

**THE IMPLEMENTATION OF DEBATE TECHNIQUE IN TEACHING  
SPEAKING AT THE SECOND GRADE STUDENTS OF SMA N 1  
SUMBUL**

**\*Juan Andarson Siahaan**

**\*\*Rafika Dewi Nasution, S.Pd., M.Hum.**

**ABSTRACT**

This research was aimed to identify and describe the process, as well as the problems confronted by teachers and students in learning to speak using debate techniques at the Second Grade Students of SMA N 1 Sumbul. The methodology used in this research was descriptive qualitative. This research used triangulation technique in collecting the data, consists of observations, interviews and questionnaires. After analyzing the data, there are three result points. First, the process of teaching and learning to speak through debate techniques at SMA N 1 Sumbul is not going too well because there are still some problems confronted by both teachers and students. Second, the teacher encountered several difficulties in teaching speaking out through debate technique, such as educators continuing to use their local tongue and the teacher being unable to manage a class that was overcrowded and necessitating extensive preparation to ensure that learning with this debate technique ran smoothly. Third, students' difficulties in learning to speak via debate approach included being unable to express anything in their main language, needing more preparation time to build their statements when building the case, and being unable to manage their emotions when delivering opinions.

**Key words:** *Descriptive Qualitative Research, Speaking, Debate technique*

\*Graduate Status

\*\*Lecturer Status

## INTRODUCTION

English is genially one of the dialects on planet that is utilized by abounding individuals in different pieces of the country. Authority of English is extremely vital, considering the present worldwide language is, as a matter of fact, English. Ngatu and Basikin(2019) state that, by the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used for communication between people who do not share the same first or even second language widely.

Learning speaking through debate is a very appropriate technique because in a debate learning situation, the students are challenged to have a lot of vocabularies and the ability to form long sentences. In addition, these students are also required to have the ability to express their ideas and points of view clearly and speak fluently. Krieger (2005) also states that, many students had clear progress in their ability to express and defend their ideas through practice in debate. In this case, students can definitely recognize the shortcomings in each other's arguments, and this ability is known as a component of critical thinking skills where students are expected to evaluate and analyze the information they get critically. Darby (2007) also believes that Debating is an effective pedagogical strategy because the level of responsibility for learning and active involvement is required by all debating students. Provide an experience for students, in which they can develop competence in researching current problems, preparing logical arguments, actively listening to multiple perspectives, distinguishing between subjective and evidence based information, asking convincing questions, integrating relevant information, and formulating their own opinions based on evidence that is relevant to the topic in question.

The purpose of debate, as Ericson et, al (2003:17) state, is to provide an opportunity for a rational consideration of alternatives. Therefore it is essential that the debaters understand what they are trying to do. Debates may provide chances for students to occupy the use extended slice of language for a reason, it is to shield one side of the problem convincingly. In debating, each side should try to present a more convincing point of view on the other side, by presenting a "context" that is acceptable to society, and/or a problem framework that is much more refined and strategic based on the motion or issue presented in the debate. As such, it tends to be deciphered that debate is an incredible strategy for language learning since it includes students in different mental and phonetic ways. When researcher studied at SMA N 1 Sumbul, Dairi Regency, North Sumatra, researcher participated in an English debate competition, and got additional speaking classes as an exercise. The researcher discovered that this strategy is a good alternative for improving students' speaking qualities while also keeping students' attention and interest in the subject or issue being discussed.

This strategy likewise assists students by adding to assist them with talking correctly on certain topics given to them by the teacher. As experienced by

researcher, this technique additionally assists understudies with building decisive reasoning about the opinions in their heads. This method will be very useful for teachers and students in learning speaking skills. According to the researcher, students need a more open conversation in the talking class to keep understudies' consideration during the learning system. Therefore, the debate technique can be applied to the speaking class and is expected to be a good way to improve students' speaking skills in mastering English. However, there is still not enough evidence about the effectiveness of using this debating technique. So because of this, the researcher is keen on inspecting the utilization of debate strategies as in study of speaking ability and giving observational proof with regards to the viability of utilizing this strategy by directing this study.

## **METHOD**

The researcher conducted research through a process called observation, interviews, and questionnaires. The researcher finally found several research results in system with the help of debate techniques in learning speaking at SMA N 1 Sumbul. In the process of inspecting the procedure of using debate techniques in showing talking, the scientist utilized three instruments to collect data. These three instruments were observation, interview and questionnaire. In practice, this study was conducted over the course of two meetings. Each research instrument has been well done to find out the cycle of speaking progress utilizing debate techniques, problems confronted by teachers in teaching speaking using debate techniques, as well as difficulties encountered by pupils while learning to speak with the help of debate techniques.

This study was conducted at SMA N 1 Sumbul during the first semester of class XI from October 22, 2021 to November 29, 2021. The following is a list of dates and agendas for research activities planned in advance:

- 1) *Friday, October 22, 2021*: Researchers met with the principal in order to request permission to conduct research at SMA N 1 Sumbul. After that, the researcher met with the English teacher concerned (Mr. Nesron Tampubolom, S.Pd) to discuss the research agenda that would be carried out in the next few days.
- 2) *Monday, October 25, 2021*: Researchers started the research by conducting the first meeting and observation.
- 3) *Wednesday, October 27, 2021*: Researchers conducted the second observation/second meeting.
- 4) *Thursday, October 28, 2021*: Researchers began distributing questionnaires to students.
- 5) *Friday, October 29, 2021*: This is the last agenda where the researcher conducts interviews with the English instructor and asks for school information which includes school history, profiles and so on.

During the observation phase, the researcher found the use of debate techniques in teaching and learning activities in the class by paying attention to

the learning activities of teachers and students. Following the agenda, the researcher distributed a questionnaire to each student in order to better understand their reaction to the debate technique's application as well as the difficulties they encountered when teaching and learning to speak using this debate strategy. The interview was the next tool. During this interview process, the researcher questioned the teacher to corroborate the information obtained through observation as well as the previously administered questionnaire to the students. Apart from that, the researcher also obtained a lot of additional information consisting of profiles, school history, students' and teacher's conditions and so on. Afterwards the collecting data, the researcher then analyzed the information obtained through observation, interviews, and also questionnaires. In line with Miles et al (2014) there are three basic phrases for data analysis, namely; data condensation, data presentation, and drawing conclusions or verification.

**a) Data Condensation**

This connects with the most common way of choosing, centering, streamlining, abstracting and changing the information that shows up in the research note of that have been done already. In data condensation, the researcher reconfigured regularly and neatly organized the entire data. For this situation, the researcher sorted out the input that would eventually be used in his research.

Previously, observation, interviews and questionnaires were the instruments used in collecting data. In this investigative process, observation was the most indispensable tool, with interviews and questionnaires serving as complementary tools.

**b) Data Presentation**

Data presentation was a part or second level in Miles et, Al hypothesis of qualitative data analysis model. The showcase could be displayed as extended text or outlines, diagrams, graphs, tables or frameworks that give another way or sort out contemplations about more information. For this situation, the researcher examined the information that had been decreased in data condensation and introduced it in even structure. The analysis was completed dependent on the information gathered by each instrument.

**c) Conclusion Drawing/ Verification**

Miles et, al's theory of qualitative data analysis model includes a component or third level called conclusion drawing/ verification. In this section, the data described in the data presentation will be discussed in depth to produce research findings. The discussions and findings in this section are separated into three categories: process, teacher's problems, and students' problems in learning English using debating techniques.

**RESULT AND DISCUSSION**

***The Process of Learning Speaking Through Debate Technique***

Researcher conducted observations to identify the teaching and learning progress of speaking with the help of debate techniques. Many of the students

were seen to be active in the teaching and learning process. By the data obtained with the help of observation, the researcher said that the learning process, especially learning speaking skill with the help of debate techniques, was not very effective because of the many obstacles confronted by teachers and also by the students. Although in the end, those problems did not have a huge impact on the teaching and learning process.

As stated before, the researcher had combined the theory of the steps of doing debate in classroom from Register (2016) and Quinn (2009). Register (2016) explained that there were several steps when a teacher wanted to implement the debate technique in the classroom. And after doing these stages, then teacher can start the debate according to the predetermined debate format. As previously described by the researcher, the format of the debate conducted in this study to obtain data was English Debate Australasian Parliament System. Quinn (2009:4) stated that this debate style required two teams; proposition team and opposition team. The proposition team spoke first, and participants spoke alternating sides in an order manner. The pattern had been showed in a diagram before.

From the explanation, the researcher constructed the procedures of the debate technique according to Register (2016) and Quinn (2009). In this case, the teacher did the steps based on Register and Quinn's steps and it was executed successfully. In the end, the researcher realized that the debate technique required teamwork and good cooperation. And also, in the debate technique teachers and students need good preparation in applying these techniques in class.

### ***Problems Confronted by the Teachers in Teaching Speaking through Debate technique***

From the results of observations and interviews, it could be assured that there were three issues confronted by teachers as follows:

- a) The students used their native language when students wanted to communicate something important. In this case, they used the language in the best way they know,
- b) Teacher found it difficult to control a high quantity class or in the other words it was hard to handle the students in large classes
- c) The teacher needs a lot of time to arrange the concept of the debating in order the debate goes well.

As stated before there are some problems confronted by the teacher in teaching speaking according to Febriyanti (2011:7) and Malley's (1996). In this case, from Febriyanti's theory, we realized that there were six issues that could be confronted by teacher in doing the teaching speaking activity. Only two flaws from Febriyanti's theory were discovered as an outcome from the data analysis that appeared in the research. The first was that students using their native language. The second was its difficulty to handle the students in a crowded classroom. For more information, Malley's theory said that there were two main

issues, but only one was discovered in this study, and that was that the educator needed a long preparation time in preparing the debate so that it ran smoothly.

### ***Problems Confronted by the Students in Learning Speaking through Debate technique***

Based on the results of student questionnaires, researcher could conclude that there were four problems that confronted by students which include:

a) *There was nothing to say*

The students confronted difficulties in expressing their ideas when starting to speak.

b) *The use of mothertongue*

Students still often used their mother tongue in English learning activity, which in this case is Bahasa Indonesia.

c) *The students needed more time to prepare arguments before debating*

Students needed a lot of preparation to gather point of view related to the motion so they needed more time beforehand.

d) *Students could not manage their emotions when giving opinions*

Students couldn't manage their emotions because each team thought that their point was more appropriate, and that made the atmosphere of the class became noisy.

Previously, the researcher explained that there were problems that could be confronted by the students when learning speaking. The researcher then combined the theories from Ur (1991:121) and Malley's (1996). From the survey results answered by the students, the issues related to the hypothesis expressed by Ur in this study were the absence of things that could be said; or we can say that there were nothing to say by students and the use of mother tongue which was often used in delivering arguments. In addition, students deal with the main problem that could not say anything because it is difficult for them to express their thoughts in a verbally expressed structure. Therefore, they were silent. Additionally, in order to loosen up and speak as the teacher requested, the learners commonly utilized their first dialect, Bahasa Indonesia. Besides that, there were two problems according to Malley et, al that could be confronted by the students in studying speaking applying the debate technique. From the questionnaire's result, both of those problems were actually confronted by the students. The first was the students surely needed a longer period to build up their argument before the debate. For the second issue, the students could not manage their emotion when expressed their arguments.

At long last, in view of the information got from the observation, interview and then the questionnaire over, the instructor; or we can say the teacher had carried out the strategies of involving debate procedure very well as in the experts' speculations. Be that as it may, the students' talking capacity was still in a low level. Therefore, this could be clarified that the students speaking skill in class XI first semester students of SMA N 1 Sumbul for the academic year 2020/2021 was

relatively in inferior level even though the teacher had already applied a unique technique very well to teach speaking, which in this case was the debate technique.

## **CONCLUSION**

In light of the data analysis, it very well may be presumed that:

1. The procedure teaching and learning in class XI IPA semester I SMA N 1 Sumbul for the 2020/2021 academic year employing debate techniques went well but was accompanied by many issues confronted by both teachers and also the students. For example, some students could not control their emotions in giving statements and defending their arguments. Such things sometimes caused the teacher to not be able to control the class perfectly. For this situation the utilization of the debate techniques had not had a major effect on students' speaking skills considering there were still students who did not follow the regulations from teacher properly. Genuinely the teacher has implemented the method of employing debate techniques very well nevertheless the students' speaking skills was still low.
2. In the light of the results of the study, it was also found that there were to be sure issues faced by teacher in teaching speaking with the help of debate techniques. These problems included students still using their native language when students want to express something. In this case the students could not translate it into English, so they used the language in a way that they knew. The teacher also found it difficult to handle students in a crowded classroom where in this case most of the students did not follow the direction of the teacher. And the last was that the teacher needed plenteous preparation in applying debate techniques to ensure the debate went well.
3. The problems confronted by students were also inseparable from the purpose of this research. In learning speaking with the help of debate technique, there were also obstacles encountered by the students, including that students did not know what to say, students used their mother tongue, students needed more time to arrange their arguments preceding the debate began. For the last, students could not manage their emotions.

## **SUGGESTION**

Referring to the conclusions before, there are several suggestions. The researcher wants to give some suggestions to the teacher in doing the teaching speaking activity with the help of the debate technique as follows:

- a) Teachers should pinpoint problems confronted by students who struggled in conversing themselves in the English and maintain more conveniences to practice speaking skill.
- b) The teacher needed to have an out of the box technique to control a class with a large number of students. In cases like this, the teacher must be able to handle students wisely in order the application of this debate techniques can run better. In addition, teachers can also create special rules for students to

not make noise in class. And of course also apply the consequences if students violate the rules that have been set.

- c) The teacher should provide some special vocabulary first. The vocabulary meant here are the vocabularies related to the topic being debated, which will certainly be needed by students in learning speaking.
- d) The teacher needed to provide other instrument such as articles in learning activities using this debate technique to support students' arguments. By this, it can definitely make students not feel bored and more motivated in the teaching learning process.

The researcher also wants to suggest the students, notably in learning English, to do the suggestions as follows:

- a) Students must be eager and convinced to practice the speaking skill. Moreover, students must express the argument without feeling culpable and afraid.
- b) In learning to speak, students must diminish the usage of the mother tongue. The researcher suggested that students have to practice speaking in the target language more often to grow the fluency and self-confidence.
- c) Students should try not only to affect speaking activity in the classroom but also outside the classroom. This will cause it easier for students to fight for and declare arguments with the help of debate techniques.
- d) The students needed to learn from their blunder while practicing their speaking skill. Control the emotions whereas conveying an argument even if the argument is felt to be better than the opponent's argument to keep the fun learning activities.

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