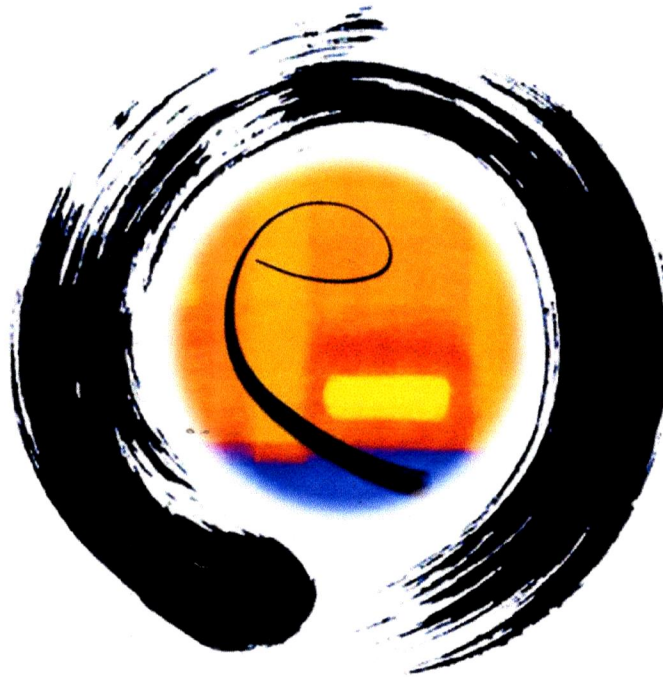




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A Method to Push Students' Speaking Ability in English Foreign Language Classroom

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Abstract

This paper is aimed at finding the effectiveness of using the debating method in teaching towards students speaking ability at the second-grade students of MAN 1 Majene. It was conducted from July to September 2019. This research used a quasi-experimental design. It involved 50 students from two groups, Experimental Class (26 students) and Control Class (24 students). The experimental class was taught by using the debating method whereas the control class was taught by using the conventional method. The data were obtained by using pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment only for experiment class. The data of the pre-test and post-test of both classes were analyzed by using SPSS. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using an independent sample T-Test. The result of the research shows that the difference in the speaking ability between the students taught using the debating method and taught conventionally is significant. It can be seen in the result of the hypothesis testing through the independent sample T-Test. The significance value is lower than the significance level of 0.05. Therefore, the hypothesis of this study is accepted. It means that the use of the debating method in teaching was believed to improve students speaking ability at the second-grade students of MAN 1 Majene.

Introduction

Language is one of the most important aspects of communication and it is used as a tool to communicate with another. We should know that English is one of the languages that is mostly used in the world and has become an international language for a long time ago which is used in many countries. In Indonesia, English has been being studied for all of school grades since junior high school based on the curriculum that has been applied in our country (Kemendikbud 2013) so, English became the students' necessity as the subject which is very important to understand. This is one of the reasons for the importance of English in our life, especially for the education sector.

English learners required not only to understand and deliver a message in written form, but they should be able to understand and give the message orally, so English offer four skill that should be mastered for language learners, they are listening, speaking, reading, and writing skill. Aswad et al. (2019) in this research, the researcher will focus on speaking skill which is very important, speaking is important because speaking and human being cannot be separated from each other. According to Rubiati (2010), speaking is an activity used by someone to communicate with others, it takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feelings, and thoughts (Maming et al, 2019). Desita, Lidya Ratna (2017) stated speaking ability offer the students to be able to communicate their opinions, feelings, and expression with no limitation of different native language, culture and country. Speaking is the most important aspect of providing communication nicely, efficiently, and articulately. Furthermore, speaking is linked to success in life, as it occupies an important position individually and socially (M Aswad, 2017; Yassi, 2020, Desmiyanti, 2020).

Based on the experts' statements, we can conclude that speaking is an important aspect of our daily activities to interact and communicate with another, how to express our ideas, feelings and thought to other people orally, so that's the reason for the importance of speaking in our life.

The researcher has done observation and collect the school data from MAN 1 Majene, and based on the observation it shows that many students could not give opinions and responds to another opinion in English. They were not able to give their opinions and responds to another opinion whether they agree or disagree with someone's opinions. They kept quiet when the teacher asked them. They were passive in speaking especially if the teacher asked them about their opinions. They were afraid of giving opinions and responds to another's opinions because they didn't know how to deliver their opinions or their arguments. The students afraid to make mistakes, they also did not know the expressions of giving opinions and responding to another's opinions. In the same case Ginusty (2014), stated some problems were still found in the students' abilities in English, especially in speaking. The students' speaking ability was relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. Students' speaking problems can be solved by giving some teaching methods. According to (M Aswad 2017), to build up the students' ability, the teacher must be creative to design many communicative activities in the classroom, and the way to invent it, the teacher should use the kinds of methods in the teaching process, and on this research, the researcher offered debating method as one of the teaching

methods which means to solve the students' speaking problems. Debating is the process of presenting ideas or opinions which two opposing parties by trying to defend their ideas or opinions. Debating can be conducted in classes as a tool to make students practice their speaking skills, Schunner (2002), stated that debate fosters students' active learning by giving them responsibility to understand course content, an approach that completely transforms their perspective from passive to active.

Basically, through debating, students could improve their critical thinking and improving communication skills. Othman (2013) stated debate encourages students to learn course content better, since they are engaged in the course content actively, broadly, deeply and personally. It also trains them to assess the data they get daily. In addition, debating provides a valuable opportunity to develop learners' speaking ability. Through debating, students will enjoy speaking and express their opinions or ideas and it can improve their speaking ability. Furthermore, through debating students would be easier to communicate and express their opinions or ideas.

Method

The design of research used by the researcher in this study was Quasi-Experimental design, which was a nonequivalent control group design that used two classes, they were experimental class and control class. The researcher gave pretest to all of the classes mean to measure the students' ability before given treatment and posttest to measure the students' achievement after given treatment, but in this study only experiment class that given treatment because the researcher wants to find out the students' achievement after given treatment.

The population in this study was taken from second-grade students of MAN 1 Majene academic year of 2018/2019, which consists of three classes, they are XI Agama I, XI Agama II, and XI Agama III. This research used two classes were XI AGAMA III (experimental class) and XI AGAMA II (control class) as the sample that was chosen by using cluster technique sampling, because in this grade students have the similarity of scoring that was proved by data in the last semester, then the researcher chose the sample which was reputed could represent all of the populations.

The instrument of the research, the researcher used some of the instruments to collect the data that were interview sheet which was used to measure the students's ability before giving treatment (pretest), then the researcher used the rating scale to gave score based on the students' ability, and after given the treatment (only experiment class) then, the researcher gave the posttest to find out the students' improvement.

For data collection, the researcher observed (complete participation observe) in the class and take a role as an English teacher, and the observation steps as follow:

1. In the first meeting, the researcher gave the questions by using the interview sheet mean to measure the students' ability before given the treatment. The questions of the interview sheet gave chance to students to spoke one by one about the theme on the interview sheet so the researcher would be easier to know the students' ability.
2. In the second meeting, the researcher gave the treatment and the technique of debating, how to think critically, how to give a good statement, argument and solution towards every motion that want to solve
3. In the next classes, the students would be given the motions or problems to debated while the researcher observed during the classes process by using a rating scale to measure the student's improvement and every meeting the researcher gave different motions to improve students' understanding and their critical thinking.
4. In the last meeting, the researcher gave an interview as a posttest by using an interview sheet, on this meeting the researcher just want to measure or know the students' achievement after giving the treatment and then would be compared with the first class.

Findings and Discussion

The findings of this research explained the students' scores of pretest and posttest in experimental class and control class and also the improvement of students' speaking skill after applying the debating method in teaching. Before giving the treatment, the researcher gave the interview sheet as the pretest in both classes. The pretest aimed to know the prior knowledge of students speaking.

It could be seen from the students' scores of pre-test and post-test that the result of the pretest indicated that both of experimental class and control class had no different scores and most of them were difficult in speaking. After given the treatment there was an improvement of the experimental class and it was proven by the result of the posttest showed that both classes had different scores which the experimental class got higher scores than the control class. It means that there was a significant improvement of the experimental class after they were taught by using the debating method while the control class showed that there was no significant improvement and the same result had been found in the previous study, which was conducted by Nuraeni (2014) so, it proved that applying debating method was effectively improve overall the aspects of speaking.

Applying the debating method in class, the students would enjoy practicing their speaking ability, they could improve their critical thinking, they could correct their pronunciation, and also the improvement of vocabularies. In other words debating method could solve the problems of speaking and the result of this research parallel with the benefit of debating which had been found by Rubiati, (2010) in her research.

We could conclude that the result of this research showed that the implementation of the debating method in teaching was effective to improve the students' speaking ability. Applying the debating method in teaching helps the students to present new ideas, and improve their critical thinking so that they could give a good response to someone's opinions and arguments.

Conclusions

Based on the results and discussions, it can be concluded that the implementation of the debating method in teaching in the teaching speaking was believed to be effective to improve the students' speaking ability. The results of this research revealed the improvements contributed by the implementation of the debating method in teaching. And the Pedagogical implication of the research that Teachers can make a variety of techniques especially teaching speaking the classroom, good techniques, and easy to be understood by the students. One of the most important contributions of research on teachers' beliefs is that the beliefs that teachers hold about teaching and learning influence their effective teaching in the classroom.

Based on the conclusion above, the researcher presents some suggestions as follows:

1. This research can be used as the new reference for the next researcher that want to do experimental research particularly of research towards students' speaking improvement
2. Debating method will be a good teaching method which gives a good effect on students' speaking improvement and can be applied by the teachers.
3. Debating method can be used by the students as a good way to improve their speaking ability.

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