THE EFFECT OF USING DEBATE TECHNIQUE TOWARD STUDENTS’ SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 KOTA SUNGAI PENUH

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Abstrak

Key words: Speaking Skill by Using debate Technique.

INTRODUCTION

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997 in Khoironiyah, 2011). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language or sociolinguistic competence. Finally, speaking has its own structures, and conventions different from written language.

Another definition is given by Hornby (2000), speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistics knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation are in the world.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulties in speaking. This problem also appears to the students of SMA Negeri 2 Kota Sungai Penuh.

We should place great emphasis on speaking rather than other components as the main priority in the early stages of language learning. But the fact in the four skills, speaking is usually the poorest for the students in learning English at senior high school. This results from lack of speaking practice.
tend to be reluctant to written English in class as well as after class. Based on the information obtained from English teacher of SMA Negeri Kota Sungai Penuh who teaches in the tenth grade, it’s found that about 50% students still difficult to express simple expression in English even greeting and parting expression. He also stated that the students had low motivation in learning English, because they rarely brought dictionary and text book to school event most of them didn’t have them. It could be proved in researcher observation that 67% of students rarely brought dictionary and text book to school although they have them even 35% of them didn’t have them.

**METHODOLOGY OF THE RESEARCH**

This research is experimental research which consist of two variables namely debate technique as independent variable and students speaking ability as dependent one. This statement is supported by Fathoni (2006) who stated that experimental research is a trial of method to investigate the effect of a certain variable toward an another one. This research was designed to investigate the effect of students’ speaking ability by using debate technique. Shortly, the research focused on how debate technique influences students’ speaking ability. The design of this experimental research belong to true experimental research. It was a pretest-posttest group design. It belong to true experimental research because the sample was used either in experimental or control was taken by randomly (Sugiyono, 2012).

The population of this research was 110 students which consisted of three classes at the eleventh grade of students of science program. Whereas the sample was conducted by using cluster random sampling. The researcher did the homogeneity test by using Bartlett test before getting the sample. To analyze the students’ score in pre-test and post-test, the writer used t-test.

**FINDINGS AND DISCUSSION**

This research was conducted from 16 July until 19 August 2013. The experiment was acted for 6 meeting. The study was started by giving pre-test both experimental and control class. The data of the research was based on the students score of pre-test and post-test. Both of the class, experimental class and control class, were given the same in pre-test, but they were given different treatment. The analysis of the collected data was carried out to answer the research problem: “Was there any effect of using debate technique toward students’ speaking skill at the eleventh grade students of SMA Negeri 2 Kota Sungai Penuh?”

**Pre-test Results**

Before giving the treatment, the researcher firstly gave the same pre-test to both of the classes. The result of pre-test of experimental class could be seen in appendix 11 and 12 in which the researcher found the students’s mean score was 51.6 with the median was 52, and mode was 48. The highest score of the students was 64, and the lowest one was 40. In the control class, the researcher found that the mean score of students was 50.4 with the median was 52, and mode was 52. The highest and the lowest score of the students in the control class were the same with the experimental class, 64 and 40.

**Post-Test Results**

After doing the pre-test, two classes of sample was given different treatment. The experimental class was taught by using debate technique, but the control one was taught by using the existence technique that is used by the
English teacher at the school that is discussion technique. After three meetings of treatment to both of classes, post-test was given to the students. The result of the test was interpreted to the sum and average score, mean, mode, and median.

In experimental class, the researcher found the mean score of the students was 60.7 with the median and mode were 60. The highest score of the students in the experimental class was 80, and the lowest one was 52. The result of post-test of control class could be seen in appendix 17 and 18 in which the researcher found the students’s mean score was 55.3 with the median was 54, and mode was 52. The highest score of the students in the control class was 76, and the lowest one was 44. The researcher assumes that the students in experimental class that were taught by using debate technique got new experience in the learning speaking. They were motivated in studying English. Meanwhile, the students in control class were taught by using discussion technique did not get high motivation and feel bored to study English. Therefore, the difference of the mean score of experimental and control class was significant in which the improvement of student score in experimental class was almost two times of control class that was 18%. Meanwhile, the improvement of students score in control class was just only 10%. It indicates that using debate technique was more effective than the existance technique used by the English teacher at that school that is discussion technique. Based on the hypothesis testing above, it found that the value of t-test was higher than the t-table (2.023>1.697) with the degrees of freedom (18 + 18 – 2) = 34, and at the level of confidence was 0.05. It was concluded that the improvement of speaking skill in the experimental class was significantly affected by using debate technique in that class. The mean improvement of students’ speaking skill in experimental class was 18.24% (see appendix 19). Meanwhile, the mean improvement of students’ speaking skill in control class was just only a half of experimental class that was 9.89%. In other word, the use of debate technique in teaching speaking was more effective rather than teacher existance technique. According to the data and the fact above, it’s clear that debate is an appropriate technique to use in teaching speaking, especially in improving students fluency and vocabulary. But it has to be modified to the other technique, if the teacher want to improve other component of speaking such as pronunciation, comprehension, and grammar because based on this research, the improvement of those component was notas significant as fluency and vocabulary.

**CONCLUSION**

Based on the explanation above, the writer conclude that the using of debate technique can improve students’ speaking skill, and the improvement was significant. It was proved by the result of the mean improvement of students’ speaking skill in experimental class that was 18.24%. Meanwhile, the improvement of students’ speaking skill in control class was 9.89%. It means that the improvement of students’ speaking skill in experimental class was almost two times of the control class. In conclusion, debate technique can stimulate students’ speaking skill at the eleventh grade students of SMA Negeri 2 Kota Sungai Penuh.

According to the hypothesis testing, the writer found the value of t-test was 2.023, and t-table was 1.697 at the degrees of freedom (18 + 18 – 2) = 34, and the level of confidence was 0.05. Because of t-test was higher than
t-table (2.023 >1.697), so the alternative hypothesis (H₁) was accepted, and null hypothesis (H₀) was rejected. It means that there was a significant effect of debate technique toward students’ speaking skill.

In experimental class, the component of speaking that had the highest improvement was fluency (40.9%), from mean score 2.2 in pre-test becomes 3.1 after the using of debate technique. The second highest improvement was vocabulary (22.2%), from 2.7 in pre-test becomes 3.3 in post-test. Meanwhile, the least one was grammar (3.6%), from 2.8 in pre-test becomes 2.9 in post-test. So that the average improvement of all component was 19.8%.

At the last, in the control class, component of speaking that had the highest improvement was fluency (21.7%), from mean score 2.3 in pre-test becomes 2.8 after the using of teacher’ existence technique. The second highest improvement was vocabulary (11.5%), from 2.6 in pre-test becomes 2.9 in post-test. Meanwhile, the least one was grammar (3.7%), from 2.7 in pre-test becomes 2.8 in post-test. So that the average improvement of all component was 11.4%.

Suggestion
Based on the result of this research, the writer would like to give suggestions to:
1. For teacher, the writer suggests that teacher can use debate technique as an alternative technique because this research shows that the using of debate technique in the experimental class had improve students’ speaking skill, its improvement was higher than the control class that use teacher’ existence technique. But the teacher is also important to modify, and read some references about teaching technique in applying this technique, because based on the finding in this research, the improvement of students’ pronunciation, comprehension and grammar were not as significant as fluency and vocabulary.
2. For the students, the writer suggests that students have to learn more, especially in improving their pronunciation, comprehension and grammar. They also have to encourage their motivation in learning English, and think that English lesson is very important for their future.
3. For the next researcher, the writer suggests that since the implementing debate in this research, the writer found that the improvement of pronunciation, comprehension, and grammar was not as significant as fluency and vocabulary. Therefore, the writer hopes to the next researcher can modify this technique to the other one, or carry out the other research about those by using the other technique.

Finally, the writer realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.

BIBLIOGRAPHY

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