

## English Debate Technique in Senior High School in Improving Student's Speaking Ability and Applying Knowledge Insight

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### ABSTRACT

This research is to improve students' speaking ability in giving opinions and responding to another's opinion through debate. The goal of language learning is to communicate. Therefore, it will be useless for a language learner who cannot use the language at the end of the study. As one of the English skills to learn, speaking stands as an important aspect to be learned and surely it can apply knowledge insight. Through English Debate as a technique, the students are expected to be more confident in delivering their point of view in many issues in whatever circumstances. The methodology of this research is a classroom action research which consisted of 3 cycles. The subject of this research was the tenth-grade students of SMA Negeri 1 Baros, the class consists of 36 students. To collect the data, the researcher used the observation checklist and field notes. Through an observation checklist, the researcher observed students' activity in the classroom and by using field notes, the researcher reflected the problem found. Based on the research findings, the debate technique which was applied to the subjects of research showed the improvement of students' speaking ability. Based on the result of the researcher's observation using the observation checklist and form of field notes, it can be seen that students' speaking ability in giving opinions and responding to another's opinion has been improved. The percentage of students' activity in the classroom when debate, in the first cycle, was 57%, in the second cycle was 67% and the third cycle was 76%. It indicated that the debate technique had improved students' speaking ability in giving opinions and responding to another's opinion. The debate in language teaching contains the principles of the debate teaching-learning process, and the teaching procedures, which will discuss how it is conducted procedurally in the classroom.



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### INTRODUCTION

Speaking is used to express ideas and communicate with people in the civilized world. Speaking ability serves students to be able to communicate their opinion, feeling, and expression with no limitation of different native language, culture, and country. Speaking is very important because by mastering the speaking skill, people can carry out conversations with others, give the ideas, and exchange the information with others. Speaking is one of the four skills (listening, reading,

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and writing) that need to be mastered by everyone because by speaking, someone can convey the meaning, express feeling, give an opinion, etc.

Based on the writers' observation, students could not give an opinion and responding to another opinion into English. They were not able to give their opinion and respond to another opinion whether they are agreeing or disagreeing with someone's opinion. They kept quiet when the teacher asked them. They were passive in speaking especially if the teacher asked them about their opinion. They were afraid of giving opinions and responding to another's opinion because they didn't know how to deliver their opinion or their arguments. The students were afraid of making mistakes, they also did not know the expressions of giving an opinion, and responding to another's opinion. Therefore, by applying debate as a technique in teaching speaking, it was proved that the students could give the opinion and respond to another's opinion.

Through the English debate, students could improve their critical thinking and improve communication skills. Based on Allison (2002:13), debating is the ultimate multi-task activity since it involves research, writing, speaking, listening, and teamwork".

Othman (2013:1507), stated debate encourages students to learn course content better, since they are engaged in the course content actively, broadly, deeply and personally. It also trains them to assess the data they get daily. Also, the debate provides a valuable opportunity to develop learners' speaking ability. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students. Through debate, students got enjoyable to speak and express their opinion or ideas. The more students express their opinion, the great possibility they could improve their speaking ability. Besides, speaking through debate had allowed students easier to communicate and express their opinion or ideas.

Meanwhile, Cahyono (2011: 39) classifies debate as an interactional group activity. The debate is considered as another variation of speaking concepts to enrich the students' experience. In the classroom, the debate might be done in a form as follows:

- The students are divided into two groups.
- One group is pro, and another is contra to the topic (motion).
- Each group discusses their part.
- Then, the teacher asks each group in turns to deliver their ideas.
- The teacher may write all the ideas on the board.
- When they have finished debating, the teacher and the students make a conclusion

A debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. The subject of the dispute is often prescribed so you may find yourself having to support opinions. You also have to argue as part of a team, being careful not to contradict what others on your side have said. Above all, the debate is something most people will admit they get a buzz from. It's an intellectual exercise, a way of analyzing issues and ideas.

Basically, in every format of debating tournament for senior high school, there are key players involved in the debate, they are:

1. Chairperson: the person who leads the debate
2. Timekeeper: the person who signals times for each speech
3. Debaters: the person who debate upon the motion
4. Adjudicators: the person(s) who judge the debate

The Order of Speeches is as Follow:

AFFIRMATIVE TEAM	NEGATIVE TEAM
1st speaker	1st speaker
2nd speaker	2nd speaker
3rd speaker	3rd speaker
Reply speaker	Reply speaker

There are some formats of debate: Asian parliamentary, Australasian parliamentary, British style, World style, etc. World style is the example of debating format which is usually held for National Senior High School Debate Tournament whereupon the winners will be sent to World School Debating Championship. In this style, each speaker has 8 minutes for delivering his speech. In a substantive speech, each speaker is allowed to give an interjection, called Point of Information (POI) to his opponent that is delivering the speech. POIs may be delivered between the 1st and 7th minute of the 8-minute-speech.

Allocation of times will be signaled by the timekeeper. There will be one knock at the 1st and 7th minute, to signal time for POI. And two knocks at the 8th minute to signal that the time for the speech has ended. For reply speeches, there will be one knock at the 3rd minute, to signal delivery time is almost over, and two knocks at the 4th minute.

The adjudicators will judge a team based on three elements:

Matter/Manner	Method	Meaning
27	13	Very poor
28 – 29	14	Poor-Below average
30	15	Average
31 – 32	16	Good-Very Good
33	17	Excellent

Debating is not a discussion; there will be on compromised result emerging from the debate as in a discussion. Debating is seeing both sides of the story from the affirmative and opponent team. It means there will be many different opinions. By practicing debate continuously, you can practice your English to communicate your ideas and thoughts upon the issues critically. Let's be critical thinkers by practicing debate.

The roles of each speaker are as follows:

**The first speaker of affirmative:**

Introduce the motion by indicating the importance of debating it, by

- developing briefly the history of the motion
- defining the terms
- stating the main or major arguments in the affirmative case
- developing the first or second main argument with adequate supporting evidence
- summarize clearly and concisely the presentation

**The first speaker of negative:**

- Offer a counter plan (an alternative solution to the problem)
- Refute or show that the arguments of the first affirmative speaker are not inherent in the motion
- State the point of to be refuted
- Make adequate refutation
- Show the importance of the refutation of the point to the affirmative's case

**The second speaker of affirmative:**

- To continue the affirmative case by presenting the plan, but not to rebuild the case as the first has done
- Respond to the first negative rebuttals and rebuild arguments

- c. Briefly, restate/reiterate in general the Government's team case
- d. Explain the arguments that are the 2nd speaker's split
- e. Give a summary/recap of the speech

**The second speaker of negative:**

- a. Rebut the Government's main arguments
- b. Briefly, restate/reiterate in general the opposition's team case
- c. Explain the arguments that are the 2<sup>nd</sup> speaker's split
- d. Give a summary/recap of the speech

**The third speaker of affirmative:**

- a. Rebut Opposition's arguments, prioritizing the strong/important ones
- b. Rebuild the team's case
- c. Summarize the issues of the debate

**The third speaker of negative:**

- a. Rebut Government's arguments, prioritizing the strong/important ones
- b. Rebuild the team's case
- c. Summarize the issues of the debate

**Reply (1st or 2nd ) Speaker of negative:**

- a. Provide a summary or overview of the debate
- b. Identify the issues raised by both teams (Explain why the negative's case and response are better than the affirmative's)

**Reply (1st or 2nd ) Speaker of affirmative:**

- a. Provide a summary or overview of the debate
- b. Identify the issues raised by both teams (Explain why the affirmative's case and response are better than the negative's)

To be a good debater, of course, can add knowledge insight. There are 10 things a debater need to know, they are:

1. Universal Value
  - Respect and Protection of Human Rights
2. Politics and Governance
  - Democracy (Liberal democracy, Guided democracy, Social democracy)
  - Communism, Dictatorship, Regionalism, Liberalism, Socialism, Secularism.
3. Environment (Humanist ecology/sustainable development, Technological ecology, Deep-green ecology, Tragedy of the commons, Global warming and climate change, UNFCCC and it's products (i.e. Kyoto, REDD, etc.)
4. Economics (Keynesian, Neo-liberal, International economic institutions: IMF, WB, WTO, Free trade, Fairtrade, Market mechanism vs. Government intervention, Public goods)
5. Feminism (Liberal feminism, Radical feminism, Developing-world feminism, Power feminism, Affirmative Actions (AA) for women
6. Society and the Law (Social contract theory, J. S. Mill's harm principle, Aims of the criminal)
7. United Nations (How to do the different bodies within the UN work?, Security Council, Peacekeeping missions)
8. Nuclear (Nuclear Non-proliferation Treaty (NPT), International Atomic Energy Agency (IAEA).
9. Rights (Kantian (rights-based), Utilitarianism (preference), Rights trump
10. Security (Collective security, Cooperative Security, Democratic peace theory, Just war theory, New security agenda, 'Golden Arches' peace)

## METHODOLOGY

The methodology of this research is Classroom Action Research (CAR). According to Harmer (2003:344), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. Dave Ebbut as cited in Rubiati (2010:23) stated that action research is about the systematic study of attempts to improve educational practice by a group of participants using their practical action and using their reflection upon the effects of those actions.

Kemmis and Mc. Taggart (1993:18) add-in Nunans' book explains that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system. There are four stages of Classroom Action Research: planning, observing, acting, and reflecting. In this study, the writer used several approaches to measurement and data collections; they are Observation and Field notes.

This action research entitled "*English Debate Technique in Senior High School in improving student's speaking ability and applying knowledge insight*" was conducted at senior high school in SMAN 1 Baros Serang regency Banten Province-Indonesia. The class is the tenth grade, the first semester of the academic year 2018/2019 consisted of 36 students. The writer and the English teacher of SMAN 1 Baros had followed the procedures of action research as follows: Planning Action, Implementing the Action, Observing and Reflection of the Action

The technique of data analysis comes from the interpretation of the data collection. In the analysis of the data, the researcher gets the data from the observation checklist and field notes of students' activity in the classroom, observing the teaching-learning process, and students' activity in the debate. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle and to describe the success of the teaching-learning process using debate in improving speaking ability. In the observation checklist, six aspects should be observed. These six aspects are the indicator of whether or not the students do each step of the implementation of Debate. The field notes will be analyzed descriptively.

Table 1: Description of Students' Involvement from Observation Checklist

No.	Activities	Grades					Score
		1	2	3	4	5	
1.	Student pays attention to the researcher's explanation						
2.	Student gives the opinion by using the expression						
3.	Student gives the opinion with clarity and appropriate volume						
4.	The student responds to another opinion						
5.	Student have minimal reliance on note						
6.	Students' activeness and enthusiast in debating						
Total Score							

$$Score = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Table 2: Description of Students Involvement from Checklist Observation of Students' Activity

No.	Categories	Description
1.	Very Poor	Less than 20% of the students do the activity
2.	Poor	20%- 40% of the students do the activity
3.	Fair	41%- 60% of the students do the activity
4.	Good	61%- 80% of the students do the activity
5.	Very good	81%- 100% of the students do the activity

**RESULT AND DISCUSSION**

The research findings were discussed based on the result of the observation checklist and field notes. In this part, the researcher elaborated on the stages of implementation of classroom action research. This classroom action research was conducted in three cycles. The results descriptions of all cycles are as follows:

Table 3: Observation Checklist in the first cycle

No.	Activities	Grades					Score
		1	2	3	4	5	
1.	Student pays attention to the researcher's explanation				√		
2.	Student gives the opinion by using the expression			√			
3.	Student gives the opinion with clarity and appropriate volume		√				
4.	The student responds to another opinion			√			
5.	Student have minimal reliance on note		√				
6.	Students' activeness and enthusiast in debating			√			
Total Score							17

The score of the observation as follows:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100 = \frac{17}{30} \times 100 = 57\%$$

Based on the observation checklist above, it could be seen there was 57% of students' activity in the debate. In the first cycle, the researcher observed students' activity in the classroom while debating. Based on the observation, most of the students paid attention to the researcher's explanation. Some of the students also joined the class enthusiastically.

Table 4: Observation Checklist in the second cycle

No.	Activities	Grades					Score
		1	2	3	4	5	
1.	Student pays attention to the researcher's explanation				√		
2.	Student gives the opinion by using the expression			√			
3.	Student gives the opinion with clarity and appropriate volume		√				
4.	The student responds to another opinion			√			
5.	Student have minimal reliance on note		√				
6.	Students' activeness and enthusiast in debating			√			
Total Score							20

The score of the observation as follows:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100 = \frac{20}{30} \times 100 = 67\%$$

Based on the observation checklist table above, it could be seen that most of the students paid attention and joined the class enthusiastically. The teaching-learning process run well and the students' activity in the debate was better than before in the first cycle. 6 students from the

pro group could give the opinion well and have minimal reliance on the note. There were 3 students from the pro group could respond to the opinion of the cons group. From the cons group, 5 students could give the opinion and 2 students could respond to the opinion from the pro group. The rest members of the pro group could not give and respond to the opinion well but they tried. Besides most of the students still could not give and respond to the opinion with clarity and appropriate volume.

Table 5: Observation Checklist in the third cycle

No.	Activities	Grades					Score
		1	2	3	4	5	
1.	Student pays attention to the researcher's explanation					√	
2.	Student gives the opinion by using the expression				√		
3.	Student gives the opinion with clarity and appropriate volume			√			
4.	The student responds to another opinion				√		
5.	Student have minimal reliance on note			√			
6.	Students' activeness and enthusiast in debating				√		
Total Score							23

The score of the observation as follows:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100 = \frac{23}{30} \times 100 = 76\%$$

Based on the result observation in the third cycle above, it can be concluded that this cycle was better than the first and second cycles. The majority of the students paid attention to the teacher's explanation. The majority of students also joined the class enthusiastically. All activities in the third cycle could run well. It can be seen from their responses. While the process of debate, the majority of the students were taking good involvement. In the third cycle, the teaching-learning process ran well and the students showed their improvement in speaking ability. Most of the students could give the opinion with the expression well. They spontaneously raised their hand and gave their opinion. They were also could respond to the other group's opinion. They automatically gave their opinion when the debate was begun. Some of the students had minimal reliance on the note while give and respond to another's opinion. Some of the students also could give and respond to the opinion with clarity and appropriate volume. The students' activeness in the debate was improved. The students were active in giving opinions and respond to the other opinion.

From the research findings above, it could be seen that the students' speaking ability increased from cycle to cycle. The students improved their speaking ability after being taught through debate technique which was applied during three cycles. As the whole meetings ran well. There was a significant improvement from the first cycle to the third cycle.

## CONCLUSION

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about English Debate Technique in Senior High School in improving student's speaking ability and applying knowledge insight to the tenth-grade students of SMAN 1 Baros in academic year 2018/2019, it can be concluded that:

1. Students' speaking ability at tenth students of SMAN 1 Baros in the academic year 2018/2019 has been improved through debate technique.
2. Students' speaking ability in terms of giving opinion has been improved through debate technique.
3. Students' speaking ability in terms of responding to another's opinion has been improved through debate technique.

4. The debate could positively involve all students to participate in the teaching-learning process in the classroom.
5. The use of debate technique has been advocated in teaching speaking process. Typically, the debate is very interested to be implemented to improve speaking ability. Students have a lot of opportunities to practice speaking and have active involvement in the debate. Also, many students have more knowledge of insight. Students can apply their knowledge by mastering ten things they have to master in English Debate. They worked very cooperatively and they were more active to speak in the classroom.

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