

## **DEVELOPING SPEAKING SKILL OF GRADE X STUDENTS AT MA AL-KHAIRAAT MADINATUL ILMI DOLO THROUGH DEBATE**

**Zubadar. S.Pd. M.Pd<sup>1</sup>**  
zhubadar.english@yahoo.com

<sup>1</sup>*English Education Study Program, Universitas Muhammadiyah Palu*

### **Abstract**

This study is designed to describe the application of debate in developing speaking skills of grade 10 students in MA MA-khairaat Madinatul Ilmi Dolo. The researcher applied qualitative research. This research was conducted at MA Al-khairaat Madinatul Ilmi Dolo with a sample of 20 students in grade 10. The students received treatment for six meetings. Data collected was analyzed descriptively and statistically. The results of the data show that students get development from the total score of the first meeting is 1335 and 1414 at the last meeting. This means students improve individual and class development. The results of the questionnaire also show a large number of students who chose the 'always' and 'often' options on the questionnaire. This means that students respond positively and have the motivation to learn English. Student activity varies. Student performance is needed. If students get an interesting topic to debate, they will be happy to accept it in class. It can be concluded that debate techniques can be used to develop students' speaking skills in stages.

Keywords: development, speaking skills, and debate.

### **BACKGROUND**

The first language skill achieved and experienced by human being during their early stage of their life is oral or spoken language through speaking. Through spoken language someone can express his or her feelings, ideas and thoughts freely. Some definitions of speaking have been formulated by some prominent linguists. Cornbleet and Carter (2001: 18) defines "speaking is combining sounds in recognized and systematic sounds way, according to language – specific principles, to form meaningful utterances". According to Nunan (1995: 39) "Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". Speaking is a fundamental and yet demanding skill to be mastered by learners of English as a foreign language

(Shabani, 2013: 1). So, Speaking is an action to say something and deliver purposes. People need to know a number of words, utter them, know their meaning, and use them in speech acts to converse with others. Speaking becomes a productive skill in oral mode.

Teaching speaking to the MA students is an interesting and challenging duty for teachers especially the researcher of this study. During the teaching and learning processes, the teacher and students are trying to use English as the communicative language to run the class well. Students are supposed to show their natural performances in mastering English as what native speakers do in normal communication.

The context of teaching speaking to a MA Al-khairaat Madinatul Ilmi, the materials that should be delivered to the students must support the achievement of

students' speaking skill. The students are able to communicate in English both using orally and visually. The teachers who teach at MA Madinatul Ilmi must help the students to build the sociolinguistic competence and strategic competence, those are needed by the students to communicate the basic knowledge of their department.

The importance of teaching speaking as shown above, most of the tenth grade students of MA Al-khairaat Madinatul Ilmi Dolo get some difficulties to express their ideas, thoughts and feelings. In term of speaking, they get difficulty in following the speaking class. Students have the skills to talk inadequate. The problems that were found include components of speaking fluency and accuracy. In fluency problems, students tend to be hesitate in expressing their ideas. When they were questioned or asked to express their ideas, they tend to be silent for a long time and think about what and how to express these ideas. In speaking accuracy problems, students often make grammatical mistakes by ignoring the rules of language. This involves the use of tenses, for example; subject - verb agreement, such as He watch TV every night; plural, all my friend like to play football.

Based on the observations found that students motivation in learning English is also not good. If the teacher does not pay attention to the students, they prefer to speak national or local languages and generally outside the teacher topics. When one of them presenting something in front of the class, students are more likely to pay less attention to the presentation, and the speaker looks afraid of saying something in English. Researcher assumes that this is often happened, because the methods and techniques used for teaching is still very conventional. Techniques and the conventional teaching methods, such as the students are given a topic to be

developed into a dialogue make the teaching techniques are very boring and less challenging for students. Moreover, during the learning process speaking also very rarely use media or facilities that can brighten the atmosphere of learning so that the teaching and learning process are very monotonous.

The researcher tried to overcome the problems above by carrying out a quasi-experimental research with debate technique in order to develop their speaking skill and motivation actively. In this case, debate technique can stimulate the way of what the students think and also give the chance for the students speak. Therefore, the researcher chose the debate technique to be taught to the students of MA Al-khairaat Madinatul Ilmi Dolo in order to develop the students' speaking abilities and motivation to learn English.

Debate is a great activity for language learning, because it can improve the quality of students' responses and build up their own ideas. Debate not only make students speak up but also they can have critical thinking. It indicates that even though debate is quite challenging, non-native speakers of English can develop their speaking skills.

Having identified the problems, The reasearcher only addressed and focused his research on the students' speaking problem which has been mentioned before. The reasearcher regards that those speaking problems become the main causes of the problems and need to be solved as soon as possible. In line with the background exposed before, the researcher states one research problems as the question of the research. The problems can be solved by answering the following research question:

*"How can speaking skill be developed through debate?"*

### **Motivation in Speaking**

Motivation is getting pushed for everybody to achieve a good result. Motivation are usually classified as instrumental motivation, integrative motivation, intrinsic motivation, and extrinsic motivation (Yu, 2012: 2). If someone cannot find something motivates them well, they will lack of spirit in doing something itself. Harmer (2001: 98) defines "motivation is some kind of internal and external drives which encourage someone to do thing in order to achieve something". It means that without motivation we will almost certainly fail to make the necessary effort. In learning speaking, it is very important for every student to have motivation that may urge the students' braveness in expressing their ideas or arguments in spoken language. The teacher plays an important role in motivating the students to speak in class, it can be done through technique being used and way how the teacher creates a comfortable atmosphere and relation between the teacher and the students in the class.

Motivation not only come from inside, but also it may come from outside of people itself. Both are essentials in stimulating the students' spirit in learning speaking, but between these two, motivation coming from inside called intrinsic motivation has more important role for encouraging someone to success than motivation coming from outside or extrinsic motivation.

### **Developing Speaking Skill through Debates**

Applying debate in classroom is useful for developing students' ability in speaking. Khoironiyah (2012) expressed that debate is different from other techniques. In debate, the students are given some topics to be discussed. One or two students of them presents their opinions and facts concerning the topics.

The ability to communicate in a foreign language clearly and efficiently contributes to success of learners in the school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teach speaking.

Debate is a teaching technique to improve verbal communications and to present a valuable learning activity for teaching speaking. It develops critical thinking and improves communication skills. Nesbett, (2003: 210) says "Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's idea". Students can develop their speaking skill since they have opportunity to speak freely by applying English debates technique in the classroom.

Most students know about English, but they do not feel confidence to speak up. So, the researcher use the English debates to make the students feel confidence to speak with others. In addition, debate is also an excellent way to build confidence of the students. A process of researching a debate is one of examining the pro and contra of an issue, determining what the problems and considering alternative solutions. A presentation of a debate are clearly a team efforts, and participation in activities like debate explicitly develops the skills needed to work in teams.

There are some benefits by applying debates in the classroom. Wibowo (2011) informed that debate has a lot of strenghts. First, Raising students' confident and awareness of self learning. The students obviously feel confident in speaking. They reach this level when they become an independent learner. They raise a question and answer it themselves while delivering their arguments they really go for it. The teacher never obliges the students to always response the case first but it just their awareness rising

arguments. Remember that debate is always provoking. Second, Controlling their passion. This point does not necessarily suggested that debate change students to be temperamental, debate train them to use their emotional quality in a good way. The students can speak effectively to his friends and share their ideas about the topic. Finally, improving students' fluency rapidly. A student has no stress in speaking when s/he has freedom to express whatever s/he wants to say. The students will use non-verbal communication freely while they are speaking. The more students asking the question (even the same one), the more vocabularies they will learn. The vocabularies will help them much to create a sentence effectively.

Students are given all necessary steps to be executed as follows. First, Teacher regulates the students to speak one at a time and prove their argument. Second, develops a very controversial question relating to the material. Third, Divides the students in two groups (Affirmative and Negative) and each group consists of three people. Fourth, starts the debate by allowing the first speaker of affirmative group for presenting his/her views, this process is called an opening argument. Fifth, gives a chance to the negative group to prepare arguments to counteract the opening arguments of the affirmative group. Fourth, continues to the debate. When the debate takes place, the other participants are encouraged to provide the records containing the proposal, argument, or rebuttal. Fifth, decides which groups win. Sixth, Discusses what students learned from experience debate. The last, asks students to identify the best arguments they think (Rosyidah, 2013).

The goal of teaching speaking skill is to communicate efficiently. Learners should be able to make themselves understand, using their current proficiency

to the fullest. They should try to avoid confusion in delivering the message due to faulty pronunciation, vocabulary or grammar, and to observe the social and cultural rules that apply in each communication situation.

## METHOD OF THE RESEARCH

All of the participants were the students of MA Al-khairaat Madinatul Ilmi Dolo. The students were in the first year on the second semester, or the tenth B grade students in 2013/2014.

The researcher used qualitative approach. The researcher gave observation sheet and test as instrument of data collection. The researcher also provided questionnaire for students. The Questionnaire consisted of ten items. It was used to measure students' motivation in studying English whether the students had motivation to learn it or not. Treatment has been given to the students for six meetings in order to achieve his research goal.

Tabel 1. English Debate Motions

Meeting	Motion
1	Study in group is better than study alone.
2	The Government should omit the National Examination.
3	Smoking should be permitted in public places.
4	The Government should abolish the physical punishment at school.
5	Gambling should be legalized in Indonesia.
6	Experimental animal should be banned.

Analysis of the data was done ongoingly. The researcher emphasized the teaching and learning process and the result of students' speaking performance test as criteria of success. The criteria of success

were used to know the effectiveness of the debate technique. Look at following criteria of speaking test!

Tabel 2. Criteria of success

Rating	Fluency	Accuracy
5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	There are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up	Pronunciation is seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.

	making the effort at times. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.

(Adapted from Heaton, 1988: 100)

The table above indicates scores in each aspect of the assessed speaking skill ranging from 5, 4, 3, 2, and 1. The scores are obtained from the individual student oral presentation and conversed by using scale point rating of 10 – 100 as follows:  
 Rating 5 equals to 86 – 100 ----- Excellent  
 Rating 4 equals to 66 – 85 ----- Very Good  
 Rating 3 equals to 46 – 65 ----- Good  
 Rating 2 equals to 26 – 45 ----- Fair  
 Rating 1 equals to 10 – 25 ----- Weak

## RESULT

The researcher gave treatment to the students by applying debate technique for the students to solve the students' problem related to speaking skill like stated on the background.

Tabel 3. Result of the students XB at first meeting

No.	Initial	Score				Category
		Fluency (0-100)	Accuracy (0-100)	Total	Average	
1	MAS	75	81	156	78	Very Good
2	I	65	67	132	66	Very Good
3	Ir	63	69	132	66	Very Good
4	R	73	81	154	77	Very Good
5	MR	74	84	158	79	Very Good
6	MK	75	73	148	74	Very Good
7	AR	62	64	126	63	Good
8	AM	75	75	150	75	Very Good
9	MZ	77	73	150	75	Very Good
10	MS	75	73	148	74	Very Good
11	JJ	65	67	132	66	Very Good
12	TH	60	60	120	60	Good
13	AS	75	79	154	77	Very Good
14	MUT	78	80	158	79	Very Good
15	RF	63	63	126	63	Good
16	MRD	66	60	126	63	Good
17	NC	58	50	108	54	Good
18	TP	53	51	104	52	Good
19	RRP	60	30	90	45	Fair
20	MA	58	60	118	59	Good
Total				1345		

Tabel 4. Result of the students (XB) at last meeting

No.	Initial	Score				Category
		Fluency (1-100)	Accuracy (1-100)	Total	Average	
1	MAS	87	87	174	87	Excellent
2	Ik	82	78	160	80	Very Good
3	Ir	69	79	148	74	Very Good
4	R	87	86	177	86	Excellent
5	MR	72	78	150	75	Very Good
6	MK	88	87	175	87	Excellent
7	AR	72	68	140	70	Very Good
8	AM	86	86	172	86	Very Good
9	MZ	77	73	150	75	Very good
10	MS	72	78	150	75	Very Good
11	JJ	68	70	138	69	Good
12	TH	65	63	128	64	Good
13	AS	77	77	154	77	Very Good
14	MUT	79	83	162	81	Very Good
15	RF	63	63	126	63	Good
16	MRD	68	62	130	65	Good
17	NC	60	54	114	57	Good
18	TP	53	51	104	52	good
19	RRP	60	30	90	45	Fair
20	MA	58	60	118	59	Good
Total				1403		

The data in table above indicates that there are thirteen students which get good category, and seven students get fair, the students' highest score for fluency is 6 and accuracy is 4, and the minimum score for fluency is 2.

This research aims at how the debate technique can be applied to develop students speaking skill. The students try to deliver their arguments, opinions in debating as well, this technique can be used to train students' creativeness. The teaching and learning process style is student-centered, so the students did whole learning activities in the classroom.

The role of the researcher is really important in the classroom. The researcher should be able to create good atmosphere in the classroom which show a mutually accepting relationship among their students, and between the researcher and students. The role of the researcher in this technique are as facilitator, supervisor, and motivator. There are some characteristics researcher in a student centered learning process. First, the researcher should adapt their instruction as accordingly to the developmental levels of the students. Second, he should pay attention to individual differences in learning. This is especially true when each student is unique and they have different level of knowledge. Third, he must assess their students continuously of the teaching and learning process.

The goals of the researcher in developing students speaking skill are to promote positive attitudes to learning, positive motivation, self-confidence, and low anxiety. In other words, the classroom activities must be interesting, and The teacher tries to make students aware of the learning process, so that they can find out what they want to learn and how they want to learn it. So, the researcher plays an important role in providing an engaging teaching and learning environment, shifting students from a passive role to an

active role, and changing the learning style from teacher-centered to student-centered. In this learning process, students are emphasized to create their own ideas in developing the motion that have been given by the researcher.

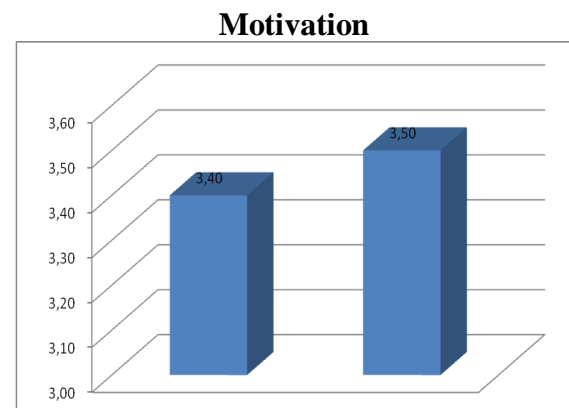
The research finding that the students get development started from the first meeting till the last meeting. Based on the calculation, debate technique can be applied to develop students' speaking skill, because the students get progression. The advantages of debate technique in speaking skill can be looked at student's participation in the classroom. So, the students who got treatment by applying debate technique is better than the students that did not get the treatment.

Motivation has an important role in influencing students to join the teaching learning process. The students will study well by having high motivation to reach the goal, because they believe and aware about the important of studying. Motivation take a significant factor in learning. Students with high motivation can optimally learn the motion debated. The researcher was optimistic with the developing students' speaking skill through debate can improve learning atmosphere and optimally promote students' motivation in learning speaking. Based on the questionnaire, there are several things which influence the students motivation in every meetings by applying debate technique.

1. Students are motivated to study by using debate technique, because they can express anything on their mind freely in debate.
2. Students are motivated to argue as well and try to be a winner.

The result of questionnaire indicates that there are a lot of students who choose the option 'selalu' and 'sering' on the questionnaire. It means that the students put positive response and have motivation to study English. The

activeness of the students were varied. The students performance were greatly affected by the motion given. If the students got an interesting topic to be debated, they would be joyful to participate in the class.



The diagram indicated that the students get development on their motivation in learning English. It started from the first meeting till the last meeting. Briefly, the debate technique is also can be used to develop students' motivation.

The students admitted that they love debate technique, they do not feel bored and more enthusiastic to follow the teaching learning process. They look braver and more confident to express their arguments, ideas, and opinions. They also admitted that they become active and fun in arguing the motion each other, and they are motivated to learn English by using debate technique, because there is some school debate championship conducted every year, and they are excited to join on that competition.

Considering the previous explanation, the researcher concludes that the technique of debate activity can develop speaking skill of the grade X students at MA Al-khairaat Madinatul Ilmi Dolo. The development of students' ability can be looked at students' deviation score. The researcher can overcome the problems that have been stated on chapter 1 by using debate. So, the students speaking skill can be developed through debate.

## CONCLUSION

The students give positive responses in having motivation to learn English since the debate technique can help them in their learning process so that could raise their motivation to learn English and their ability to speak. Thus, based on stational computation and questionnaire findings, the debate technique is successful to develop students' speaking skill and raise students' motivation to learn English.

## SUGGESTION

There are several suggestios that can be useful for the teacher and researcher. For the teacher who want to use debate as a technique in teaching English should provide many dictionaries for the students, because students need a lot of new vocabularies in debate and provide a lot of sources related to the motion in order that students get easier in developing their motion. For researcher who will conduct a research using debate in teaching learning process can conduct the research in other language components such as pronunciation and vocabulary.

## REFERENCES

- Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing* New york: Routledge
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Third Edition. Longman, Person Education Limited.
- Heaton, J. B. (1988). *Writing English Language Tests*. England: Longman Group Limited.
- Khoironiyah. (2012). *The implementation of debate in teaching speaking at Eleventh Year Students of SMA Negeri 2 Rembang in the academic year 2011/2012*. [Http://bigfkipunirow2008c.wordpress.com/2011/06/24/the-implementation-of-debate-in-teaching-speaking-at-eleventh-year-students-of-sma-negeri-2-rembang-in-the-academic-year-20112012](http://bigfkipunirow2008c.wordpress.com/2011/06/24/the-implementation-of-debate-in-teaching-speaking-at-eleventh-year-students-of-sma-negeri-2-rembang-in-the-academic-year-20112012)
- Nesbett, Richard E. (2003). *The Geography of Thought*. The Free Press.
- Nunan, D. (1995). *Language Teaching Methodology*. A Textbook for Teachers. London: Phoenix ELT.
- Rosyidah, N. (2013). *The Effectiveness of Debate in Improving Students' Speaking Ability at Twelveth Grade Student of Sman 3 Ponorogo in Academic Year 2012/2013*. A Thesis, English Education Departement Faculty of Edsucation state Islamic College of Ponorogo (STAIN Ponorogo), Submitted by Wachid Amiruddin di Senin, Januari 14, 2013
- Shabani, M.B. (2013). *The Effect of Background Knowledge on Speaking Ability of Iranian EFL Learners*. International SAMANM Journal of Marketing and Management
- Wibowo, H. (2011). *Improving Students' Speaking Skill through English Debate Activity at SMK Negeri 1 Kota Bengkulu*. [Http://edsaunibsuper.blogspot.com/2011/11/improving-students-speaking-skill.html](http://edsaunibsuper.blogspot.com/2011/11/improving-students-speaking-skill.html).
- Yu, Yue. (2012). *A Study of English Learning Motivation of Less Successful Students*. Jiangsu University of Science and Technology, Jiangsu, China, [yueyu\\_123@126.com](mailto:yueyu_123@126.com). [www.cetljournal.co.uk](http://www.cetljournal.co.uk).