

Active Debate to Enhanced Students' Speaking Activity

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Abstract. Debate is supposed to be an excellent model of an analytical and communicative process that students learned. In this activity, students have much more opportunities to explore their speaking ability and to share argument critically and cooperatively. The aim of the research was to describe the application of English debate to enhanced student's speaking ability. The research design was classroom action research conducted in two cycles with two meetings each. Each cycle consisted of planning, implementation, observation, and reflection. While for data collection, the research used some instruments i.e observation both in preliminary study and in the action, journal, questionnaire and handy cam. The finding showed that after cycle II was implemented, there were 25 from 34 students who actively participated in the speaking activity, and the average score of the students speaking ability could reach 9. The students' questionnaires about the English debate showed that the students felt more confident to speak after the implementation of English debate, and even debate could be very satisfying and entertaining.

Keywords: *Active debate, classroom action research, speaking*

INTRODUCTION

English is a means of communication orally and written (Richards, 2003). English is the primary foreign language taught in the school. However in Indonesia English is taught, it has been taught since in kindergarten even in play group. English is a compulsory foreign language from elementary to secondary school. Everyone who learns English, they will learn how to speak or communicate, how to arrange sentence, how to read texts (Cullen, 1998). In this case when we want to learn English we will learn four skills in English, such as: listening, speaking, reading and writing. It is often found students who learned English several years, from elementary level to high level, but they find it difficult to express what they want orally especially if asked to use English. They got difficulties on producing any words, sentences, and also on that are connected to English.

One of language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. But in reality, some of the learners or students are difficult to speak, because they are afraid to make mistakes (Jones, 2007). Everyone considers that English is a difficult subject, consequently if they have to speak in English. They could not express their ideas orally. They only keep silent, because they don't know what to say and how to say. Cullen (1998) argues that the students prefer to keep silent because they avoid making mistakes. Making mistakes is something foolish or makes them to be a stupid person in front of their peers. While Richards (2003) argues that there are three factors why

students prefer silent participants. The first, they have nothing to say. It's because they have limited vocabulary in making a sentence. The second, they are afraid to make mistakes. They think making mistakes is something foolish. The last is the teacher has chosen uninteresting topic. Topics are something important in speaking, because a topic is a subject for discussion.

In some materials, the teacher sometimes is not successful in passing on material especially English lesson. However, English is one of the languages that are recognized in Indonesia. Indonesians considered that English is as the second language for them. Consequently, English is taught at the school from elementary level up to high educational level. English is the foreign language that is very important. It is intended for the development of the science, technology, art, culture and also development of nation relationship. In line with this, Cristal agrees that in the mind of many people, English has already become the world language. So, when people want to interact with the world, they need English as a means of communication.

Zhang (2012) said that to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of ability to carry out a conversation in the language. In educational area, English has four skills which must be reached not like other materials; those are listening, reading, writing and speaking, and the hardest to be reached is speaking skill. It is often found students who learned English several years, from elementary level up to high level, but they find it difficult to express what they want orally especially if asked to use English.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher.

There are several methods which are used by the teacher for teaching speaking. The method should be interesting to interest students in teaching learning process. One of the teaching methods in teaching speaking is debate method. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge.

Debate is a teaching method to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters.

Debate as a method is good for students. Students can explore their ability to speak English because debate opens students' mind to explore their knowledge and their speaking skill. Debating is teaching method that provides a framework for students to explore and develop a range of views over an issue. Using debate can help the students to encourage themselves in speaking English. Through debate, students can reduce their anxiety and also increase their intension to speak English. They can share their opinion, judgment, argument and idea each other. The current study intended to describe the materials used in teaching speaking using

active debate, to explore the strategies used in teaching speaking using active debate in social class of MAN 2 Tuban.

METHOD

The research design was classroom action research conducted in two cycles with two meetings each. Each cycle consisted of planning, implementation, observation, and reflection. The research setting was in social class of MAN 2 Tuban, while for data collection, the research used some instruments i.e observation both in preliminary study and in the action, journal, questionnaire and handy cam. Firstly, the researcher finds out some data before she decides to do some actions. Data of this research is got from observation, interview, and documentation. Observation is used to get some data or information about English teaching and learning process directly. In this research the researcher take a part in the classroom process, since the beginning of the teaching and learning English until the end of the classroom process, and following the teaching and learning process in order to get the information from the observation.

After 1st meeting, 2nd meeting and test were done, the observer did observation according to the observation guide. Interview was used to explore the data from the students. It is considered important since it is used to investigate some factors that cannot be obtained through questionnaire, and by using this instrument, more information can be obtained clearly. The data which is obtained from observation, interviews on the archives that is relevant with this study, will be selected and analyzed based on the problem of the study. The data analysis of this study is done during after the data collection phases. After the data is gathered, then those will be analyzed in such way. The processes are as follow: reducing the data, organizing data.

FINDINGS and DISCUSSION

The Material Used in Teaching Speaking Using Debate Method

The material provided in the teaching speaking using the debate method is hortatory exposition. The materials of hortatory exposition delivered are taken from the Students' Workbook and English textbooks. There are four issues that are given based on the hortatory exposition materials for the teaching speaking using the debate method namely the issue of the national examinations, the issue of the use of HP in the school, the issue of the conversion of kerosene to gas cylinders, and the issue of gender.

The Learning Objectives for the Use of the Debate Method

There are two kinds of objectives set in the teaching speaking using the debate method.

General Learning Objectives	Specific Learning Objectives
Students are able to use a variety of spoken languages accurately, fluently in the context of everyday life in the text whose type is hortatory exposition.	Students are able to : 1. Gain general insights. 2. Speak and or give an opinion; 3. Communicate in English; 4. more Active in English lesson; 5. Think critically.

The Strategy Carried Out in Teaching Speaking Using the Debate Methods

The strategy applied in the teaching speaking using the debate method is the use of teaching techniques. The use of teaching strategies is intended in order that the teaching speaking objectives can be achieved. There are three techniques for teaching speaking using the debate method as follows: dividing the class into several groups; providing a different issue for each group; equalizing the student's ability by deploying high-input students into each group.

The Evaluation in Teaching Speaking Using the Debate Method

The evaluation of the teaching speaking using the debate method conducted with two types of evaluation of both qualitative and quantitative. There are two aspects considered in the qualitative evaluation, affective aspects and psychomotoric aspects. Affective aspects refer to those which are with regard to attitudes and values. The evaluation done in the affective aspects consists of the students' activeness in giving opinions, their motivation in joining the debate and also their attitude to respect others' opinions during the debate progressing.

The second aspect considered in the qualitative evaluation is psychomotoric aspects, psychomotoric aspects appear in the form of skills (skills), ability to act individually. Those aspects contains cohesion in the group, accuracy in providing the ideas or opinions and ability to communicate, such as expressive gestures in expressing an opinion.

The second type of evaluation conducted is quantitative evaluation. The aspect considered in the quantitative evaluation is the cognitive one. it contains the students' ability to analyze a given problem, and their speaking proficiency which includes grammar, and expressing ideas.

CONCLUSION

Based on the finding and discussion in previous chapter, the conclusion are first, student has a little bravness in presenting speaking after it held they has significance result in increasing to speak in English. Second, Debating activity not only give them knowledge to speak well but it gives many informations because the debating motions given related to the hot topic about; culture, art, social, law, politic, economic, gender, United Nations, Nuclear, etc. They discuss and study not only the material that related to English subject but for general knowledge too.

Suggestion This present student to increase their ability in speaking, so teacher first give some steps, suggestions and tips how to present debating well, because debating activity is different with speech. Debating has many differences with speech such as; of debating students have to get many information from many resources before their present the debating, they have to know more about the materials related to the topic. So when the debating hold it make the activity run well. Furthermore, student have to get much vocabularies because on debating the each team has chance to give POI (point of Information) the opposite team give their statement directly to express their dissagree with the opposite team opinion, so it better for student to answer directly too and it need many vocabuaries master by the speakers of each group.

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