

THE EFFECT OF DEBATE STRATEGY TOWARDS STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF MA AL URWATUL WUTSQO JOMBANG

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Abstract: English is very essential at globalization era. In today's era, multilingualism has become more than just 'important'. Knowing a foreign language other than native language has evolved to be extremely beneficial, so it is important to teach English as foreign language. This research is aimed to know the effect debate strategy towards students speaking ability, with quantitative approach. The result of the research is debate strategy has affected the students speaking ability of eleventh grade of MA al Urwatul Wutsqo Jombang, because based on the result of F-test the population variance is equal. Based on the result of t test is empirical t is higher than theoretical t, so the debate has affected the students speaking ability with low level, and the result of significance is $0,000 < 0,05$, there is difference speaking ability between students who are taught using debate as strategy and conventional method.

Keywords: debate, speaking, ability

BACKGROUND OF STUDY

The use of English in globalization era and the strengthening of technology have increased rapidly. Most people in the world use English as means of communication, in both oral and written form. Many important sources either books or other information are also written in English. That is why English is essential to be taught as second or foreign language. It has been conducted in many countries; most of them hope their country citizens master all important information written in English (education, economic, politic, etc.).

In today's era, multilingualism has become more than just 'important'. Knowing a foreign language other than our native language has evolved to be extremely beneficial. Whether viewed from the financial or social aspect, being able to communicate in a foreign language helps to make 'real' connection with people and provides a better understanding of your language.

Learning a foreign language open up employment opportunities. For businesses, it is essential to develop and sustain a strong footing in the global economy. It is better achievable if they can understand the psychology and the language of their foreign clients. Most companies therefore, look for candidates with foreign language skills. If you are already

working, knowing a foreign language may lead to special recognitions or promotions. As an employer, it will help encourage staff performance, improve customer services, and increase revenue for your company.

The advantages of learning foreign languages are mushrooming as the world becomes increasingly globalized and bilingualism is now perhaps the most useful real world skill to ever exist. Foreign language study is all about learning how to truly communicate and connect with others an incredibly important life skill that can only be cultivated by interacting with people. People master a foreign language, they are able to understand what someone is saying, recall the proper vocab and grammar, put that vocab and grammar into the proper context, and replies back what the other people said.

English in Indonesia is taught as foreign language and the objective of teaching English is enabling students to master the four English skills, i.e. listening, speaking, reading, and writing¹. It is aimed the students are able to communicate (express their ideas, thought, or feelings to others) both oral and written form. Though English is learned in the classroom, but the government hopes that students do not only master it in the class but more than it, they will practice out of class.

From the four English skills, speaking is prioritized for more people in the world. There are many advantages of learning speaking, such as for public speech, looking for job, speaking with native, and for understanding oral information, news, etc. the following are experts' explanation about how important the speaking is to be learned.

Speaking, as one of the four skills, must be developed in teaching English because learning speaking is very crucial for students. For most of students, learning to speak is their priority due to their needs², especially in this era, mastering speaking is very important, because much information delivered orally, some time we watch some famous people who delivered important news on television or other social media.

In learning a second or foreign language, one is considered to have mastered the target language is the students are able to utilize it in speaking. Nunan states that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign

¹ Depdiknas, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Peraturan Menteri Pendidikan Nasional No. 22 tahun 2006*. Jakarta: Direktorat Pendidikan Dasar dan Menengah.

² Richard, J. C. & Rodgers, T. S. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 2002), 201.

language and success is measured in terms of the ability to carry out a conversation in the language³.

Based on Renandya statement, means that speaking is the most important skills should be mastered by students, even the speaking ability will be continued in real life for instance in looking for job, or communication with people. Besides, they say that most language learners in the world develop their proficiency of speaking. The ability to speak ability either second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved⁴.

There is also explanation about speaking that is to most people, mastering the art of speaking is the most crucial aspect in learning a second or foreign language, and the success is measured in terms of capability to carry out a conversation in the language⁵. In addition, Tompkins and Hoskisson say that the most important general goal in language instruction is helping students learn to communicate effectively with others through oral and written language⁶.

In line with them, O'Malley and Pierce say that speaking seems to be an important skill that a learner should gain it. They also say that this is very important to enable students to communicate effectively through oral language because the students' disability to speak may lead them to be unable to express their ideas even in a simple form of conversation⁷. Besides, Burn and Joyce state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language⁸.

Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado states that to know the language is to use it. He further states that students do not know a sentence until he can speak it. Based on the above explanation, teaching speaking is very important, that is why students either second or foreign language must gain it.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Something that speakers need to know in speaking is how to articulate the sound in a comprehensible manner and needs an adequate vocabulary,

³ Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. (New York: Prentice, 1991), 39.

⁴ Ibid, 21.

⁵ Ibid, 30

⁶ Tompkins, G. E. & Hoskisson, K. *Language Art: Content and Teaching Strategies*. (New York: MacMillan Publishing Company 1998), 17.

⁷ O'Malley, J.M., & Pierce, L.V., *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Massachusett: Addison Wesley Publishing Company, 1996.

⁸ Burns, A., & Joice, H. *Focus on Speaking*. (Sydney: NCLLTR Publications, 1999), 54-55.

besides; the speakers also need to have mastery of syntax. Such elements add up to linguistic competence⁹. It means that the speakers have to learn how to pronounce the words they will speak, and the syntax.

Brown and Yule (in Nunan) distinguish oral presentation into monologues and dialogues. In monologues, there is no interaction between people, but there has been an interaction between two people or more in dialogues. And it needs different skills from ones who involved in the conversation, as ability when they want to interrupt or disagree with the partners¹⁰.

Related to genre, Nunan states that the genre theory proposes that different speech events result in different types of text, and the texts are differentiated in terms of their structure and the grammatical items associated with them. The concept of genre is proposed as a useful thing to help learners understand the nature of the language used¹¹.

The teaching of speaking especially in Indonesia is not an easy thing however, there are many problems always happened, for example for students, they will make errors in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication.¹² (The problem is also made by teachers, they often teach using inappropriate method, teaching English both at the primary and secondary education levels, emphasizes more on the language knowledge aspects, understanding the content of discourse, and the results of examinations such as final test or national exams, without prioritizing language mastery or communication skills both oral and written text, and the teacher centered in the classroom is mostly used¹³. This is different from abroad, applying English as a second language, emphasizing critical thinking skills, the use of realistic language, and student-centered learning also emphasizes the quality of the learning process.

The teacher-centered learning context is identified as a learning process applies pedagogical principles; on the other hand, student-centered learning is a learning approach applies the principles of andragogy. So that the teaching English in Indonesia is more oriented towards the results of formal examinations, namely semester exams, national examinations and does not pay much attention to the mastery of students' language competencies. This learning paradigm seems rigid and does not much explore the potential

⁹ Ibid, 2

¹⁰ Ibid, 6.

¹¹ Ibid, 230.

¹² Widiati, U. & Cahyono, B.Y. 2006. *The Teaching of EFL in The Indonesian Context: The State of the Art. Jurnal Ilmu Pendidikan*, 13 (3): 139-150.

¹³ Sumadi Suryabrata. *Psikologi Pendidikan*. (Jakarta: Raja Grafindo Persada), 2006.

of students in learning English. Therefore, such a learning paradigm must immediately be changed to a learning paradigm that is oriented towards collaborative learning¹⁴.

The above explanation indicates that the teacher learning strategy or method is not appropriate with the students need. The inappropriate teaching technique used by the teacher might also cause the students' low speaking ability. The teacher's inappropriate use of teaching techniques which result in the students' boredom in learning is due to the teacher's limited mastery of teaching techniques for the teaching of speaking skill.

Seeing the learning paradigm that has a negative impact on students in learning English, especially speaking, an effort is needed to overcome it, among others by using appropriate method or strategy. One of them is debate. Such researchers who have proved that debate is effective to teach speaking as: Warnidah about Implementation Debating Technique In Teaching Speaking (Descriptive Study of Student At Twelve Level of SMAN1 Curup). The result is there is good result, their speaking performance increase to be better than of the first activity before debating¹⁵.

The second is Rubiati about Improving Students' Speaking Skill through Debate Technique. Result: that using debate technique can improve students' speaking skill¹⁶. Debate is one of strategies to improve speaking skills. It deals with a form of discussion, but in extent, it is a form of arguing ideas between two groups (pros and contras). This strategy will improve verbal communication and student's critical thinking. Debate is classified as a cooperative learning model. Meanwhile, Cahyono classifies debate as interactional group activity. So in debate there are always two groups as pro and contra group¹⁷.

The active debate method is a method that helps students flow ideas, ideas and opinions. The advantages of this method are on power awakens the courage of students in speaking and responsibility for the knowledge gained through the debate process, either in class or outside the classroom¹⁸.

Debate is a very appropriate and strategic forum for develop thinking skills and hone speaking skills. Debate can also make a lucrative contribution to human life. In teaching when using presentation techniques or methods debate, is a method in which the speaker is

¹⁴ Ibid, 23.

¹⁵ Warnidah. Nining, Journal of Linguistics and Language Teaching Vol.2 No 2; October 2015.

¹⁶ Rubiati, Richa., *Improving Students' Speaking Skill through Debate Technique* .Unpublished Thesis English Language Education State Institute for Islamic Studies, 2001.

¹⁷ Ibid, 39.

¹⁸ Hisyam, Zaini. 2004. *Strategi Pembelajaran Aktif*. Yogyakarta: Institut Agama Islam Negeri Sunan Kalijaga. (2004), 38.

from the pros and cons to express their opinion, it can be followed by an objection or not necessary and group members can also ask debate participants or speaker¹⁹.

Debate can be a valuable method of encouragement thought and reflection, especially if students are expected maintains an opinion contrary to his own beliefs. This is a method that actively involves every student in the classroom not only the debaters.

The goal of this active debate method is to train students to search strong argumentation in solving a controversial problem as well as having a democratic attitude and mutual respect for differences opinion²⁰. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote²¹. Debate is data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person²².

RESULT AND DISCUSSION

A. Result

Students score of speaking test before and after treatment (debate strategy, and conventional). In this description, the researcher provide the students speaking score of pretest and posttest each group, such as, mean, deviation standard, variant, minimum score, and maximum score. This data describes data gained from two groups, and the data is described with table and graphics. The following is the data of students speaking score:

Table 1. Descriptive of Score of pretest experiment and control group

Descriptive Statistics score of pretest								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
score pretest (Experiment)	25	5	2	7	4,12	,279	1,394	1,943
score pretest (control)	25	6	2	8	4,24	,357	1,786	3,190

¹⁹ Roestiyah N.K, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008), 148.

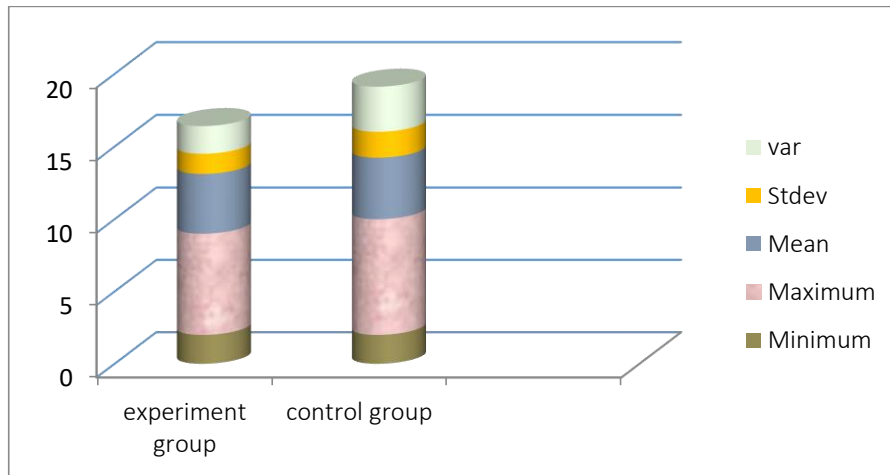
²⁰ Ismail SM. *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, (Semarang: Rasail Media Group,2008), 81.

²¹ William Littlewood, *Communicative Language Teaching*,(UK :Cambridge University Press: 1981), 57.

²² Ronald Carter and Mc Carthy, *Exploring Spoken English*, (UK :Cambridge University Press: 1997),10.

Valid N (list wise)	25
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Graphic 1 Descriptive of experiment and control group score pretest



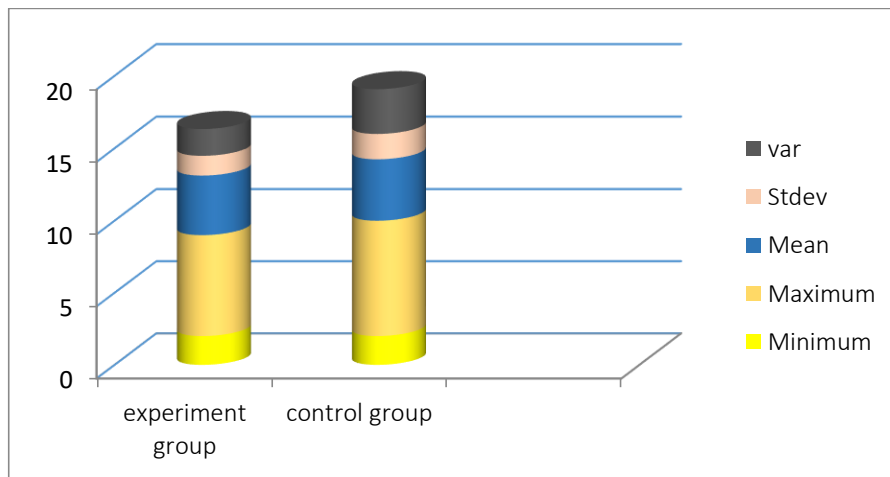
From the data above it can be said that the minimum score of both group are equal that is 2 for experiment group and 2 for control group. The maximum score is different that is 7 for experiment group, and 8 for control group. The mean score of two groups are almost equal that is 4, 12 for experiment group, and 4, 24 for control group, it is only different of 0, 12, the standard deviation of experimental group is 1, 39, and for control group is 1, 78. The variance of experiment group is 1, 94 and 3, 19 for control group. Based on the data above it can be said both of them have the same characteristic.

Table 2 Descriptive of Score of posttest experiment and control group
Descriptive Statistics score of posttest

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score posttest experiment group	25	4	4	8	6,24	,273	1,363	1,857
Score posttest control group	25	6	2	8	4,52	,352	1,759	3,093

Valid (list wise)	N	25	
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Graphic 2 Descriptive of experiment and control group score posttest



In line with pretest data, the posttest data above shows that the minimum score of experimental group raises to be 4 and the control group is 2. The maximum score is 8 for experiment group, and 8 for control group. The mean score of experiment group is 6, 24, and mean score of control group 4, 52. The standard deviation of experimental group is 1, 36, and for control group is 1, 75. The variance of experiment group is 1, 85 and 3, 09 for control group. Based on the data above it can be said both of them have different of speaking ability.

Based on the above data, it is known that the mean of experimental group is higher than control group after the treatment that is debate as strategy to teach speaking.

Table 3 Different data of experiment and control group

Difference	N	Minimum	Maximum	Mean	Deviation Standard	Variance
Debate	25	4	8	6,24	1,363	1,857
Conventional	25	2	8	4,52	1,759	3,093

Graphic 3. Different data of experiment and control group

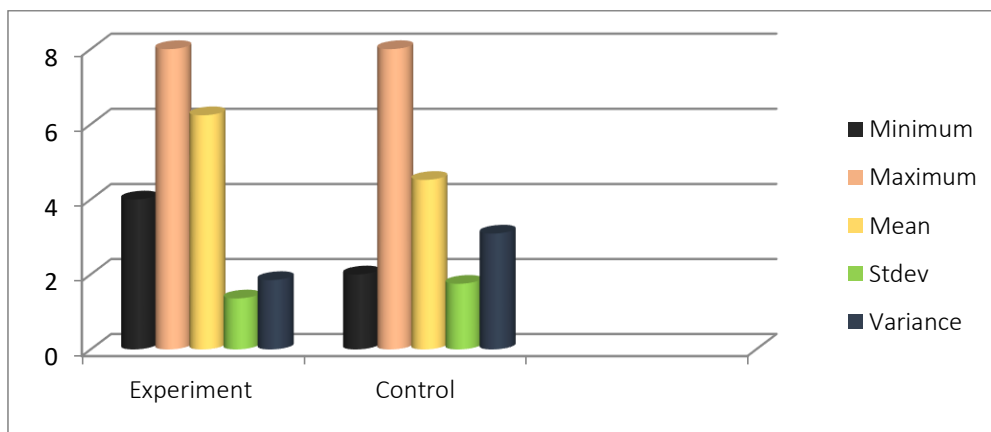


Table 4 Data of group statistics

Group Statistics

group experiment & control		N	Mean	Std. Deviation	Std. Error Mean
score speaking	experiment	25	6,24	1,363	,273
	control	25	4,52	1,759	,352

Interpretation:

On group statistic table includes the total of samples; in this case 25 samples were taught used debate strategy, in this case it means is 6,24, and deviation standard is 1,36, meanwhile 25 samples other using conventional method with mean about 4,52 and deviation standard is 1,75.

Table 5 data of independent sample t test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score speaking	Equal variances assumed	2,520	,119	3,865	48	,000	1,720	,445	,825	2,615
	Equal variances not assumed			3,865	45,180	,000	1,720	,445	,824	2,616

Independent sample test table contains data of independent sample t test result including F-test, t-test, and significance test.

The result of Equality of Variances, analysis using F-counted shows that F-test is 2,520, and significance of 0,119, the significance is greater than 0, 05 ($0,119 > 0, 05$) means that H_0 (both of population variance is same is accepted. It shows that the variance is equal.

The result of t-test analysis about students speaking ability shows that t counted or empirical t (3,865) comparing with t-table or theoretical t with degree of freedom of 49 is 2,00, the Null hypotheses however that said there is no difference between using debate or no related to students speaking ability is rejected. It means that debate as strategy gives big effect to students peaking ability.

Based on the mean different about 1,720, it shows that there is different speaking score between using debate as strategy and conventional teaching method. Related to significance analysis shows that the significance is $000 < 0,005$, means that Null hypothesis is rejected and there is difference speaking ability between students who are taught using debate and conventional method.

B. Discussion

This research is aimed to know whether or not debate as strategy influence students speaking capability. The research used design of independent sample t-test which used to differentiate students speaking score in the form of students mean score of speaking between using debate and using conventional teaching method or teaching as usual the teacher gives task to be done by students. The task is about conversation with theme determined by teacher and the students are given more time before learning was conducted.

The result is based on three kind analyses that are F test, t-test and significance. The result of F-test shows that F-test is 2,520, and significance of 0,119, the significance is greater than 0, 05 ($0,119 > 0, 05$) means that H_0 (both of population variance is same) is accepted. The result of t-test shows that t counted 3,865 with degree of freedom 49 and t table is 2, 00, the Null hypotheses is rejected and there is difference students speaking ability between those who are using debate as strategy to teach speaking and conventional method (teacher's usual teaching speaking). The theory says that if empirical t is greater than theoretical theory in the significance of 5% means that there is significance differences, on the other hand there is no significance differences when empirical t is lower than theoretical theory in the significance of 5%. Based on the hypothesis result proved that empirical t is greater than theoretical t, so debate as strategy to teach speaking has significant difference in the term of students speaking ability than conventional method. To know how much influence the calculation has, is based on the interpretation criteria is 38 %. And it categorized as low influence.

Based on the significance analysis shows that the significance is $0,000 < 0, 05$, means that Null hypothesis is rejected and there is difference speaking ability between students who are taught using debate as strategy to teach speaking and conventional method, in this case the teacher gave students tasks as theme has been determined then the students make conversation as preparation before they perform their conversation in front of the class. It means that the research result supported theory review related literature or research result had been conducted before that debate has increase students speaking ability.

CONCLUSION

Based on the research result finding it can be concluded that debate strategy has effected students speaking ability, because based on the result of F-test with significance of 0,119, that greater than 0, 05 means that H_0 population variance is equal. Based on the result of t test is empirical t is higher that theoretical t, so there is different students speaking ability between those who are taught using debate and conventional method with low level, and the last the result of significance is $0,000 < 0, 05$, there is difference speaking ability between students who are taught using debate as strategy and conventional method.

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