THE EFFECTIVENESS OF DEBATE TECHNIQUE IN TEACHING SPEAKING AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT OF FKIP UNISKA

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Abstract: The aim of this study is to explore the effectiveness of debate technique in teaching speaking. The study applied one group pre-test post-test design. The population of this study was the third semester of English department students are taking speaking subject. The data collection involved test as an instrument. Test was done twice, pre-test and post-test. Pre-test was done to know the students’ achievement in academic function of speaking before giving treatment. Meanwhile, the post-test was done to know the students’ achievement in academic function of speaking after giving treatment. To answer the research question, the data were analyzed by using dependent t-test with the help of SPSS. The result turned out to confirm that debate technique is not effective in teaching speaking for basic learners. When the achievement of students were further compared in terms of pre-test and post-test using the dependent t-test, the result found that students who are taught speaking by using debate technique in this case British Parliamentary System have no better score on the post-test than on the pre-test. The analysis found that t-value is 1.744, while the critical value of t at p<.05 of one-tailed test is 1.746. It denotes that the obtained t-value does not exceed the critical value. Based on the findings, it is then concluded that debate technique is not affective for teaching speaking skill especially for basic learners. Therefore, the researchers suggest to avoid this technique if the students are categorized as basic learners of speaking.

Keywords: teaching speaking, debate technique, students’ speaking skill

INTRODUCTION

English debate has been an important part in global competition, and it is developed in some countries particularly in developing countries in order to increase competition between countries. Therefore, government develops English debate for universities students in Indonesia.

In English debate, there are some abilities should be mastered by debaters such as the ability to speak English well and the ability to give arguments. All arguments have to be clear and supported by evidence. English debate forces the universities students to know global issue and then analyze. It denotes that English debate is able to internalize the ability to criticize and to communicate.

Every year, the government of Indonesia held debate competition called National University English Debate Championship (NUEDC). This competition has purpose to increase international communication for
university students in Indonesia. By adopting similar system in world level, Indonesian university students are expected to be able to competitive in international level.

Several years ago Uniska has been the winner for three times in local and regional level competition and became the representative of Kalimantan to national level. Unfortunately, for three years Uniska did not have great debaters anymore. Most of students are not interested in joining debate competition. Based on the reason, the researchers try to apply debate technique in teaching speaking in order to stimulate and motivate them to be debaters in English debate so that Uniska can be recognized by another universities in national level.

**Review of Related Literature**

**Definition of Debate**

Debate refers to the process of considering multiple viewpoint and arriving at the judgment and its application ranges from an individual using debate to make a decision on his or her own mind to an individual or group using debate to convince others to agree with them.

The Nature of Debate on British Parliamentary System

British Parliamentary debating features eight speakers to a debate. There are two teams of two speakers on each side. It is a team sport, debaters are won and lost by teams, not by individuals. It involves competing with a team on your side, without appearing to disagree with them. Positions are allocated on a random basis. Teams do not choose the side of the debate they are on. Often this will lead to speaking in favor of things you do not believe in, and against those that you do.

British Parliamentary is the debating system used in world’s debate. The World Universities Debating Championship (WU-DC) is the largest and most prestigious debating competition in the world. It is held in the British Parliamentary system and occurs during the post Christmas holidays.

The Debate Implementation on British Parliamentary System

Positions in the debate come with different responsibilities. The first speakers define for their sides and delivers arguments for their teams. They also point to the point their partner will deliver. The role of the first speakers differ somewhat so they shall be dealt with in turn.

Speakers in the second position on the table will have been allotted points by the first speaker. These point must be delivered. It is a serious teamwork flaw if a point to come is promised by one member of the team and not delivered by the other. They also rebut the material provided by the speakers on the other side that have been spoken before them.

Speakers in the third position on the table have an interesting job. In essence, their task is to show what their team has to offer that is new. Importantly, the second half of the table is not a new debate. The nature of the third speaker position reflects the subtlety of the British system such as material must be new, but no too new, different, but no too different. Third speaker approaches can take forms they are new arguments/examples and new analysis of arguments and examples that have already been delivered.

Last speakers give a different kind of speech. Their job is to offer a summation of the debate. They look back and tell us what happened in the debate. In reality, a useful comparison might be with very biased news coverage. Watching a left wing and right wing network reporting the same event, you might see them reach very different conclusions, despite the fact that both ostensibly offer a neutral perspective.

**Motions on British Parliamentary Debate System**
In national debating it is sometimes legitimate to take a motion that is expressed very broadly and debate in the context of some national issue of the day. Example, in Australia we might approach a motion that feminism has won in the context of Australian attitudes to feminism, rather than dealing with feminism globally. Of course, you do not have to, but such a limitation can sometimes be acceptable. Meanwhile, at the international level however, such a limitation is generally not acceptable.

Points of Information on British Parliamentary Debate System

A point of information is offered in the course of a speech by a member of the opposing team. The speaker may either accept the point or decline it. If accepted, the opponent may make a short point or ask a short question that deals with some issue in the debate.

A point of information is offered by standing and saying Point of Information or something similar. The speaker on the floor is not obligated to accept every point. She or he may ask the interrupter to sit down finish the sentence and then accept the point, or accept the point then and there.

It is relatively easy to mark the responses to points of information, because each response is incorporated into the speech and that is where gets marked. The problems come in marking the offering of points of information, because speakers will offer points other than during their own speech, at a time when the judge is making notes about another speaker altogether.

The Advantages of Debate

Ruth Kennedy mentioned some advantages of debate as follows:

a. Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather by passively absorbing information.

b. It cultivates the active engagement of students, placing the responsibility of comprehensions on the shoulders of the students.

c. Students place a hanger value on learning by participating than on learning by being lectured at and receiving information passively.

d. It is better to be development of students hanger order thinking skill than traditional instructional strategies such as lecture.

MATERIALS AND METHOD

Research Design

The research design can be illustrated as follow:

Table 1. Randomized Subject, One Group Pre-test Post-test Design

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Independent Variable</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>X</td>
<td>Y2</td>
</tr>
</tbody>
</table>

Where:
Y1: refers to the observation on the pre-test
X: refers to the treatment
Y2: refers to the observation on the post-test

This study is intended for testing hypothesis about the effectiveness of debate techniques in teaching speaking for academic function. From the explanation, it denotes that design of the study is experimental. Experimental research is a powerful research method to establish cause-and-effect relationship (Borg., Gall, 1989:639).

Research Type

This study applied pre-test-post-test design. This design usually involves some steps: (1) administrating a pretest measuring the dependent variable (2) applying the experimental treatment to subjects, and (3) administrating a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest.
As stated in Chapter I, the hypothesis to be tested in the present study says that the students who taught speaking by debate technique have better achievement in academic function of speaking on the posttest than on the pretest.

Put into null form, the hypothesis says that students who taught peaking by using debate technique have not better achievement in transactional function of speaking on the posttest than on the pretest.

Variables
This experimental study is to see the effect of a particular technique towards the students’ speaking achievement in academic function of speaking. Experimental study involves a study of the effect of the systematic manipulation of one variable on other variable. The manipulation variable is called the experimental treatment or independent variable. While the observed and measured variable is called dependent variable. The independent variable in this study is debate technique while the dependent variable is students’ speaking achievement in academic function of speaking.

Population and Sample
Population
Population is a group of person or individual having quality and characteristic in common from which researcher may get the data needed. The population of this study was all students at the third semester of English department of FKIP Uniska who are taking speaking course in academic year 2015/2016.
Sample
Sample is a part of population. Since the number of population in this study was small, so that the researchers took all the population as the sample. It means that total sampling technique applied in this study.

Instrument
The study employed speaking test as the basic instrument for collecting data. The test was in the form of debate. It was done in team with the length of time provided for each team is 14 minutes.

Procedure of Data Collection
In general, the process of data collection followed in this study could be classified into three parts: pre-test, treatment, and post-test. Different activities are of course implemented in each phase.

Pre-test
Pre-test was administered to the subjects. It needs to be denoted here that the pre-test was administered to know the students’ speaking achievement in academic function before giving treatment.

Treatment Process
As mentioned earlier, debate technique is investigated in this study. The following teaching technique of debate, the researchers developed based on some theories.

Post-test
Post-test was administrated to know the students’ speaking achievement in academic function after giving treatment. In this last phase, kind of test was given to the subjects was in the form of debate. The results were analyzed to see the effectiveness of debate techniques in teaching speaking skill. Consequently, the answer to the research question of this study could be obtained.

Marking Standard
Marking standards are imposed in every competition. They are necessary arbitrary. There is no reason why any particular standard is better than any other. But there must be a standard. This present study used marking standard adopted from guidance book on British Parliamentary Debate System as presented Table 2.

Procedure of Data Analysis
To get rich answer to the problem of this study, the data were analyzed by using de-
Table 2. Marking Standard of Debate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200</td>
<td>Excellent to flawless. The standard of speech you would expect to see from a speaker at the Semi Final/Grand Final level of the tournament. This speaker has much strength and few, if any, weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>160-179</td>
<td>Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strength and some minor weaknesses.</td>
</tr>
<tr>
<td>C</td>
<td>140-159</td>
<td>Average. The team has strengths and weaknesses and roughly equal proportions.</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
<td>Poor to below average. The team has clear problems and some minor strength.</td>
</tr>
<tr>
<td>E</td>
<td>100-119</td>
<td>Very poor. The team has fundamental weaknesses and few, if any, strengths.</td>
</tr>
</tbody>
</table>

The analysis of t-test was performed in order to know the comparison between the result of pre test and post test. Finally after each analysis was performed, hypothesis testing was also held and discussed.

**Results of t-test**

The computation results of the students’ scores was elaborated in Table 3 of paired samples test below.

The table shows that the average of the differences between the two means (D) of the students’ score in academic language function of speaking is 1.118, the standard deviation of the differences (SD) is 2.643, the standard error of the mean for the differences (SXD) is 0.641 and t-value is 1.744.

**Testing Hypothesis**

On the basis of the results obtained from the data analysis, the working hypothesis

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Std. Deviation Mean</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest – Pretest</td>
<td>1.118</td>
<td>.641</td>
<td>-.241</td>
<td>2.477</td>
<td>1.744</td>
<td>16 .100</td>
</tr>
</tbody>
</table>
as stated in Chapter I was then tested. To make it easier in testing it, however, null hypothesis was formulated as presented in Chapter III. In order that the testing of hypothesis could be restated here. The null hypothesis states that students who are taught speaking by using debate technique have not better score on the post test then on the pre test.

Testing Hypothesis for the Effectiveness of Debate Technique in Teaching Speaking Skill

The working hypothesis to be tested in this section states that students who are taught speaking by using debate technique have better score on the post test than on the pre test. The t-test analysis performed on the data of students’ speaking achievement comes to a finding that the t-value is 1.744, while the critical value of t at $p<0.5$ of one-tailed test is 1.746. This indicates that the obtained t-value does not exceed the critical value.

Consequently, the null hypothesis stating that students who are taught speaking by using debate technique have no better score on the post-test than on the pretest is accepted while the working hypothesis is rejected. This indicates that debate technique in this case British Parliamentary Debate System is not effective in improving students’ speaking skill at the third semester of English department of FKIP Unisaka that can be categorized as the basic learners of speaking.

Discussion

The discussion is made by relating the findings to the existing theories and research findings which have already been reviewed in Chapter II. Then, to lead the discussion, question and answer is restated together with its interpretations and implications.

The Effectiveness of Debate Technique in Teaching Speaking Skill

The discussion about the effectiveness of debate technique in teaching speaking skill has not significantly impact on the students’ achievement in academic function of speaking at the third semester of English department of FKIP Uniska, academic year 2015/2016, automatically it cannot be said that debate technique give positive impact on the students’ speaking achievement in academic function of speaking. Finding denotes that students who are taught speaking by using debate technique have not better score on the post test then on the pre test.

The research problem to be answered through the present study is “Do the students who are taught speaking by using debate technique have better score on the post test then on the pre test?”

The hypothesis used as the tentative answer to that question says, “The students who are taught speaking by using debate technique have better score on the post test then on the pre test.”

Consequently, the null hypothesis stating that students who are taught speaking by using debate technique have no better score on the post-test than on the pretest is accepted while the working hypothesis is rejected. This indicates that the result of this study proves that debate technique is not effective to increase students’ speaking skill in academic function.

The major finding of this study agrees with existing theories of how languages are learned. The theories states that there are
some factors affecting second language learning, they are intelligence, aptitude, personality, motivation, learner preferences, learners beliefs, age of acquisition, and environment. One of the factors who has great contribution on the students’ speaking skill in academic function of speaking is intelligence.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The following conclusions are then made. Generally, teaching speaking by using debate technique of British Parliamentary System has no different effect on the students’ speaking achievement in academic function. In this case, students who are taught speaking by using debate technique tend to have no better score on the post test than on the pretest. In short, using debate technique of British Parliamentary System is not effective to increase the students’ achievement in academic function of speaking at the third semester of English department of Uniska Banjarmasin.

Recommendations

The recommendations of this study are presented on the basis of the areas in which these findings are useful. They are speaking instruction and future research.

Recommendation for Speaking Instruction

Based on the findings of the study, it is recommended that debate technique using British Parliamentary system is better no used as technique of teaching speaking for basic learners.

This recommendation is made since debate technique of British Parliamentary system is found no effective in teaching speaking for basic learners of speaking but it is effective for advanced learners of speaking.

Recommendation for Future Study

Referring to the limitations of this study, other areas of similar study is in fact still open and maybe conducted including more variables with better research design. Therefore, recommendations for future research are made as follows:

(1) This study is limited only the students who are taking speaking course and supposed as beginner learners. Therefore, similar study are recommended to be conducted to intermediate learners and advanced learners. The study may include more accessible population with of course larger sample.

(2) This study is limited only six meetings for treatment class. Therefore, similar study is recommended to be conducted treatment in a long time.

REFERENCES


