

**ARTIKEL**

**THE IMPLEMENTATION OF DEBATE IN TEACHING SPEAKING  
AT SMAN 1 MOJO**



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## THE IMPLEMENTATION OF DEBATE IN TEACHING SPEAKING AT SMAN 1 MOJO

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### ABSTRACT

Speaking is a skill that should be owned by the students to do interaction and communication in daily activities. There are some problems that faced by the students in mastering speaking. In teaching speaking, students couldn't express their idea easily and most of them get lack of confidence in speak up. The teacher should know well how to improve student's speaking ability in learning process. In this case, the teacher have to motivate the students to enjoy and interested in practicing their speaking ability in the class. In this research, the writer choose debate to make students interested in studying and improving their speaking ability. This research is conducted using quantitative research and experiment method with one group pretest and post-test. This research is conducted at SMA Negeri 1 Mojo and the subject is second grade students which consist of 20 students as the sample of the reserach. The writer give three kinds of activities, they are pre-test, treatment, and post-test. The data result got from student's score in pre-test and post-test that analyzes using t-test formula. The result show that the t-score i shigher than t-table in the level of significant 5% (2,043). The mean score of post test (61) is higher than pre-test score (42,20). It means there is significant effect using debate in teaching speaking which supported by the result of t-test. from the explanation we could know that Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected. In conclusion, debate is effective to improve student's speaking ability in learning process.they could speak up in good way and solving the problem and enjoying the class. Furthermore, the teacher should know an interesting topic that will be discussed to make the students interested in doing the activities of debate.

**Key words: Teaching Speaking, Speaking, Debate**

### I. INTRODUCTION

Speaking become one of the problem which faced by students in the school. There are so me factors about speaking that influence the ability of students in doing conversation in their daily life. According to Fulcher (2003: 23), "Speaking is the verbal use of language to communicate

with others. It means that we can socialize with another people using speaking and getting a good social relationship with the society". According to Thornbury (1995: iv), "Speaking is a skill, and such needs to be developed and practiced independently of the grammar. curriculum". Different people will produce different words in

their life. To achieve the ability in speaking, we have to practice and learn everyday. According to Bailey (2005: 2), "Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it". From the explanation above, we could say that speaking could develop their ways in creating a new development and could effect our environment. Speaking makes students know well how to communicate with their friends well. They also can decide which words they should use in formal or informal situation.

In teaching speaking, the teachers should know how to make the students be active and brave to speak up in front of their friends. According to Nunan (2003: 55), "One of the principles in teaching speaking is provide opportunities for students to talk by using group work or pair work, and limiting teacher talk". The important factors that influence the students are interacting with others which can make them more confidence in delivering what they want to say.

Some of the students get their problems especially in confidence. According to Thornbury (2005: 28) "The combination of problems is a lack of confidence and often an acute sense of anxiety when it comes to speaking". It becomes general problems that faced by

many students in the school. Confidence become the big problems that influence the ability in speaking. They often feel uncomfortable in speaking and get nervous easily. According to Harmer (2001: 269), "The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot". Another problems comes from our way to process the information in daily activity. By knowing the situation, the writer could know that lack of vocabulary also give an effect in processing of communication. So that's why, the writer have to make speaking as an alternative to process the information in social interaction.

In facing some problems above, debate can be one of the way to solve it. Based on *International Academy Of Education Teaching* (1969: 20):

Thoughtful discourse features sustained examination of a small number of related topics, in which students are invited to develop explanations, make predictions, debate alternative approaches to problems, or otherwise consider the content's implications or applications.

From that explanation, we know that debate can be applied in classroom as the media to develop the student's critical

thinking. According to Harmer (1998: 91), “Kind of discussion can be formalized in to proper debate – speakers on different sides giving speeches ,comments from the floor and a vote at the end”. It means that debate can be used as kind of discussion which makes student can give their opinion in different way and also getting the feedback from that activity. Some kind of feedback can be used are comment or vote that make them knowing the mistake that they did during the discussion.

## II. METHOD

This research used quantitative approach and experimental research which consist of two variables, they are debate as independent variable and teaching speaking as dependent variable. The place was carried out at SMA Negeri 1 Mojo. The population of this research are all of students in the second grade SMA Negeri 1 Mojo which are consist of Social and Science class. In addition, sample is the small group that is observed or a portion of a population (Ary, 2010: 148). The researcher took one class as a sample that is XI IPA 3 which consist of 20 students. In collecting data, the researcher used test as an instrument that is Pre-test and Post-test. After the researcher gets the students’ score from

pre-test and post-test, then analyzed it into SPSS analyze version 23. It will show about the effect of using debate in teaching speaking at SMA Negeri 1 Mojo.

## III. FINDINGS AND DISCUSSION

Based on the analyzing data from SPSS version 23, the researcher got the data which concern on the students’ speaking ability before and after being taught using. There are five indicators which used to measure the competence of students in speaking based on Brown (2003). They are grammar, vocabulary, comprehension, fluency and pronunciation. In the pre-test, the students got difficulty in speak up about the topic that given to them. Some of the problems come from their confidence and lack of vocabulary. On the other hand, when the students did the post-test, there was an improvement in some aspects, especially in confidence of speaking. It showed that the treatment which given to them is increasing their score as well. The total of students’ score of pre-test is 844. Then, the students’ score of post-test was increasing after using debate method with the total score of post-test is 1220. From the analyzing data using SPSS Version 23, it showed that t-score (12,445) is higher than t-table with significant 5% (2,093).

From the explanation it can be conclude that Ha is accepted.

#### IV. CONCLUSION

Based on the research finding and discussion at the previous chapter, it can be conclude that debate has an effective way to improve student's speaking ability at eleventh grade of SMA Negeri 1 Mojo. Debate make students be active in the class to say about their opinion. The students got chance to speak up in good order and improve their confidence since they sit in a group. This technique can increase the vocabulary of the students since they have to looking for some evidence which make them know more about unfamiliar vocabulary they had. The result of significant improvement was shown by the result of analyzing pre-test and post –test. It showed that t-score (12,445) is higher than t-table with significant 5% (2,093). From the explanation, it can be conclude that student's speaking ability is increase using debate. Another result show that mean between post-test (61,00) is higher than pre-test (42,20).

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