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**IMPROVING STUDENTS' SPEAKING SKILL BY USING DEBATE TECHNIQUE
FOR THE THIRD GRADE STUDENTS OF IPS AND IPA
AT SMA NEGERI 12 BANDA ACEH**

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi tingkatan pengaruh dari implementasi teknik debat dalam meningkatkan kemampuan siswa SMA Negeri 12 Banda Aceh dalam berbicara dalam bahasa Inggris. Peneliti menggunakan kuantitatif sebagai metode dalam penelitian ini. Test dan Questionnaire merupakan instrument yang peneliti gunakan sekaligus sebagai teknik penumpula data. Ada pun subjek dari penelitian ini merupakan siswa kelas 1 IPS 2 dan kelas 3 IPA 2 yang diambil secara random. Alasan peneliti mengambil subjek penelitian secara random adalah untuk menghindari hasil yang bias dan menjamin validitas dari hasil penelitian. Hal ini dikarenakan banyak stigma di kalangan mayoritas bahwa siswa IPA jauh lebih unggul jika dibandingkan dengan siswa IPS. Setelah menerapkan instrumen dan menganalisa hasil dari penelitian, peneliti dapat menyimpulkan bahwa peningkatan kemampuan siswa di SMA Negeri 12 Banda Aceh dalam berbicara Bahasa Inggris sangat signifikan. Pada hasil pre test, sebelum penerapan treatment berupa teknik debat, kemampuan siswa relatif rendah dalam berbicara Bahasa Inggris; sebagian dari mereka memiliki rasa tidak percaya diri untuk tampil, sulit untuk menyampaikan ide atau gagasan, hingga masih memiliki vocabulary yang sedikit. Namun, setelah teknik debat diterapkan, kemampuan siswa untuk berbicara dalam bahasa Inggris secara signifikan meningkat, baik dari segi kelancaran maupun percaya diri. Hal ini disebabkan oleh unsur-unsur dalam teknik debat yang berhasil menunjang penampilan mereka dalam berbicara Bahasa Inggris. Dalam debat, siswa dituntut untuk memikirkan sebuah ide dan menyampaikannya di depan orang banyak. Tidak hanya itu, siswa juga dituntut untuk mampu merespon ide dari siswa lain dan mampu mempertahankan idenya sendiri sehingga hal ini mendorong ambisi setiap siswa untuk bisa menampilkan yang terbaik di depan orang banyak. Dalam menyampaikan ide, mempertahankan ide, serta merespon ide orang lain, siswa juga diajarkan bagaimana struktur penyampaian yang baik sehingga memiliki pola atau pegangan atau langkah dalam memetakan proses apa saja yang harus mereka lalui ketika berbicara dihadapan orang lain. Oleh karena itu, sebagai hasilnya, penulis menyimpulkan bahwa implementasi teknik debat dalam meningkatkan kemampuan berbicara dalam bahasa Inggris siswa di SMA Negeri 12 Banda Aceh sangat positif.

Kata Kunci: *implementasi, peningkatan, kemampuan berbicara*

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Abstract

This study aims to investigate the level of influence of the implementation of debate techniques in improving the ability of students of SMA Negeri 12 Banda Aceh in speaking in English. Researchers use quantitative as a method in this study. Test and Questionnaire are instruments that researchers use as well as data collection techniques. The subjects of this study were students of class 1 IPS 2 and class 3 IPA 2 who were taken randomly. The reason why the researcher took the research subjects randomly was to avoid biased results and ensure the validity of the research results. This is because there is a lot of stigma among the majority that science students are far superior to social studies students. After applying the instrument and analyzing the results of the research, the researcher can conclude that the improvement in the ability of students at SMA Negeri 12 Banda Aceh in speaking English is very significant. In the results of the pre test, before the application of treatment in the form of debate techniques, students' abilities were relatively low in speaking English; some of them have no confidence to appear, it is difficult to convey ideas or ideas, as well as they still have little vocabulary.

However, after the debate technique was applied, the students' ability to speak in English was significantly improved, both in terms of fluency and confidence. This is due to the elements in the debating technique that successfully support their appearance in speaking English. In a debate, students are required to think of an idea and present it in front of many people. Not only that, students are also required to be able to respond to ideas from other students and be able to defend their own ideas so that this encourages the ambition of each student to be able to show their best in front of many people. In conveying ideas, defending ideas, and responding to other people's ideas, students are also taught how to structure a good delivery so that it has a pattern or handle or is rare in mapping what processes they have to go through when speaking in front of others. Therefore, as a result, the authors conclude that the implementation of debate techniques in improving students' English speaking skills at SMA Negeri 12 Banda Aceh is very positive.

Keywords: *Students Difficulties, Speaking Ability, Descriptive Speaking*

INTRODUCTION

There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context' (Chancy 1998: 13).

The other opinion is shown by Hornby (1995: 318), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation are in the world.

Learning English has four skills should be mastered by the students such as listening, speaking, reading and writing. Those skills are quite important to see a person who learns language which will conduct with communication aspects, but in communication speaking is mostly dominant to see the ability in mastering the language will be slightly seen in verbal communication than other skills. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. Being able to communicate effectively is the most important in all skills. The communication is simply the act of transferring information from one place to another.

As teachers and educators, we must be able to use appropriate learning technique in order to create pleasant and effective learning conditions so that students can develop their abilities. The application of appropriate learning technique is expected to achieve learning objectives and improve student learning outcomes. In an effort to achieve learning objectives, it is necessary to create a learning environment system that is more conducive to the class.

There are some factors that cause people difficult to speak. Firstly, the lack of vocabulary triggers the difficulty towards the students to speak because they do not know about what words that they have to use when they are speaking. So, we need to increase their vocabularies by habituating them to speak in every situation. This way can be found in debate. Secondly, critical thinking is also the major problem of students during speaking activity. Because they are difficult to produce the idea for their speaking session. Meanwhile, speaking needs something to talk or discuss. Therefore, they need to be able to have ideas to talk about. It can also be obtained in debate. Moreover, a debater is obligated to think exclusively and critically so it can help them to find out what things that they need to express.

How well this information can be transmitted and received is a measure of how good our communication skills are. Debating technique is one of the strategy to improve students abilities in speaking. By this techniques is hoped that will help students in exploring their talents in mastering English language. Students often following the english speaking contest debate is a teaching strategy to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Maryadi (2008: 16) states that debate can motivate students thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves'. This strategy can involve all students to be active, not only debate performer. Debate is implemented in teaching speaking of SMAN 12 Banda Aceh

METHODOLOGY

Research is one of the ways for solve the problem scientifically and need a way or method to do the research. In this research, researcher uses quantitative approach, because the researcher tried to find out of the influence of the debate technique implementation toward the students' speaking ability in SMA Negeri 12 Banda Aceh. Instruments used in this research are Test and Questionnaire. According to Sugiono (2014: 142) that a questionnaire is the technique to found efficient data.

This research is a Classroom Action Research (CAR) which is useful for solving classroom learning problems. Furthermore, this research uses descriptive method through a description of how a method is applied and the desired results can be achieved. The time of the research was conducted at SMA Negeri 12 Banda Aceh.

RESEARCH FINDING AND DISCUSSION

Before the research was carried out, the teacher conducted a test to determine the ability to speak in class 1 IPS-2 and 3 IPA-2. The test was in a form of verbal instructions that says: Make a short paragraph about your personal experiences within 15 minutes, then share it to the class one by one. The activity was followed by all students of each class. Based on the test results, it can be seen that the speaking ability of students in class 1 IPS-2 and 3 IPA-2 SMA Negeri 12 Banda Aceh is in the poor category, where there are only 5 students out of a total of 28 students with a completeness percentage of 22, 73%. The average score of the students was 56.43%. These results are very far from the classical completeness criteria, namely $\geq 80\%$. And the average score of students ≥ 65 . This is because students pay less attention to the teacher's explanation, when the teacher conducts the speaking practice students only a few students who are brave and capable to speak in explaining their opinion about something while the others don't. There are also those who daydream and make scribbles on paper. Data regarding the results of observations of student learning activities is contained in appendix 9 and is presented in the following table.

Based on the table above, we can see that the average percentage of student activity is only 29.6% with sufficient categories. Based on the results of the initial stage tests and observations of student activities, the teacher as a researcher tries to apply the debate method. With the application of the Round Table method, it is expected that the students' ability in speaking of class XII IPS-1 SMA Negeri 12 Banda Aceh can be improved. As the writer mentioned before, the writer conducted two cycles, they are the cycle 1 and the cycle 2. In the cycle 2, the result as follows:

1. There is an increase in the speaking ability of class XII IPS-1 students at SMA Negeri 12 Banda Aceh by using the debate method as evidenced by the acquisition of an average percentage of students' classical completeness of 1.388% at the initial stage: 1.612% in cycle I.
2. There is an increase in student activity in learning English by applying the debate method, which is seen from the acquisition of the overall student activity in the initial stage of 29.6%; 52.59% in cycle I.

CONCLUSION AND SUGGESTION

Based on the results of the overall data analysis, both in terms of the ability to speak English, there is an increase in the speaking ability of class 1 IPS-2 and class 3 IPA-2 students at SMA Negeri 12 Banda Aceh by using the debate technique as evidenced by the acquisition of an average. It proved that the students get the improvement on their speaking ability when the debate technique is applied in their speaking class.

Based on the results of the research that the author has obtained, the following are the authors will put forward some suggestions that would be useful for improving the implementation of learning suggestions as follows:

1. It is expected that teachers who use the debate technique in their speaking learning process. So their learning process will be effective and efficient. Due to the fact that the implementation of the debate technique was effectively boosting up their ability in speaking English.
2. It is hoped that the next researcher should use a questionnaire, so that it is really known directly who students are experiencing problems in learning in order to obtain effective data.
3. It is expected that teachers will try to apply the debate technique in their class especially during the speaking class in order to achieve the joyfulness and the effectivity of the learning process.

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