com (Accessed February 10 2019)
- Harmer, J. 2007. *How to Teach English: An Introduction to the Practice of English Language Teaching*. United Kingdom. UK: Longman ELT.
- Hervina. 2014. *Grammatical Errors in Speaking Made by the Third Year English Department Students STKIP Abdi Pendidikan Payakumbuh*. Available at https://www.researchgate.net/publication/287958427_Grammatical_Errors_in_Speaking_Made_by_the_Third_Year_English_Department_Students_STKIP_Abdi_Pendidikan_Payakumbuh (Accessed June 30 2019)
- Hughes, A. 2003. *Testing for Language Teachers: Second Edition*. United Kingdom. UK: Cambridge University Press.
- Liyaningsih, G., N., I. 2017. *Teachers' Strategies in Teaching English Vocabulary to Young learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)*. The State Islamic Institute of Surakarta (IAIN), Surakarta, Indonesia.
- Louma, S. 2004. *Assessing Speaking*. *TESL-EJ*, 9, 1-4.
- Manion, C., L., L., & Morrison, K. 2012. *Research Method in Education*. ResearchGate. Available at https://www.researchgate.net/publication/271200091_Research_methods_in_education_Cohen_L_L_Manion_and_K_Morrison_Professional_Development_in_Education_2012_38_3_507-509 (Accessed February 11 2019)
- Menteri Pendidikan dan Kebudayaan Republik Indonesia. Praturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2013. *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan*. 70.
- Monash Association of Debaters Member Training Handbook, 1st ed. MAD, Melbourne, 2010.
- Richards, J., C., & Renandy, W., A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York. NY: Cambridge University Press.
- Richards, J., C. 2006. *Communicative Language Teaching Today*. New York. NY: Cambridge University Press.
- Richard, J. C. 2009. *Teaching Listening and Speaking: From Theory to Practice*. ResearchGate. Available at https://www.researchgate.net/publication/255634567_Teaching_Listening_and_Speaking_From_Theory_to_Practice (Accessed February 15 2019)
- Rohmatillah. 2014. *A Study on Students' Difficulties in Learning Vocabulary*. Institut Agama Islam Negeri (IAIN), Lampung, Indonesia.
- Rowley, J. 2014. *Designing and Using Research Questionnaires*. *Management Research Review*, 37 (3), 308-330.

Turk, C., 2003. Effective Speaking: Communicating in Speech. Available at <https://books.google.co.id/books?id=dsiSAgAAQBAJ&pg=PT17&dq=speaking+ishl=id&sa=X&ved=2ahUKEwjFsJHO14DfAhWdfisKHWH2CbY4FBDoATAFegQIARAI#v=onepage&q=speaking%20is&f=false> (January 22 2019)

