

DEVELOPING ENGLISH TEACHING MATERIALS USING A DEBATE TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE 8th GRADE STUDENTS AT PERMATA BANGSA SCHOOL

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ABSTRACT

The use of textbooks as a teaching media is similar to the conventional approach to class, applying a repeating strategy that students sometimes see as lacking in enthusiasm. As a result, the students' ability in speaking doesn't grow as expected. The research conducted at Permata Bangsa School Binjai with 19 eighth-grade students as the subjects. This study used a debate technique to cultivate speaking material particular focused on the British Parliamentary Style. This study was categorized as a Research and

Development (R&D) with questionnaire, interview as the data. The experts gave 98% for the developed speaking materials which means the suitability of the materials for usage by eighth-grade students at Permata Bangsa School Binjai has been confirmed valid through expert validation. The final product named "Speaking Materials Utilizing a Debate Technique for Eighth Grade Students in Junior High School."

Keywords:

Developing, Speaking Materials, Debate, Textbook

INTRODUCTION

Learners intentionally change from not knowing to knowing, from wrong to right, and from unskilled to competent. Learning goes beyond mapping information. How to actively create or revise learning is a rewarding personal experience. To communicate is the purpose of language learning. Learn a language to survive since humans are social creatures that need languages to communicate. Secondary students in Indonesia only learn English as a foreign language and are given sentences to compose and paragraphs to manipulate words correctly. English is learned through speaking, listening, reading, and writing. Speech is crucial because humans are related to it. Speaking is one of the ways people interact with one another in daily life. Speaking is the main way that children learn languages and is also how they do so initially. The majority of people frequently engage in speaking activities. (Fulcher, 2003) Speaking is communicating verbally. Speaking is another way to express feelings, sights,

actions, etc. In this method, both sides participate in an independent dialogue. Speaking is the ability to articulate oneself, narrate events or situations in precise terms, talk, or express a succession of thoughts smoothly (Nunan, 1996). This suggests that speaking as a means of communicating and expressing emotion has an effect. The student must understand not just the grammar, pronunciation, and vocabulary rules, but also the way the language is generated when speaking. A person can communicate successfully and build strong relationships when they can blend their linguistic skills with their circumstances and emotions.

This study is significant to Indonesia since the researcher creates English teaching materials to provide students more chances to speak up in class. In Indonesia, teachers still struggle to provide engaging language- learning materials. Despite learning English from elementary through high school, students may struggle to express their thoughts, feelings, and opinions due to anxiety, fear of making mistakes, vocabulary loss, and low self-esteem. Students should be encouraged to utilize English in speaking activities because they may contribute meaningfully and it supports student-centered teaching. Teachers should utilize engaging methods to teach plenty of material.

Preliminary observations of eighth-graders at Permata Bangsa School Binjai suggested the opposite. Students were not given engaging speaking assignments. Like traditional instruction, the teacher uses textbooks and repetition, which the students don't like. The teacher solely used textbooks, the therefore learning

atmosphere was boring and there were no two-way communication channels. Students' speaking practice doesn't improve as expected. Teachers must fix this to improve students' speaking skills. To enhance English interest and speaking skills, teachers must provide excellent teaching and learning activities. Without a question, there won't be a related activity, an explanation of the lesson's next topic, or a student assignment. Thus, it failed to help pupils reach their full potential, notably in speaking, which is the most important aspect of language learning: dialogue. The researcher also found that students exhibited fluency, confidence, understanding, and grammatical issues when practicing public speaking. Although this school uses English daily, same issues still occur in English-speaking schools.

The researcher observed that open-ended inquiries from the teacher stimulated the students. Debate can help grade 8 students at Permata Bangsa School Binjai enhance their speaking skills and teachers improve their English Speaking material. To better

comprehend their students' academic and conversational language abilities and to assist them in improving their spoken language skills, classroom teachers should be well-versed in the areas of content, form, and application of English, as well as how these areas differ from other languages (Ariatna, 2012).

The author conducted the research at an English-speaking school, distinguishing it from past studies. This study developed speaking material using debating approach, notably British Parliamentary Style. This school was picked since the researcher found that children may improve greatly. According to observations, this school's speaking materials are developed using the debate style since pupils lack critical thinking skills but are interested in open-ended topics.

This research found speaking material issues. Grade 8 pupils need materials to boost their English confidence and critical thinking. The school provides an English environment but no materials to help kids of outcome speak. The this research developed debate-based English teaching materials for 8th graders at Permata Bangsa School Binjai to improve their speaking skills.

RESULTS

From April 10 through June 20, 2023, the researcher conducted a study. Needs analysis, teacher interview, and validation score were the main findings. This section compares the findings to previous research or expert opinions.

2.1.1 Questionnaire Analysis

Target Needs

The target need refers to what the learner needs to do in the target situation, this discussion covered three major points, necessities, lacks and wants.

- Based on the result of the in of terms questionnaire, necessities, the students need to achieve fluent speaking skill, in order to support the students' future education, the students expected materials that included dialogues where everyone can be participate, active in class, and having two ways of communication.

The result of students' necessities contrast with previous study conducted by (Sinaga, 2018) showed that the students' necessities were able to speak fluently with foreigner since the students have goal to introduce the city to foreigner.

- In terms of lacks, the students face difficulty during learning English, based on the result that has been shown before, it is clear that the majority of students lacked English grammar and vocabulary mastery. This result is similar to the findings of study conducted by (Sinaga, 2018) the result showed that the lacks were about vocabulary mastery and the comprehension of grammar.
- In terms wants, the majority of students find debate to be exciting. In terms of vocabulary mastery, the discussion method is preferred by the students. The result revealed that the students chose debate as a technique for learning English speaking. This is in contrast to the findings of a study carried out by (Kusumawati, 2017) which favored role play as a technique where the student's creativity is the primary focus, whereas debate encourages students to demonstrate the ability to think critically.

Learning Needs

The learning need refers to what the learner needs to do in order to learn. The students are willing to actively communicate with one another in the classroom, along with expect the teacher to lend a hand those who are having difficulty. The students preferred to have an active environment in class, which the students chose debate as the technique. Judging from the overall result of the questionnaire, it is proven that the students need debate as a technique to improve the speaking skills. Meanwhile this result is contrast with study conducted by (Devi, Rahma, Riyanti, & Haryanto, 2021) revealed that the students preferred storytelling activities, in order to encourage a boost in foreign language speaking abilities, it is crucial to create an where students feel environment encouraged to take risks. This two techniques required different activities, but the students have the same chance to participate in class.

2.1.2 Teacher Interview

For more, the researcher interviewed a Permata Bangsa School Binjai English teacher. The researcher did it to confirm the preliminary observation's problems and acquire relevant data. The data that have been obtained were necessities, lacks and wants.

- Necessities

Student speaking material growth is crucial. Over time, speaking skills become essential for future employment. A formal test like the TOEFL requires strong grammar. To help students succeed in their careers, they must be fluent in English and comprehend its grammar. The teacher's answer was aligned with teacher interviewed conducted by (Wulandari, Yusnita, & Sari, 2021) the teacher mentioned that the students needed to learn speak English to help the students in future jobs later on.

- Lacks

The interview revealed that teachers relied mainly on books as the main source of learning materials. This finding is similar to previous study conducted by (Kusumawati, 2017), which found that the current media was a book, which is incomplete and makes instruction difficult. Students' desire to speak more English in class wasn't backed by their restricted vocabulary. The teacher complimented the students' good English when discussing daily life. Student skills in expressing thoughts and thinking critically about specific situations are limited. Wider World 3's cultural links, vocabulary, and language weren't relevant to children, the teacher said. Students struggle with British culture material. The researcher found the same concerns during the preliminary observation as in the English instructor interview. This shows that teachers only use the media provided for classroom activities. Thus, pupils have only the textbook for English speaking study.

- Wants

According to interviews, students speak good English. The book bored the students; they want entertaining, dynamic things. Students want to communicate actively, not just use the book. The response provided by the teacher was aligned with study conducted by (Kusumawati, 2017) the students expressed a desire for instructional engaging more materials an presented in instructions format, in order to reduce feelings of boredom during the learning process.

2.1.3. Validation Score

Based on the needs analysis and teacher interview, it is evident that the students at Permata Bangsa School Binjai needed speaking materials development. Following the needs analysis, teacher interview, the new materials was designed and assessed for practicality. The product validation carried out by two experts: teacher and lecturer.

The criteria for experts' validation were objectives, content, language, and organization of materials. The result of validation showed that:

- The first part that being evaluated by experts was objective, in order to collect data for the purpose of determining how effective the materials are just like has been stated by (Hutchinson & Waters, 1987). There were a total of three questions that related to this section. The objectives section was given an average score of 100% by the English teacher, which indicates that the goals are suitable for the needs of the students. In addition, the lecturer rated the overall performance as a 100%.
- The second part was about the content, according to (Nunan, 2004) this part is necessary to gather data for the purpose of assessing the input texts that are used in materials. The average score from the English teacher for this part was 100% and 93% from the lecturer.
- Third part was about the language, to gather information that can be used to assess the grammatical vocabularies, structures, and pronunciation of the materials as it has been stated by (Hutchinson & Waters, 1987). In this part the teacher gave 100% as an average score, contrast with the lecturer's score was 90%.
- The last part was about material organization, to obtain relevant data for the assessment of material organization (Hutchinson & Waters, 1987), with an average score 100% from the teacher and 90% from the lecturer.

From the result mentioned above, the average score that the researcher got from the teacher was 100%, it indicated as valid aligned with the average score from the lecturer was 93%. Out of four section that has been validated by the experts the product received 97% as the average score

DISCUSSIONS

A needs analysis and interviews show that students need materials to improve their speaking skills. Additionally, an active learning environment may motivate and prepare students to actively participate in English-speaking activities. The results also showed that students learned English speaking through discussion. This is in contrast to the findings of a study carried out by (Kusumawati, 2017) which favored role play as a technique where

the student's creativity is the primary focus, whereas debate encourages students to demonstrate the ability to think critically.

Analyzing responses from students' questionnaires as well as interviews with English teachers from Permata Bangsa School Binjai. According to the findings of the study, the teacher relied primarily on standard speaking materials, which did not stimulate either critical thinking or speaking. The students were given texts that were both useless and misleading. The kids had lost both their enthusiasm in learning English and their ambition to do so. Following the completion of a needs assessment, the following stage is to create a design for the new materials and write the initial draft of the speaking materials. The findings from the need analysis were used as a basis for the development of the new materials. That's My World, Wild Nature, Taste, and Movies are the four topics that make up the four different modules that make up the speaking materials. Each module includes a short reading assignment, a debate motion, a word list, and a protagonist and adversary.

Even though this study received a score of 97% and was thought to be a valid product to use, there were certain adjustments that have been given by Prof. Amrin Saragih, M.A., Ph.D. in order to make it even better. The researcher was provided with the recommendation that, for the content portion of the report, the researcher should, in the initial draft, simply write one brief text for each chapter, and then continue to discuss moves. Because of this, the change was required so that we could improve the overall quality of the content and make it more applicable. The knowledgeable individual proposed that proposals for debate should be written in the style of expository writings. As the technique of investigation for this study is a debate, the professor suggested that the students be given two texts that presented the argument from both the protagonist's and the antagonist's points of view. The students would have a better chance of gaining a comprehension of the structure of the argument if they did this. Throughout the course of the conversation, the students will utilize the two distinct readings of the texts as a guide to explain their points of view to one another.

The research product received an average score of 97% from the English teacher and the lecturer, indicating a high level of practicality as also shown on the materials development studies conducted by (Kusumawati, 2017), (Rachmani, 2014), (Sinaga, 2018).

CONCLUSIONS

Six procedures were used to generate English speaking material: data collection, Data analysis, Developing debate-style speaking materials Final Product: Expert debate validation of speaking materials. Preliminary observation showed that students lack speaking motivation and media learning. Researchers obtained data from eighth graders at Permata Bangsa School Binjai. Second, the researcher questioned the teacher and gave questionnaires to check preliminary observation difficulties. This validated the issues. After researching student demands, the third phase involves designing new media. Material validation followed the initial draft. Despite a 97% validation score, the researcher received feedback from an expert to alter the content section to include exposition texts from the protagonist and antagonist for each chapter since the materials will be debated. The experts' evaluation and revisions make the materials useful for eighth graders at Permata Bangsa School Binjai.

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