THE IMPLEMENTATION OF EDUCATIONAL DEBATING METHOD TO FOSTER STUDENTS' SPEAKING ABILITY

By

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ABSTRACT

The research aims to investigate how the educational debating method can foster the students' speaking ability at the eleventh grade of SMAN 1 Sumber and to find out how the students' activities in learning speaking using the educational debating method in fostering students' speaking ability. This research primarily used a quantitative method to analyze the data with quasi-experimental method was chosen to test the hypothesis because the study focused on only one aspect of investigating, namely speaking ability without controlling all variables.There were two classes consistingof 28 students each class as sample in SMAN 1 Sumber. The data was obtained by analyzing students' speaking scores, observation sheet, and questionnaire results. The research found that the speaking scores of the experimental group was higher than the control group and it wasalso supported by the students' activities from the questionnaire. The students felt that educational debating method can foster their speaking. It made the students enthusiastic to learn and help them to understand the matter of the subject. It was a pleasant and good method in teaching speaking, especially for asking and giving opinion. The students liked to participate in the use of educational debating method because they had an opportunity to study in pairs and improved their achievement in speaking by knowing pronunciation, vocabuary, and grammar.

*Keywords :**Educational Debating Method, Speaking, Asking and Giving Opinion***

INTRODUCTION

Nation and Macalister (2010) reported that curriculum design is a kind of writing activity as a useful process in writing (gathering and ordering ideas, ideas to text, reviewing, editing) can be applied to curriculum design.The implementation ofcurriculumis ajointventurebetween the government andthe provincial governmentandlocal government district/city. Curriculum 2013 forces students to be able to practice the subjects through learning process. Students need to feel enjoy and interest in learning process, so they can communicate to get the points of the subjects well.

Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. It emphasizes to the students activities in learning, such asgroup discussion and presentation.According to Bonwell and Eison (as cited in Kennedy, 2007) stated that "students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information".

In addition, according to Lucas (as cited in Pracher, 1998) said that "the teaching of oral communication skills has been called a vital part of humanistic education and democratic citizenship".Oral communication or speaking ability, especially in English language is considered to be an important skill needed by students. Unfortunately, the students focus on memorizing new vocabularies, discussing grammar formulas and analyzing dialogues, so they get less opportunities in speaking activities as needed in Curriculum 2013.

One of the weaknesses which they have in learning English is speaking ability. Based on the observation in three senior high schools (SMAN 2 Cirebon, SMKN 1 Kedawung, and SMAN 1 Sumber), it found some problems that are faced by teacher and student in teaching and learning speaking. The indicators of problems are firstly come from psychological aspects. The students feel shy to express their ideas and opinions in English. They are nervous and afraid to speak because they will be laughed at by the others if they do a mistake. The second problem is cognitive aspects. They have lack of knowledge how to apply different transactional and interactional expression in different situation. They are also afraid of making mistakes in grammar, pronunciation and intonation. So that, they choose to be passive students who keeps listening, without actively answer and ask questions in learning process. They have no motivation to express their own English, especially speaking ability. The teacher has problem when they teach speaking such as students have limited vocabularies that make him difficult to comprehend the text. The teacher says that just little bit student who enthusiastic to speak English, but when there is quiz or reward the students more enthusiast in learning. Finally, the students and the teacher think twice to speak English either inside or moreover outside the class because of their limited vocabulary.

Based on the phenomena above the writer assumes that the problem which is faced by the teacher in teaching speaking are students do not have a good methodology and low speaking habit. Teaching methodology is needed which is not only designed to promote the students to speak the target language in the classroom circumstances but also to produce

graduations who can participate in real life communication by using English.According to Konstantopoulos and Hedges (as cited in Brendefur et. all., 2014) wrote that learning to teach well, even for veteran teachers, is a complex, uncertain, and difficult task. However, quality teaching is an essential ingredient to increasing students' achievement and promoting students' understanding.

There are many activities to promote speaking. One of the activities is discussion or debate. According to Allison (as cited in Kennedy, 2007) said that "debating is the ultimate multi-task school activity since it involves research, writing, speaking, listening, and teamwork". In addition, another study was conducted by Lilly from Virginia Military Institute. According to Bellon (as cited in Lily, 2012) wrote that "the educational debate is one form of active instruction, requiring students to prepare materials, obtain evidences, create arguments, evaluate opposing data, and construct rebuttals, resulting in greater mastery of the material".

The speaking skills which are learned by students through debate activities will serve them well in life. This activity requires all the students in the class to practice their thinking, listening, and speaking abilities. Debate as an active instructional strategy enhances learning particularly in the areas of mastering the content as well as developing critical thinking skills, oral communication skills, and empathy. In class, debates provide an opportunity for students to be actively engaged, particularly if the instructor uses a debate model that involves more than just two to four students.

This researchwill use educational debating method to some of the students at XI gradeof SMAN 1 Sumber. The research questions to meet the purpose of the study are: "Does the educational debating method foster the students' speaking ability? and how are the students' activities in learning speaking using the educational debating method in fostering students' speaking ability?"

LITERATURE REVIEW

a. What is Debate?

"Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information" said Bonwell and Eison (2007, Vol. 19 Numb. 2, International Journal of Teaching and Learning in Higher Education). Bonwell and Eison defined active learning as "anything that involves students doing things and thinking about the things they are doing" (p.2). Mayers and Jones (1993) defined active learning as anything that "provides opportunities for students to talk and listen, read, write, and reflect as they approach course content" (p. xi). Debate is one of the ways for students in process learning.

"Debate is a speaking situation in which opposing theories are offered as possible solutions to a problem or question; the proponents of each theory attempt to convince others that their approach is preferable to that presented by their opponents" (Wall, 2005, p.4). Techniques such as role-playing in debate settings allow students the opportunity to develop an awareness of the feelings and responsibilities of others while providing an arena in which to display and test their ideas

and opinions.

"Debates afford many benefits besides promoting active engagement and mastery of the content. Because debates require listeners and participants to evaluate competing choices" said Freeley and Steinberg (2007, Vol. 19 Numb. 2, *International Journal of Teaching and Learning in Higher Education). This shows that debate is a useful tool to facilitate verbal participation by students in classes. Thus debate teaches students to be able to communicate in better speaking ability.*

b. Academic or Educational Debate

The term of educational debate is debate in which the speaker has academic interest and judge evaluates the quality of the student ways of convincing others and does not hand down the decision. "The educational debate is one form of active instruction, requiring students to prepare material, obtain evidence, create arguments, evaluate opposing data, and construct rebuttals" (Bellon, 2012).

Academic or educational debate is different from debate in the real world like the above debate in the government meeting. In the real-world debate, the purpose is often to decide the future plan of the participants. In Academic Debate, the primary purpose is educational training. Suppose we have a debate in this class on whether we should implement Curriculum 2013 in university. Even if we decide to implement it, it will not actually be implemented.

According to Wall (2005, para.4), debating is essentially an educational method relevant to practically all academic classes. It can be an effective tool for integrating the knowledge and skills of many courses. Being free of particular subject matter, it can be used as a vital part of the total education process rather than just an addition to classroom instruction. There are sufficient variations of debating styles, some more formal and demanding than others, that finding a format which appeals to a group and is appropriate for a specific situation should not be difficult.

Bell (as cited in Lilly, 2012, p.2) noted that there is no focus on "winning' the academic debate. Instead, debates were focused on the collaborative nature of collective exploration. Students were instructed not to look for a winning or losing team, but to assess the information presented in the debate and use it to form their own opinions on the topic matter.

Debating can be an exciting experience for the student, introducing new ideas, different ideals, important information, and a variety of skills and attitudes essential to personal growth and development. The skills developed in debating provide a sound, systematic and scientific method to test various viewpoints and help the student to develop positive attitudes towards research and study. It helps people learn how to avoid personality clashes and puts the emphasis on testing ideas and conclusions.

c. Components in English Debate

The adjudicators use three categories to consider debates such as manner, matter, and method. The World Schools Debating Championships use the similar categories of style,content,and strategy" (Quinn, 2005, p.5). Style equates to manner. At the World Schools Debating Championships, the average mark is 28, but scores range generally from 24 to 32.

Content equates to matter. The marking scheme is the same as for style. Strategy equates (broadly, at least) to method. The average mark is 14, with marks ranging from 12 to 16.

Manner of Debate

"Manner is the presentation style of the speech. It can be contrasted with the content of the speech (matter) and the structure of the speech (method)" (Quinn, 2005, p.140). It is the style and structure a member uses to further his/her case and persuade the audience. Some speakers use a forceful and authoritative style; others are quiet and calm in their presentation. Some use theatrical gestures and stride about the stage; while others are relatively reserved in their presentation. Some speakers are rapid in their delivery; others speak slowly and deliberately. Some speakers use notes while others speak without them.

D'Cruz (2003, p.19) said that manner is comprised of many separate elements. There are eye contact, voice modulation, hand gestures, language, the use of notes and any other element which may affect the effectiveness of the presentation of the member. The elements of manner are body language and vocal style.

Matter of Debate

Matter is the content of the speech. It can be contrasted with the presentation style of the speech (manner) and the structure of the speech (method).

"Matter includes substantive matter and rebuttal (arguments specifically aimed to refute the arguments of the opposing teams) and Point of Information" (D'Cruz, 2003, p.43). In debates in which points of information are used, both the content of the question and the content of the answer are considered matter.

Method of Debate

Method is the structure and organization of the speech. It can be contrasted with the presentation style of the speech (manner) and the content of the speech (matter).

Method includes the fulfillment of speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. It includes the capacity of speakers to adapt their structure to respond to the dynamic issues of the debate.

d. The Nature of Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

A student may have a good ability in listening, grammar, and vocabulary that is not a guarantee of good speaker. It is an interactive process in which individual take roles in producing, receiving and processing information by using oral language. In Oxford Advanced Dictionary, the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and involves the activities in the part of the speaker as psychological, physiological

(articulator) and physical (acoustic) stages.

Florez (as cited in Bailey, 2004) said that speaking is about the concept of meaning in terms of delivering, accepting, and processing the information. Speaking is unplanned process, where the process can start and finish in any situation.

According to Bashir (2011, p.38) says that speaking is productive skill in the oral mode. One of the biggest defiance for language learners is producing the language fluently and accurately like native speaker. This is become a problem because the language learners have to practice a lot and also they have to think and speak the target language togetherness. Speaking practice starts with practicing, drilling, and repeating models.

Harmer (2007, p.343) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. They will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair. They will need to be able to survive in typical functional exchanges, too.

Based on the theories above the writer can conclude that speaking is a human ability to produce their skill orally to share their thoughts in terms of communication with others clearly, so that the listeners can understand. Because of speaking involves many things such as the grammar and pronunciation. The success of communication depends on the speaker's ability to use them. Speaking becomes more complicated than it seems at first and need more than just pronouncing the words.

e. Speaking Aspects

There are some aspects that contribute in speaking skill. In line with Thornbury that speaking is much more complex than grammar and vocabulary. Brown (2001) said that there are six aspects of speaking, namely grammar, vocabulary, comprehension, pronunciation, fluency, and task. But, the writer only takes five aspects without tasks. The first is grammar. In this aspect, the speaker should be right in structural and composition of clauses, phrases, or words. The second is vocabulary. Speaker sets the words that familiar with the speaker. The third is comprehension. The speaker should understand what the speaker says. The fourth is pronunciation. In this aspect, the speaker should pronounce English word correctly. The last aspect is fluency. The speaker should speak with which sounds, syllables, words, and phrases are joined together when speaking quickly.

Therefore, some aspects should be involved together when speaker give information to the listener in order that the listener understands what the speaker says.

f. Teaching Speaking in Debate

Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. This type of speaking has several important features (Brown, 1981).

1. It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with

most interactional speaking.

2. It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way.
3. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
4. The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.
5. It often needs teaching as it is a skill that is not a part of typical language use.

The transactional nature of formal speaking means that the effectiveness of the learners' performance should focus on the successful communication of information. Formal speaking opportunities in the classroom should therefore be done with an obvious audience who are interested in the speaker's message (Nation & Newton, 2009, p.123). Formal talks may be scripted. That is, they may be initially in a written form. It is not usually desirable for the talk to consist of simply reading a written paper aloud. Learners thus need to get practice in preparing notes and speaking from brief notes.

An important part of the formal speaking process is taking account of the audience and the suitability of the information that is to be conveyed to them. This involves considering questions such as: Which parts of my information will be the most useful for the audience? Which parts will be difficult for them to understand? What do I want them to gain from my talk? Speakers can gain an awareness of the audience by having experience of being part of the audience, by getting questions and feedback from the audience, and by observing the audience's reactions during a talk. Table 2.3 relates activities and supports to the various parts of the formal speaking process. Taking a process approach is effectively encouraging learners to develop a strategy for dealing with formal speaking. Thus, when a teacher takes this approach learners should be made aware of the parts of the process and how they can take control of them.

Table 1.
Tasks for Learning the Parts of the Process of Formal Speaking

Parts of the Process	Tasks
Goals and audiences	Be a listener Talk and get audience feedback Perform **listen and do** tasks where there is an observable outcome of the talk such as something drawn, or made from LEGO

Gathering ideas	**Brainstorm** and **What is it like?** in groups Follow schema such as topic type or discourse plans to gather information systematically
Organizing ideas	Use rhetoric plans Discuss and evaluate model outlines Use guiding checklists
Making speaking notes	**Information transfer** Note-taking
Presenting and monitoring	Talk on your speciality **Be an expert 4/3/2** Prepare, talk to a partner, talk to a group, then talk to the class

(Nation and Newton. (2009). *Teaching ESL/EFL Listening and Speaking*. p. 126)

Debate is different from other techniques. In debate, the students are given some topics to be discussed. One or two students of them present their opinions and facts concerning the topics. The next step, he gives response to the questions and comments from his friends in class. The debate might be a good technique to teach speaking, but without a good and interesting topic, it will be useless.

Therefore, the English teacher must be selective in choosing the issues. Lewin and Wakefield (as cited in Kennedy, 2007, p.184) teach a psychology course at California State College in which they debated each other in class to expose students to both sides of the issues. The professors have conclusion that the debates force to re-read and re-think both their own and the opposing position more intensely than is necessary to repeat lecture material.

In most debates, only two to six students actively participate in the debate. Does it mean that the rest of the students are passive rather than active learners? Several debate formats, such as the Four Corner Debate described previously, address this issue by requiring all students to participate in some fashion. Temple (as cited in Kennedy, 2007, p.186) suggests that professors require all students to prepare for a debate and then randomly select participants shortly before the debate.

METHOD

This research primarily used a quantitative method to analyze the data with quasi-experimental method was chosen to test the hypothesis because the study focused on only one aspect of investigating, namely speaking ability without controlling all variables. For that reason, this research usedtwo classes, the first class was structured as a control class and the second class was functioned as an experimental class.

The specific quasi design of the study is pretest-posttest nonequivalent groups design. Fraenkle and Wallen (2003) stated that the pretest-posttest nonequivalent group design is often used in experimental class when experimental and control groups are naturally assemble group which may be similar.

Table of the non-equivalent group pre-test and post-test design as Fraenkel and Wallen (2003) is as follow :

Table 2.

The Non-equivalent Group of Pre-test and Post-test Design

Class	Pre-test	Treatments	Post-test
Experiment (A)	O_1	X	O_2
Control (B)	O_3	-	O_4

From the design above, two classes are chosen for the experiment. One class is an experimental group (A) which is given treatment (X) and another class is a control group (B) which is not given a treatment. A pre-test (O_1 and O_3) is conducted before the implementation of educational debating method as a treatment, and then at the end of the treatment a post-test (O_2 and O_4) is held to assess the students' speaking ability.

the study used the eleventh year students of SMAN 1 Sumber in the academic year 2014/2015 as population. Population is very important in the research as the object from which the sample is taken. Population can be determined as the subject of research in general, it can be person or something else.

The study took non-random sampling methods to choose which classes will be investigated.The sample of this study was two classes from the eleventh grade students of SMAN 1 Sumber. They are called as XI MIA 2 and XI MIA 3, the first class as the control class and the second one as the experimental class.

The instruments that are usedto collect the data are taken from teacher, students, and teaching learning process.They are observation sheet, pre-test and post-test, video recording, questionnaire, and adjudication sheet.

During the test, students are asked to give responds and opinions to a series of tasks provided. The test chosen is from diagnostic test of Swadaya Gunung Jati University. It is adopted from iBT (Internet-based Test) scoring speaking rubric because it is a standardized test that commonly used in educational courses. This test is considered relevance with the method of treatment, since the educational debating method used in this research mainly concern to the mastery of elements of speaking, and not to hand down the true or false their arguments.

The test results of this research were used to analyze oral communication skill through debating method. According to iBT (Internet-based Test) the criteria of speaking there are quantity of information communicated, fluency, pronunciation, vocabulary, and grammar.

RESEARCH FINDINGS AND DISCUSSION

This session contains research findings and discussion based on data collected. The data were collected by doing the tests and observation. The research findingspresented the results of pre-

test, post-test, questionnaire, and observation. The findings were discussed and interpreted in discussion. The result of data was obtained through pre-test and post-test in control class and experimental class. The description of pre-test scores and post-test scores can be seen in the explanation below.

The Educational Debating Method Can Foster the Students' Speaking Ability

The first statement of the problem of this study is to find out whether the educational debating method can foster the students' speaking ability. This question can be answered by analyzing the results of computation of pre-test and post-test based on computation of t-test and by analyzing the questionnaire. The experimental method was used to find out the data by doing teaching and learning process in the classroom. The research was begun on August, 12th until 16th 2014. The pre-test conducted on August, 9th 2014. Both experimental group and control group were given oral test. They were asked to give opinion about the motion for about 3 minutes.

Then, the treatment session started after the pre-test done in experimental group. The researcher taught twice a week for both experimental group and control group. The treatment in control group was conducted on August 12th and 14th 2014. The treatment in experimental group was conducted on August 14th and 15th 2014. The experimental group was taught by using educational debating method as technique in teaching speaking. On the other hand the control group was taught without using educational debating method. The writer taught by grouping. The students in control group created a dialogue for giving and asking opinions then they presented as usual.

Finally, the post-test was conducted at the end of treatment. The post-test was held on August, 14th 2014 for control group and on August, 15th 2014 for experimental group. In post-test session the students had to speak their opinion about the motion for about 3 minutes. The result of the data in this study is quantitative data. To analyzing the result of t score the writer did the following step to find out the score. The steps are as follow:

The first step that the writer did was tabulating the result of pre-test and post-test of both experimental and control group. The data was served to know the difference between experimental and control group in the term of pre-test and post-test.

After tabulating the result of pre-test and post-test, the writer calculating gain score of experimental group and control group. The gain score of experimental group was 520, while control group was 256. It can be seen that the gain score of experimental group was higher than control group.

Next step was finding the mean score of experimental and control group. The mean of experimental group was 15.4, while control group was 9.8. Based on the data calculated of mean score each group, it can be seen the mean of experimental group was higher than the mean of control group.

After finding the mean score of experimental and control group, continued finding the degree of freedom. To find the degree of freedom the writer used formula N1 + N2 – 2. The result was 54.

Continued to the next step was calculating standard error. Both of experimental and control group had different

standard error. The result showed that the standard error of experimental and control group was 16.14.

After calculating the standard error, the next step was calculating standard error of the difference in means. The result of standard error of the difference in means was 4.19.

The last step was finding t_{score}. According to the research finding, it is showed that t_{score} was 2.25 and t_{table} was 2.005 with df 54 and significant level 0.05 (5%). It means that t_{score} is higher than t_{table} The result showed that after getting treatment, the experimental group got better score than control group. So, it can be seen that the implementation of educational debating method can foster students' speaking ability in the eleventh grade of SMAN 1 Sumber.

The data from the questionnaire were analyzed in order to know how the educational debating method can foster the students' speaking ability. From the data of questionnaire,the students searched the learning material before present their arguments. They learned more about pronunciation, vocabulary, and grammar. The educational debating method gave opportunity to study in group, so the students felt confident to speak, especially for expressing their opinion by teacher's guidance.

The Students' Activities in Learning Speaking Using the Educational Debating Method in Fostering Students' Speaking Ability

In the second question this study is to know how are the students' activities in learning speaking using the educational debating method in fostering students' speaking ability.The experimental group used educational debating method in teaching speaking for asking and giving opinion. Learning activities included three steps. There were pre-activity, main activity and post-activity.

To know the students' activities in the experimental group the writer used observation sheet to support the data. The result of observation can be seen in the table below

No	Aspects	Meeting							
		1				2			
		Assessment				Assessment			
		1	2	3	4	1	2	3	4
1.	____ ___ _								√
2.	Respond the teacher's question or the student's questions.			√					√
3.	Attempt to use English for asking and giving opinion when the opportunity comes.		√					√	
4.	Cooperative with their partner when they are in the group			√					√
5.	Complete and do the task that is given by the teacher			√					√
Total		14				19			

Observation Result of Students' Activities

In teaching and learning process the writer observed the activities in the experimental group. Theaspects that observer focused were:

Firstly, students' attention to the teacher's presentation, in this session the students paid careful attention to the teacher presentation. Secondly, Students' responded toward the teachers' question or students' question, in this part the students was active to respond teachers' and other students' question. Thirdly, students did the task well. Based on the observation in the first and the second meeting while the students did their task, in the first meeting it categorized as good, while the second meeting was very good where the students more active and confident to finish their task. Fourthly, students' cooperation with their partner when they were in the group, in this aspect the writer saw that the students worked in their group cooperatively to share their comprehension. The last was students' responsibility to complete and do the task through debate that was given by the teacher. In this part, the writer observed that the students worked grouping during the debate. They were responsibility to their task. The result of students' activities from the first meeting until the last meeting can be seen in the table below.

CONCLUSION

This research was concerned with the implementation of educational debating method to foster students' speaking ability at the eleventh grade students. The purpose of this research was to investigate whether the implementation of educational debating method can foster the experimental group's scores. Besides, this research also was aimed to find out the students' activities in learning speaking using the educational debating method in fostering students' speaking ability at the eleventh grade of SMAN 1 Sumber.

Based on the research findings and discussion, it can be drawn that educational debating method is effective in fostering students' speaking ability. It can be seen from the computation result of independent t-test which shows that $t_{account}$ (2.25) is higher than t_{table} (2.005) at the level significance 0.05 which indicates that the null hypothesis is accepted. It means that there is significant difference between the post-test score of experimental and control group after the treatment. The finding supports the research hypothesis that educational debating method is effective in fostering students' speaking ability.

Based on the observation of students' activities in experimental group found that teaching and learning process using educational debating method to foster students' speaking ability was conducive. Students were active to study, they could study together and share their opinion with their members of group and other students.

Based on the result above, it can be concluded that the implementation of educational debating method gave positive effect on the aspects of students and made students to be centre in the classroom.It can be seen that their motivation in learning were increasing and encourage the students to discuss and share students' opinion. They could be more confident to speak with better pronunciation, grammar, and vocabulary. They could answer the questions better and

faster after using educational debating method in speaking.

Regarding what we have been done in this research, there are some suggestions for further research in the field of the implementation of educational debating method to foster students' speaking abilityand students' activities in learning speakingusing educational debating method.

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