

## ARTICLE

***DEBATE TECHNIQUE AS A TEACHING STRATEGY IN TEACHING SPEAKING TO  
THE SECOND GRADE STUDENTS OF SMKN 3 KOTA KEDIRI ACADEMIC YEAR  
2016/207***



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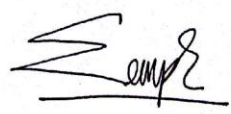
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**DEBATE TECHNIQUE AS A TEACHING STRATEGY IN TEACHING SPEAKING  
TO THE SECOND GRADE STUDENTS OF SMKN 3 KOTA KEDIRI ACADEMIC  
YEAR 2016/2017**

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**Abstract**

The aims of this research are to describe how debate technique as a teaching strategy in teaching speaking in second grade students of SMKN 3 Kota Kediri and describes how students' respons to debate technique as teaching strategy in teaching speaking at the second grade students of SMKN 3 Kota Kediri. This research design which was used by the writer is a qualitative research. This research was taken in SMKN 3 Kota Kediri in May 2017. The subject of the research was an English teacher in SMKN 3 Kota Kediri also as the coach of English debate club. In this research, the writer used triangulation, obseravtion supported by video recording, interviewed by the English teacher and students' questionnaire. Based on the result of teacher's interview, the teacher stated that debate technique was a good way to train the students speaking ability using suitable vocabularies that coreleted to the real fact which was ease to memorize them step by step and gave opportunity to students to explore their speaking skills in learning in the class. From the observation, the teacher used Australian debate style. From the questinnair 90% students of XI Multimedia class answered yes that they liked debate technique in English learning, 98% students prefer to ask teacher rather than students if they found difficulties and 10,5% students answered yes they had good enough capability in speaking English before doing debate technique in the class. In conclusion, the writer claimed that the debate technique as a teaching strategy in teaching speaking to the second grade students was succes done by the teacher of SMKN 3 Kota Kediri to improve the achievement of students in speaking if it was done as well as possible based on interview to the teacher, observation (video recording) and students' questionnair. Thus the writer really suggest to the English teacher to used debate technique as a teaching strategy in teaching speaking in the teaching learning process as the way to improve their speaking ability.

**Keywords:** speaking, teaching speaking, debate technique

**A. INTRODUCTION**

Teaching process in the class, as teacher so often find the students can hardly use English for communicative

objective or we may find the students who are able to point the answer of the question on a text but they can not explain the reason in choosing the answer. It is also

evident that in class, the students have limited time to practice their speaking skills, and it resulted on their ability to use the target language, as the old saying "Practice makes perfect". Ur (1996:121) also states some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas, low participation, and students preference to use their mother language.

Speaking is the one skill which important parts in teaching and learning English in the classroom. Because by mastering speaking skill, people carry out conversations with others, give the ideas and exchange the information with others. Speaking is also a tool for communication. By speaking the students can get and give the information and it happens in our daily life. Thornburry (1995) states that speaking is so much part of daily life that we take it for granted. In speaking we have to know what the function and the purpose of speaking are beside to communicate there are some purposes of speaking. Thornburry (1995) states that, "there are two main purposes for speaking, speaking serves either a transactional function, in that its primary purposes is to convey information and facilitate the exchange of goods or services or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relation".

Thus, the function and the goal of speaking is to convey the information and facilitate people to interact in a social activity and also to sustain social relations. Teaching learning process strategy is the key of successfull speaking mastery. Thus, the teacher must consider what the effective strategy has to help students mastering speaking in teaching learning process. Banks (2000:1) states that, "Teaching is a an active process in which one person shares information with others to provide them with the information to make behavioral change." From this statements it can be concluded that the succesfull speaking mastery of students is shown by the change of students behavior such as confidance, the activeness of students, creativity, an so on. To get result, it needs a good communicative approach from teacher to students and also from students to other students in the class.

But in fact, at the real case in the class during the teaching and learning process the students are passive, they just listen to the teacher explanation the material without understanding the meaning and they just keep silent without any response when the teacher asked them questions or when their friends were having conversation. That is all the reason and also the challenge of English teacher which should be able to encourage the

student to speak up. This case correlation between the theories by Krieger (2005) states "if Debate is an excellent activity for language learning because it engages students in variety of cognitive and linguistic ways". According to Smith (2011: 1) debate has a goal to find a judgement and it is defined as follow :

Debate is particular form of argument. It is not a way of reconciling differences – that is a misconception. Debate is a way of arbitrating between differences. The purpose of a debate is not for two disputing parties to leave the room in agreement. Instead, through the debate between them, others will form a judgement about which of the two to support.

From that quotation above, it can be seen that debate also can be the training media the students to stimulus them in the way to solve the problem or hot issues and problem around them using discussion by showing each argument of both team; the team who agree with the case and also the team who disagree with the case. Because it, we focus on teaching speaking and debate technique. Debate is a technique of teaching speaking that engage students to be active speakers. Because using debate teaching strategy, the students be able to improve their verbal communication and critical-thinking skill. Krieger (2005) states that "Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic way". The writer really believes,

it motivates student care more about happened issues in their surrounding. It means that, debate technique is the good way to stimulate the students for speaking by giving arguments and responses each others where the students share and exchange the information and knowledge. Thus, the cases in the classroom if the students passive, the students lack response, the students shy, and the students afraid to express their opinion will be able to solve. Debate technique also involve all students more active and motivate to express their ideas, opinion and argument.

Based on background above, the writer chosen SMKN 3 Kota Kediri become the school where observed because the writer have been ever school in there and there was debate club and also joined it. That school has many achievement about debate contest. Thus, made the writer excited to observed because there are have some differences between speaking skill of the students who joined English debate club with the students have not joined it. If the students who joined English debate club have good score in English lesson, especially in speaking ability. The students also have more confidence and motivate to speak up in the speaking class.



Finally the writer want to know how debate technique using to help speaking teaching learning process in the classroom. Thus, the writer decides to carry out are search entitle “Debate Technique as a Teaching Strategy in Teaching Speaking to the second grade student of SMKN 3 Kota Kediri Academic Year 2016/2017”.

From the explanation above, the writer formulated two questions dealing with research problem which should be examined in this research as follow:

1. How is debate Technique as a Teaching Strategy in Teaching Speaking to the second grade students of SMKN 3 Kota Kediri Academic Year 2016/2017 ?
2. How is the student’s response to debate technique as teaching strategy in teaching speaking to the second grade of SMKN 3 Kota Kediri Academic Year 2016/2017 ?

## B. RESEARCH METHOD

The approach of this research was qualitative research and the technique was case study research. According to Jhon (2007:37), qualitative research is interpreted as follows:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical len, and the study of reserach problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach inquiry, the collection of data in natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes pattern or themes. The final written report or presentation includes the voice of participants, the reflexivity of the researcher, and a complex description and interpretation of the problem and it extends the literature or signals a call for action.

It means, qualitative research gives priority to analyze data. The data in this study is analyzed in the form of description and identification or analysis. This research was conducted at SMKN 3 Kota Kediri, which located in Jalan Hasanudin no.10 Kec.Kota Kel.Dandangan Kota Kediri East Java. This school has 20 classes, 5 departments and 748 students. Those are Cooking department, Pastry Department, Beauty Department, Fashion Departement, and Multimedia Departement. Therefore the writer choose this school because this school provided debate club. In this research the writer focused on debate technique as a teaching strategy in teaching speaking to the second grade. The writer chose XI of Multimedia class. It consisted of 32 students (15 females, 17 males). The writer

chose this class because there were some students who joined debate club. Thus, this reason make the writer easier to compare the students who have joined English debate club with the student who have not joined it. Moreover, this research conducted from 6th of May 2017 until 10th of June 2017.

In collecting data for this research, the researcher triangulation method. Using deep interview, observation (video recording during the teaching learning) and questionnaire from the students of XI Multimedia in SMKN 3 Kota Kediri. In this research, the writer also selected classroom observation as the technique of collecting data.

### C. RESULT AND DISCUSSION

From the data of the research, it can be concluded that teaching speaking by using debate is effectively way to practiced, because it make students active and confidence to reveal and express their ideas. During the learning processs goin on, the students given positive respone. Here they got their own sxperiened to practice to speak in front of the class, then the teacher given feedback and corrected the students result.

Based on observation, the teacher taught speaking using debate based learning in the lesson plan.

Based on teacher interview of rhe teaching soeaking by using debate technique in SMKN 3 Kota Kediri proven that the students can explore their ideas then they felt more interested to learn more vocabularies. Only a little weakness that the writer found that are some students are still confused to express their ideas and brief arguments of the students and supported with the students questinnare result that it showed that 90% students liked the learning English using debate technique. The 98% students often found difficulties to understand the motion of debate and always tried to have discussion with their friends in group to improve the ideas. Thus, the process of debate practice could increase the team work of each student. It was very good to improve their creativity in creating idea. 50% students were active in arguing idea in discussion. 93,5% students liked asking to the teacher and their friend in their group if they found any difficulties in practice. Thus, debate technique was the media to have a good communication between students and teacher, then debate technique had been able to trained the students' social interaction with others like asking question to their friends of group if they found any difficulties in practicing. It was good way in learning English especially in speaking skill. There were just 10,5% students had

been able to speak English fluently because they had joined Debate technique in the class. It meant that there were a few students who had good basic of speaking skill because they enjoyed with debate technique in their learning. Thus, the writer concluded that debate technique could change the better qualify of students' skill if it was used in teaching learning in speaking class. 95% students said that English learning using debate technique made them more confident to express their opinion in creating idea. 98% students said that debate technique could make them easier to understand English material in the class. 55% students could remember vocabularies and express the correct pronunciation. From this result, we could know that there was a good result in the way of English teaching speaking using debate technique especially in the activeness of the students and 80% students said that their English score was above the KKM.

By looking the accumulation result of the students' questionnaire answer, the writer concluded that most of students claimed and agreed that getting material of English using debate technique helped them to be active in speaking, made them easier to understand materials in the class, trained them to be a good team work, appreciated their friends' opinion,

stimulated them to be active students and supported to get improvement not only in English speaking skill but also their general knowledge. It was also used as the media for the students to care about real phenomena happened such as the cases happened in their surrounding starting in economy side, education, culture, sport, law, and so on. English debate technique also could be used as the media to appreciate and motivate the students to have spirit in studying

## D. CONCLUSION

### 1. Conclusion

Based on the result and discussion of this research, the researcher presented the conclusion of the research. After analysing the data, the result showed that From the finding of the research, the writer drew a conclusion that debate technique as a teaching strategy in teaching speaking to the second grade students which used in teaching speaking by Atik Kurniatiningsih, M.Pd in line with the theories of Jodi (2012 : 75) on his thesis mentions the rule of Australian debating system game The member of debaters There are two groups consist three persons in every team.

In addition, the research finding showed that debate technique as a teaching strategy in teaching speaking to the second grade students running well and appropriate with the goal of the teacher. It



is in line with the finding in previous study conducted by Richa Rubiyati Tarbiyah (2011), she concluded that the use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill because the students have a lot of opportunity to practice speaking and have active involvement in debate. Thus correlated with the research of debate technique by Atik in XI Multimedia class also make the students more active in group/fair. Also in line with the research of Jodi Cahyo (2015) he concluded that there was significant differences between students who are highly motivated and low motivation for Australian parliamentary debate technique which found out that the debate technique of Atik Kurniatinisih, M.Pd also make Australian debate style.

From the finding of this research, the writer could learn about the process debate technique as a teaching strategy in teaching speaking of second grade students especially in XI Multimedia which were the students joined debate club, it make easier to differences the ability in speaking skill and make the example of other students. Then, about the data finding of students' questionnaire of XI Multimedia in SMKN 3 Kota Kediri to

have know about the students' interesting about debate technique.

### Suggestion

Many teacher seldom know about debate. Thus, debate is rarely taught in many schools. Where as we know that the beneficial things of debate is much such as increasing the activeness, braveness, and also giving more opportunity to students in practicing speaking. Beside, the students also often share in discussion about their knowledge about the newest issue happened in their surroundings. They will also help their friend in correcting their friend's vocabulary and grammar each other in speaking practicing. By caring about the newest issue, it can increase the nationalism of students and careness about environment. Thus, the writer really suggest to the English teacher to use debate technique as a teaching strategy in teaching speaking in the English learning process in the class as the way to improve their speaking ability

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