

ENHANCING STUDENTS' SPEAKING ABILITY THROUGH DEBATE ACTIVITIES AT DARUSSALAM ISLAMIC BOARDING SCHOOL OF KEPAHANG

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Abstrak: *Meningkatkan Kemampuan Berbicara Siswa melalui Debat Kegiatan di Darussalam Pesantren Kepahiang.* Penelitian ini bertujuan untuk meningkatkan keterampilan speaking (berbicara) siswa dengan menggunakan Aktivitas Debat pada siswa kelas XI Madrasah Madrasah Aliyah Pondok Pesantren Modern Darussalam Kepahiang tahun akademik 2015-2016. Subjek penelitian ini adalah siswa kelas kelas XI Madrasah Madrasah Aliyah yang berjumlah 30 orang. Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Data menunjukkan bahwa pada saat siklus I, nilai atau keterampilan berbicara siswa adalah 0% (sangat baik), 10% (baik), 17% (cukup baik), 40% (rendah), 34% (sangat rendah). pada saat siklus II, nilai atau keterampilan berbicara siswa adalah 7% (sangat baik), 20% (baik), 40% (cukup baik), 20% (rendah) and 13% (sangat rendah). pada saat siklus III, nilai atau keterampilan berbicara siswa adalah 13% (sangat baik), 20% (baik), 54% (cukup baik), 13% (rendah) and 0% (sangat rendah). Sebagai kesimpulan, aktivitas debat bisa memecahkan dan mengurangi masalah dan mampu meningkatkan keterampilan siswa kelas XI Madrasah Madrasah Aliyah Pondok Pesantren Modern Darussalam Kepahiang tahun akademik 2015-2016 dalam keterampilan skill berbahasa Inggris.

Kata Kunci: *Kemampuan Speaking Siswa, Aktivitas Debat*

Abstract: *Enhancing Students' Speaking Ability through Debate Activities at Darussalam Islamic Boarding School of Kepahiang.* This study was carried out to improve the students' speaking ability through Debate Activities in Second Year Students of Darussalam Islamic Boarding School of Kepahiang in academic year 2015-2016. The subjects of this study were consisted of 30 students. The method used in this study was Classroom Action Research (CAR). The Classroom Action Research design applied in this study was a collaborative classroom action research. The data shows that in cycle I, students speaking achievement is 0% (excellent), 10% (good), 17% (average), 40% (poor), 34% (very poor). In cycle II the students' speaking achievement is 7% (excellent), 20% (good), 40% (average), 20% (poor) and 13% (very poor). In cycle III students' speaking achievement is 13% (excellent), 20% (good), 54% (average), 13% (poor) and 0% (very poor). In conclusion, Debate Activities could solve the students' problems and improve their speaking ability.

Key words: *Students' Speaking Ability, Debate Activities*

Introduction

English is a as International language that widely used as means of communication which impact toward the development of human being. English influences our daily life where many sectors need English has the prerequisites. For example, English is widely used in mass media and oral communication as means of exchanging information including science, education, and

technology reasons. In Indonesia, English is known and taught as foreign language.¹ It is taught from elementary school as an alternative subject until high school as one of the compulsory subjects. It means that English has an important position. So, Indonesian students need to learn English as well as possible. There are four important skills that students have to master in English, they are speaking, reading, listening and writing. The

following discussion in this research is mainly focuses on speaking. According to Mauranen in Hidayat speaking is one of English skill that should be mastered by students. For children who learn English as foreign language, speaking becomes their first mode to acquire the language well.² In addition, is one of the communication forms which involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.³

Based on these two definitions, we can conclude that speaking is an interaction process between two people or more. The achievement of good speaking activity is when the people who interact can understand each other while transferring the information. One obvious example of speaking activity is the interaction between English teacher and student. In the interaction, the teacher should have a good speaking competence, because he or she has to bring all of his students to understand the materials that were taught through his or her speech.

Based on the researcher's informal interview with the teacher of Darussalam Islamic Boarding School of Kepahiang, it was found that the difficult skill to be mastered in learning English is speaking, where, the students feel difficult to engage in speaking activity both inside and outside the classroom. Besides, the students are also afraid in making mistakes during speaking process, they lost their idea to expand their speaking activity, and tend to use inappropriate grammar which is sometimes confusing other students. In addition, the students

are also bored during English teaching and learning process due to teacher's way of teaching and learning process, especially in speaking session. Furthermore, the other problem came from the teacher, where he/she used to use monotonous activity in teaching and learning process. The teacher used to use imitation and repetition technique all the time of teaching and learning process. Therefore, the students are encountered by some problems in learning English, especially in speaking skill. Those problems were known based on the interview to students, such as the difficulty in arranging the words and sentences to speak, low motivation, afraid of making mistake, inappropriate strategy in learning and teaching process, do not know what have to say, lack of vocabularies and afraid with friend is who is smarter than the others. From the fact above, the researcher is interested in analyzing some problems that make students seldom speak English in their daily conversation and implementing Debate Activities to improve students' English speaking ability in Darussalam Islamic Boarding School of Kepahiang to solve students' speaking problems.

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion⁴. Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another⁵. The advantage of debate are allow students to look at both sides of an issue, improving

students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinions can allow more interactive exchange among students and teachers.⁶

Discussion

1. Concept of Speaking

Entering era of globalization, or better known as the free market, requires everyone to prepare reliable resources especially in the field of real communications. In this case, the role of English is indispensable both in controls and communication technology to interact directly. As a means of global communication, English must be actively controlled especially in oral form or speaking.

Speaking ability is very important for human interaction. People almost speak everywhere and every day. In global era, many people speak English as a mean of communication. It makes people who come from different countries to be easier in making interaction and communication in English.

Speaking is one way to communicate ideas message orally. To enable students to communicate, we need to apply the language in real communication. Through speaking activities, we can find the goal of communication directly and this is supported by Rickheit and Strohner⁷ that speaking is people utterances with the goal of having their intentions recognized

and recipients process a speaker's remarks with the goal of recognizing those intentions. Brown and Yule⁸ stated that depending upon the complexity of the information to be communicated, however, the speakers sometimes find it difficult to make clear what they want to say. Hughes⁹ stated that speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking as one of the form of communication means a language to interact between people orally. In speaking people were hoped to be able to communicate their ideas, feelings and opinions and this is in line with Brown¹⁰ that speaking is demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The goal for the participants in speaking is to make social interaction comfortable and to communicate good will.

Generally, it can be said that English speaking is the process of expressing oral messages by using English in their daily conversation which is held by the students in religious senior high school at Darussalam Islamic Boarding School of Kepahiang whether outside and inside of the classroom and this is what was agreed by Ur¹¹ that speaking is how to greet, to take, to leave, to begin and to end conversation, to apologize, to thank and so on. In actual life of students who learn English as a foreign language, sometimes, practicing English speaking is difficult for

most of the students who learned English as their foreign or a second language. They are afraid of what they say which will be misunderstood by the other people, because it was not used in their everyday lives and completed with particular patterns that must be understood and memorized. However, English speaking is very important to be mastered in order to communicate with other people in the world.

Therefore, English as a foreign language has to be mastered by the students in Islamic Boarding School as the way to communicate among them both inside and outside of the environment of Islamic Boarding School and especially to communicate with other foreign people when they have graduated from the school.

2. Functions of Speaking in Global Era

In speaking activity, students are hoped to be able in communicating with other people because through speaking ability the students can express their ideas and know more about the information they need. The aim of implementing English speaking as daily language conversation in Darussalam Islamic Boarding School also to enable to learners to communicate in that language.

a) Speaking as Interaction

Refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When students meet their friends, they exchange greeting, engage in small talk, recount recent experiences about teaching and learning process in classroom, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the

speakers and how they wish to present themselves to each other than on the message. Such exchange maybe either casual or more formal depending on the circumstances and their nature has been well described by Thornbury and Diana¹².

The main features of speaking as interaction can be summarized as has primarily social function, reflects role relationship, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many genetic words, uses conversational register, is jointly constructed

Some of the skills involved in using speaking as interaction are opening and closing conversation, choosing topics, making small talk, recounting personal incidents and experiences, turn-taking, using adjaency-pairs, interrupting, reacting to others.

Mastering the art of speaking as interaction is difficult and may not be priority for all students. However the students who do need such skill and find themselves in situation that requires speaking for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situation which call for this kind of speaking. This can be disadvantage for some learners where the ability to use speaking for conversation can be important. In this part, the researcher hopes the students in Darussalam Islamic Boarding School can use English as the way to interact among them both inside and outside classroom.

b) Speaking as Transaction

This type of speaking refers to situation where the focus is on what is said or done. The message is the central

focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

The main features of speaking as transaction are, it has primarily information focus, the main focus is the message and not the participants, participants employ the communication strategies to make themselves understood, there may be frequent question, repetitions, and comprehension checks, there may be negotiation and digression, linguistic accuracy is not always important.

Some of the skills involved in using speaking as transaction are explaining a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing.

In this part, the researcher hopes the students in Darussalam Islamic Boarding School can use English as the way to get transaction among them about giving and receiving information both inside and outside classroom.

c) Speaking as Performance

The third type of speaking which can usefully be distinguished has been called speaking as performance. This refers to public speaking, that is, speaking which transmits information before audiences such as morning conversation, public announcements, and speech.

Speaking as performance tends to be in the form of monolog rather than dialog often follows a recognizable format and is closer to written language than a conversational language. Similarly, it is often evaluated according to its

effectiveness or impact to the listener, something which is unlikely to happen with speaking's interaction or transaction. Examples of speaking as performance are giving a class report about school trips, conducting a class debate, giving a speech welcome, presenting an article of a lesson.

The main features speaking as performance are there is a focus on both message or audiences, it reflects organization and sequencing, form and accuracy is important, language is more like written language, it is often monolog.

Some of the skills involved in using speaking as performance are using an appropriate format, presenting information in appropriate consequences, maintaining audiences engagement, using correct pronunciation or grammar, creating an effect on the audiences, using appropriate vocabulary, using appropriate opening and closing.

In this part, the researcher hopes the students in Darussalam Islamic Boarding School can perform their ability to communicate orally by using English both in daily communication or some events of English competitions.

Brown¹³ said that interaction is communicating with someone for social purposes. It includes both establishing and maintains social relationships. Transactional is involves communicating to get something done, including the exchange of good and services.

3. The Concept of Teaching Speaking

The goal of teaching speaking is to improve students communicative skill¹⁴. Language learners need to recognize that speaking involves three areas of knowledge, there are mechanics (pronunciation, grammar, and

vocabulary): Using the right words in the right order with the correct pronunciation, functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Moreover, there are principles of language teaching such as : Automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, language ego, self confidence, risk taking, the language-culture connection, the native language effect, interlanguage, communicative competence.¹⁵

4. Defenition of Debate

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Somjai and Jansem¹⁶ said that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. They also said that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another.

Moreover, there are some objective to be achieved through debate, there are : *first*, encouraging students to practice speaking. *Second*, giving students ample opportunities to speak English during their leisure time. *Third*, to increasing

students motivation to speak. *Four*, making them realize that learning English is not as difficult as they think. *Five*, practicing English without thinking much about grammar. *Six*, letting students realize that they can learn English from their parents, friend, classmate and other. *Seven*, to make sure that everybody can learn English at their free time. *Eight*, to developing students' courage to speak English. *The last*, making children able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the writer concluded that debate is competition of argument, or ideas or opinion involving critical thinking process and speaking skill in which there are two opposing parties face to face and each others defend their ideas or opinion or argument by rational reason.

5. The Concept of Debate Activity.

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion¹⁷. Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another¹⁸. Moreover, there are some objective to be achieved through debate,¹⁹ there are:

- a) Encouraging students to practice speaking.
- b) Giving students ample opportunities to speak English during their leisure time.
- c) Increasing students' motivation to speak.

- d) Making them realize that learning English is not as difficult as they think.
- e) Practicing English without thinking much about grammar.
- f) Letting students realize that they can learn English from their parents, friend, classmate and other.
- g) Making sure that everybody can learn English at their free time.
- h) Enhancing students' interest to speak English.
- i) Making children are able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the researcher concluded that debate is competition of argument, or ideas or opinion involving critical thinking process and speaking skill in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason.

6. Procedure of Debate

There are some procedure of debate activity. According to Somjai and Jansem,²⁰ there are six steps in debate: first, students must first be made aware of a debatable topic and of the variety of potential positions that can be taken on the topic. Second, students should be given an opportunity to seek the topic somehow and form their own opinions on the issue. Third, next pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step, the students should be encouraged to think about the potential arguments that would come from the other side and how they can respond to these arguments.

Four, now some form of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could take the form of a classic debate, with opening and closing arguments from both sides and time for rebuttals all done as a class. Alternatively, it could simply be small groups or pairs sharing their differing points of view with one another. Five, the instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses. Finally, the class and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is important in that it helps the students to understand that this type of thinking and debate process can lead to real results and provide some sense of closure on the topic.

7. The Advantages of Debate Activity

The advantage of debate are allow students to look at both sides of an issue, improving students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinions and allow more interactive exchange among students and teachers.²¹

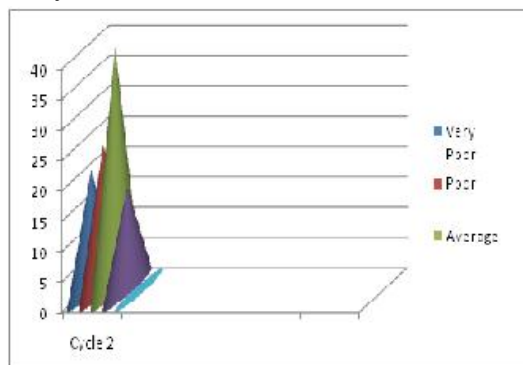
In addition, the ability of the students in English communication would be better through debate; students would have higher ability in sharing idea,

showing opinion and presenting their perception.²² Through debate, it is hope that the students can think more critically, analytically and constructively; through debate they would be sportive.

From explanation above, the researcher concludes that debate can helps students to develop their speaking and reasoning skill, it can motivate the students to read books, not only lessons book but also other literatures, and the debate can helps the students to control their emotion when their arguments were pushed by opposing party.

a. Cycle II

Figure II. Students' Speaking Score in Cycle II



From the figure above, the researcher collect the students' speaking score into percentages. It can be seen from the following table:

Table 2

The Distribution of Students' Speaking in Cycle II

Interval	Qualification	Cycle II	
		Number of Students	Percentages
85-100	Very poor	4 Students	13%
71-84	poor	6 Students	20%
60-70	Average	12 Students	40%
40-59	Good	6 Student	20%
0-39	Excellent	2 Student	7%

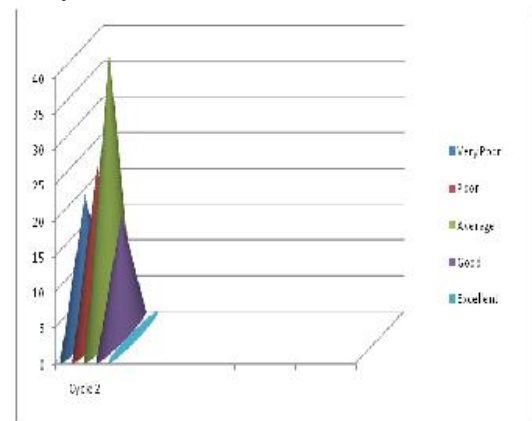
From the table above, it can be seen that students' speaking increase in

teaching speaking activity. It shows that 7% of student total numbers are categories excellent, 20% are good, 40% are average, 20% are poor and 13% are very poor categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in cycle I, even some students have been trying to minimize the problems. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

b. Cycle III

Figure III. Students' Speaking Score in Cycle III



From the figure above, the researcher collects the students' speaking achievement into percentages. The percentages can be seen from the following table:

Table 3

The Distribution of Students' Speaking in Cycle III

Interval	Qualification	Cycle II	
		Number of Students	Percentages
85-100	Very poor	0 Student	0%
71-84	poor	4 Students	13%
60-70	Average	16 Students	54%
40-59	Good	6 Students	20%
0-39	Excellent	4 Students	13%

Conclusion

Method or technique is one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached and the students could enjoy the learning process without thinking that learning English is horrible subject. One of the technique or strategy that can be applied in teaching English speaking is Debate Activity because by applying the strategy or activity, teaching English speaking can be more effective, and it is able to improve students' speaking ability, especially in Islamic Darussalam Islamic Boarding School of Kepahiang.

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