

Modifying Debate Technique to Improve Students' Speaking Skill

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Abstract: *The aims of this study to find out the difference of the students' speaking skill after being taught by using modified and non-modified design of debate technique, and to find out the aspects of speaking skill that improves after being taught by using modified and non-modified design of debate technique. In this study, the design quantitative approaches. The researcher uses two classes of the second grade of Senior High School, experimental group for modified debate and control group for non-modified debate. The results are that students' speaking skill improved after being taught using modified and non-modified debate technique. There are three aspects improved, they are fluency, vocabulary and comprehensibility but grammar does not improve. It can be concluded that debate can improve the students' speaking skill.*

Key Word: *Debate, Modified Debate, Non-modified Debate, Students' speaking skill*

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I. Introduction

Students learn four skills of English at school – listening, speaking, reading, and writing. Speaking belongs to one of an important skill in learning English which is compulsory learnt from elementary school until university level. Speaking also requires proficiency in order to make communication clearly. The biggest fear of a student is when they have to speak in public, therefore the lecturer's willingness to develop the speaking skill for students become very important, it should be accompanied by strategies that can make students become more courageous to speak in public.

According to Thornburry (2005:8) speaking is a speech production that becomes part of daily activities which involves interaction. It means that if one is able to communicate well, she or he will be able to interact with society, go to many places without many obstacles, work in any work field because speaking is the key to pass the interview test.

Furthermore, O'Malley Pierce and Kayi (1996:1) state that the teaching of speaking is very important part of second language learning because it is clearly and efficiently contributing to the success of the learner in the school and success in their life. Thus, it is essential that language teacher pay great attention to the teaching of speaking. Since speaking is very important, the government emphasizes speaking to be taught at school.

Mart (2012:91) defines speaking as being capable of speech, expressing or exchanging thoughts through using language. Meanwhile, Somjai and Jansem (2015:29) defines speaking is interaction between speakers with a listener. They also added that speaking has been defined as making use of words in an ordinary voice. Gani, Fajrina, and Hanifa (2015:20) defines speaking skill is an ability to orally express opinions, thoughts, facts, and feelings to other people. They also state that the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language.

In the classroom, during the teaching and learning process the students are passive; they just listen to the teacher explanation of material without understanding the meaning and they just keep silent without any response when the teacher asked them question or when their friends are having conversation. Besides that, they can hardly use English for communication even in the simple situation or form; they always use their mother tongue for communication. They are not able to produce English word correctly and arrange English sentence even in simple sentence that make them cannot produce the language correctly.

Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of method can be used in teaching speaking is debate. According to Setiyadi, (2006:125) Debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consist three or five students. It is "pro" group and "contra" group. Debate caused a feeling of confident, can give motivation to convey learner's opinion and respond the argument by using English language. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active

involvement by all students. It can build up their listening ability and speaking ability and increase their motivation in speaking.

Madsa (2014:4) states that there are two factors to affect the students' speaking skill, one is fail to find suitable words to express themselves and the other is they are afraid of making mistakes. Considering the problem of Madsa, debate is one of ways to conduct their speaking. Debate is an easy way to integrate content, language, and strategy objectives, and that students develop an increased motivation and engagement with the content. Zare and Othman (2013:1506) state that debate has the potential to improve speaking ability, since the activity requires a lot of speaking practices and verbal discussions among debaters.

There are some journal articles dealing with the use of debate and students' speaking skill, Alasmari & Ahmed (2012;147) study shows that debate can be conducted in EFL classes. They also examine utilities of the modules and exhibits how students while practicing debate can improve their English language. Their study presents the rationale behind using debate in EFL classes and proposes a few modules of debating which, if practiced properly, will make students confident users of English language in academic, social and professional settings. However, in their study, the students are not given the opportunity to speak first before the students gave an arguments or opinion based on the topic. The students are also given the opportunity to share their opinion based on the topic.

Aclan and Hashima (2015:1) conduct a study about Exploring Parliamentary Debate as a pedagogical tool to develop English communication skills in EFL/ESL classroom. This study finds that debate can, indeed, develop communication skills in particularly in English. The participants of this study described the use of the pre-debate stage for the research and brainstorming tasks that engage the team members with each other, the actual debate for the arguments, POI and rebuttals that actively engage debaters with their opponents, and the post- debate stage that engage all the debaters with the adjudicators, their team-mates and their opponents. However, the weakness in this study was that the students were not given an opportunity to know their speaking skill since debate is the technique which uses the good skill to interact and communicate. However, the researcher finds that the original debate still has weaknesses. The Asian-Australian Parliamentary debate in which the researcher chooses in the research does not give opportunity for the students to speak first. It is similar with the Alasmari and Ahmed study, the students only practice their debate. The students practice to give the argument and idea with the topic which is given by the teacher. In fact, the students still have a lack ability to speak. Moreover, the students are not given informal topic that can help the students to share their experience in their life. The opinion's students for determining the topic can motivate the students to speak. From the problem above, the researcher modifies the debate with assuming that students can speak first using the free theme. In this research, the researcher modifies the

Verner's debate design. The modified was that the researcher gives the chance for students to speak freely. Then, the topic is determined based on the students' want and the longer time was given to search the issue. The researcher formulates the research questions as follows:

1. Is there any significant difference of students' speaking skill after being taught using modified design and non-modified design of debate technique?
2. What are the aspects of speaking skill that improve after being taught using modified design and non-modified design of debate?

II. Material And Methods

The researcher uses two classes in this research, they are experimental and control group. The experimental group is the class which uses modified debate in teaching learning process. However, the control group uses non-modified debate in teaching learning process. The researcher uses pre-test and post-test in the process of collecting data. Pre-test is used to measure students' speaking skill before given the treatment. After given the treatment, students will be tested in post-test to find the difference of students' speaking skill by comparing the average result between pre-test and post-test.

The design is as follow:

G1	T1	X	T2
G2	T1	X	T2

Remarks:

G1 : Experimental group

G2 : Control group

T1 : Pre-Test

X : Treatment

T2 : Post-Test.

(Hatch and Farhadi, 1982)

Participants

The participants of this study are the students of class 11 senior high school SMAN 3 Bandar Lampung. There are two classes in which each of them consists about twenty six students. The researcher teaches XI IPA 1 by using modified design of debate and XI IPA 2 by using non-modified design of debate.

Instrument

Speaking Test

1. The students are divided into around 8 groups consist of 3 students each group.
2. The students will be given a topic and then each group discusses using the topic given by teacher.
3. Each group will be given 7 minutes to present their discussion about the topic.

Topic:

1. Modern technology makes people lazier.
2. Using phone in class can disturb learning process.
3. Studying grammar is more important than practicing conversation skills.
4. Encouraging people to use public transportation.
5. Smoking should be prohibited.
6. Breakfast is the most important meal of the day.
7. There is too much pressure on young people at school these days.
8. Students should have part-time job.

Scoring Rubric for Speaking

Criteria	4	3	2	1	Score
Grammar	Good structure	Some structure	Some structure	No structure	
Vocabulary	Appropriate for the prompt; vocabulary is precise	Good for the prompt; vocabulary is precise	Somewhat Appropriate for the prompt; one or more words may not be precise.	Response unintelligible	
Fluency	The best fluency	Good fluency	Rather good fluency	No fluency	
Comprehension	High level of ability	Good ability	Some ability	Very limited	
				Grade	

Research Procedures

1. Pre-test is conducted before the treatment of debate. The test is speaking test which consist of four aspects, they are fluency, vocabulary, grammar and comprehension. The score range is 1,2,3, and 4. The highest score is 4 and the lowest score is 1 in each aspect with total score 16. In this research, the score will be obtained by 2 raters, the researcher and one teacher at the school. It means that the total score is 32 in each group.
2. Conducting the treatment of debate, there are five steps in conducting debate in learning process. First, introducing the topic that has a propose course of an action that one team will argue for and another will argue against. Second, assign the affirmative and negative team. Third, give students time to research the issue. The fourth, keep track of time. The last, making a judgment to know the winner although the overall purpose is speaking is more important than the specific outcome of debate. For non-modified debate, students are given the motions by the teacher. While, for modified debate, students are encouraged to determine the motions. For both groups, the motions are: 1) Social networking sites is good for society, 2) Having a love relationship is more important than a close friend, 3) fashion is needed in school, 4) It is not important to keep in touch with our ex-boyfriend/girlfriend.
3. Post-test which will be conducted after the treatment by using the same test given in the pre-test.

III. Result and Discussions

Hence the following information based on each research questions obtained as follow:

1. The result of the first question

RQ1: Is there any significant difference of students' speaking skill after being taught using modified design and non-modified design of debate technique?

In order to test the above question, students' score obtained through speaking test. The following table clarifies both descriptive statistics on pre-test and post-test.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
						Total	1.00		
l	2.00	26	11.0769	2.78457	.54610	9.9522	12.2016	8.00	16.00
	Total	52	11.4615	2.72578	.37800	10.7027	12.2204	8.00	16.00

*Table 1. The result of Pre-Test at Experimental and Control Groups

The table 1 above, experimental group has 26 students, mean score 11.8462, which means that the average of the first students' ability before given treatment. Control group has 26 students, mean score 11.0769, which means that the average the first students' ability before given treatment. Both groups have with minimum score 8 and maximum score 16.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
						1.00	26		
2.00	26	18.5769	2.64080	.51790	17.5103	19.6436	15.00	23.00	
	Total	52	20.0385	3.33703	.46276	19.1094	20.9675	15.00	27.00

*Table 2. The result of Post-Test at Experimental and Control Groups

From the table above, mean score of experimental group is 21.5000 that is the result of speaking test in post-test which is more than 11.8462 on pre-test after being taught using debate technique. The highest and the lowest score of students in post-test are 16 and 27 means that they also increase after the treatment. Mean score of control group is 18.5769 that is the result of speaking test in post-test which is more than 11.0769 on pre-test after being taught using debate technique. The highest and the lowest score of students in post-test are 15 and 23 means that they also increase after the treatment.

2. The result of the second question

RQ2: What are the aspects of speaking skill that improve after being taught using modified design and non-modified design of debate?

To test the second question closely, researcher analyzes the gain of each aspect and identifies how the gain of the four aspects of speaking in two classes: fluency, grammar, vocabulary, and comprehensibility. The result is explained as below:

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
fluency2	Between Groups	5.558	1	5.558	5.420	.024
	Within Groups	51.269	50	1.025		
	Total	56.827	51			
vocab2	Between Groups	14.019	1	14.019	9.450	.004
	Within Groups	36.038	50	.721		
	Total	50.058	51			
grammar2	Between Groups	1.558	1	1.558	2.856	.097
	Within Groups	27.269	50	.545		
	Total	28.827	51			
comprehension2	Between Groups	10.173	1	10.173	19.307	.000
	Within Groups	54.654	50	1.093		
	Total	64.827	51			
Total2	Between Groups	111.077	1	111.077	12.157	.001

Within Groups	456.846	50	9.137	
Total	567.923	51		

Table 3. The Gain of Speaking Skill Aspects

From the table above, it shows that almost all aspects increase in both experimental and control groups. If the significant value is > 0.05 means, there is no an increase. Meanwhile, if the significant value is < 0.05 means there is an increase of speaking skill aspects. It shows that comprehension has the highest score, in which the significant value is 0.000 and the lowest score is grammar, in which the significant value is 0.97. As the significant value of fluency, vocabulary, and comprehension are < 0.05 means they increase. And the significant value of grammar is > 0.05 means that grammar aspect does not increase.

The researcher uses two debate designs: non-modified debate and modified debate. There is also an improvement of students' speaking skill in two classes, they are fluency, vocabulary, and comprehension. But, grammar does not have any progress. However, the modified debate is better than non-modified debate, and it can be seen in table below:

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Fluency2	1.00	26	5.3846	1.26734	.24855	4.8727	5.8965	4.00	7.00
	2.00	26	4.7308	.66679	.13077	4.4614	5.0001	4.00	6.00
	Total	52	5.0577	1.05558	.14638	4.7638	5.3516	4.00	7.00
Vocab2	1.00	26	5.8846	.90893	.17862	5.5175	6.2517	4.00	7.00
	2.00	26	4.8462	.78446	.15385	4.5293	5.1630	4.00	6.00
	Total	52	5.3654	.99072	.13739	5.0896	5.6412	4.00	7.00
Grammar2	1.00	26	4.2308	.65163	.12779	3.9676	4.4940	4.00	5.00
	2.00	26	3.8846	.81618	.16007	3.5550	4.2143	4.00	5.00
	Total	52	4.0577	.75182	.10426	3.8484	4.2670	4.00	5.00
Comprehei sion2	1.00	26	6.0000	1.23288	.24179	5.5020	6.4980	4.00	8.00
	2.00	26	5.1154	.81618	.16007	4.7857	5.4450	4.00	6.00
	Total	52	5.5577	1.12744	.15635	5.2438	5.8716	4.00	8.00
Total2	1.00	26	21.5000	3.36155	.65925	20.1422	22.8578	16.00	27.00
	2.00	26	18.5769	2.64080	.51790	17.5103	19.6436	15.00	23.00
	Total	52	20.0385	3.33703	.46276	19.1094	20.9675	15.00	27.00

*Table 4. The gain of speaking skill between modified and non-modified debate

The table shows that modified debate is better than non-modified debate. In modified debate, mean of fluency is 5.3846, vocabulary is 5.8846, grammar is 4.2308, comprehension is 6.0000. It is higher than non-modified debate, mean of fluency is 4.7308, vocabulary is 4.8462, grammar is 3.8846, and comprehension is 5.1154. In modified debate, the maximum score of fluency, vocabulary, grammar, and comprehension are 7, 7, 5, and 8 respectively. On the other hand, the maximum score of fluency, vocabulary, grammar, and comprehension in non-modified debate are 6,6,5, and 6 respectively. It can be assumed that modified debate is better than non-modified debate to improve students' speaking skills.

IV. Conclusion

Based on the finding, it can be concluded that the students still have the problem in teaching learning process both modified debate and non-modified debate. Especially in speaking, the students are still afraid to speak since they are afraid to make a mistake. To solve the problem, the researcher gives the way to solve the students' problem. First one is by practicing since speaking becomes a habit for the students since they get the practice every day to improve their speaking skill. Selecting the topic also make the students improve their speaking skill. If the students can determine the topic that they want, they can explore easier they knowledge. It can make the students have an opportunity to improve their speaking by knowing what the topic that they want to discuss. Considering the time is also one of the important to the teacher in improving the students' speaking skill. While, the students have longer time to prepare their self to understand the topic and they can practice maximally to get the best performance. It can be concluded that debate can improve the students' speaking skill. It suggested for the teacher to implement the technique considering the students need. Giving more practical to speak is better to improve the students' speaking skill.

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