

THE ABILITY OF THE STUDENTS IN SPEAKING ABILITY BY USING DEBATE AT GRADE TWELVETH IN SMA KAMPUS NOMMENSEN PEMATANGSIANTAR

¹Marnala Pangaribuan*, ²Desta Gloria Siahaan

¹Universitas HKBP Nommensen Medan, ²Universitas Timor

¹marnala.pangaribuan@uhn.ac.id*, ²destagloria9aan@gmail.com

Abstract

This research attempted to know the extent of the Ability of Students in Speaking Skill by Using Debate at Grade Twelveth in SMA Kampus Nommensen Pematangsiantar. This study follows methodology in qualitative since qualitative research, is concerned with qualitative phenomenon. The data to be collected in this research is the data recorded debate and the topic is “Tehnological trens in Teaching and Learning”. The writers analyzed seven (7) items of Levels of Performance Test from the students’ debate, they are: motion, themeline, timekeeper, argument, rebuttal, definition, and sum up or closing. After analyzing the data, the writers found that speaking skill at grade twelveth in SMA Kampus Nommensen Pematangsiantar by using debate test performance is not good yet, based on the result of research, the writers concluded that speaking skill by using Debate very helpful in developing speaking students including by using debate. At last, the writers suggested for the english teacher to give the students a lot of opportunity to practice speaking and have active involvement in debate and create enjoyable, fun and interesting situation as possible as the teacher can.

Keywords: skimming, scanning, students’ ability, reading comprehension

INTRODUCTION

Language is a means of communication that human being uses to express their feeling, thought, ideas to others. According to Jones (2007) says that language is an immensely complex behavior. At minimum, it requires knowledge of the words of that language, typically thought to be stored in a mental lexicon, and knowledge of the grammatical application of those words in sentences. Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983) defines speaking as development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological a physical rule should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This becomes one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking.

According to Simon Quinn (2005) The debate is 'controlled' by a 'chair' (also referred to as a 'chairperson'). Debaters should always start their speeches by acknowledging both the chair and the audience. A male chair is usually referred to as "Mr Chairman"; a female chair as "Madame Chair". A common way of starting a debating speech is therefore, "Mr Chairman, ladies and gentlemen", or "Madame Chair, ladies and gentlemen". It is the duty of the chair to call each speaker in turn. For example, the chair might introduce the first speaker of the debate by saying, "It is now my pleasure to introduce the first speaker of the affirmative team, to open her team's case, Julie."

Debating is carried out in debating chambers and assemblies of various types to discuss matters and to make resolutions about action to be taken, often by voting. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. In particular, in parliamentary democracies a legislature debates and decides on new laws.

Based on the explanation above the problem of the research: How is the students' speaking ability in debate English skill at grade twelveth in SMA Kampus Nommensen Pematangsiantar? The objectives of this research can be stated as related with the problems statement. Therefore, the objective of this research is, to find out the students' ability in speaking skill.

LITERATURE REVIEW

The Definition of Speaking

As a foreign language, English has four skills that have to be taught in teaching and learning process. Those skills are listening, reading, speaking and writing (Siahaan, 2021). From those four skills, speaking is crucial one to be learned because when students learned foreign language, it is considered to be success if they can communicate effectively in their second language or foreign language (Neno, 2021). They have to train their speaking ability (Bouk, 2021). There are many definitions of speaking. Lawtie (2007) states that "speaking is fundamental to human communication". Widdowson (1984) adds that "communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange". Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. "Speaking is the verbal use of language to communicate with others (Fulcher, 2003). Based on the experts' opinions above, the writers can conclude that speaking is important for the students to learn a language. The students must have sufficient ability to speak English.

Types of Classroom's Speaking Performance

Brown (2004:141) defined that basically, there are five types of speaking, they are;

a) Imitative

It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b) Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, juncture). Example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, etc.

c) Responsive

It includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.

e) Extensive (monologue)

It includes speeches, oral presentations, and story telling. Language style is frequently more deliberative.

According to the types of speaking above, this research belongs to the responsive speaking in which the writers interviewed the students by using two or more questions. The writers asked the students to give their opinion about the topic. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The language that influences speaking ability, are:

- a) Pronunciation is very important in speaking we do not appropriate pronunciation it can influence meaning of word. Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.
- b) Grammar is to know how to arrange word in sentence, what tense will be used how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.
- c) Vocabulary is first step to speaking English. If we do not master vocabularies, we cannot utterance what is our purpose.
- d) Fluency is in speaking we must speak fluency because listeners are able to response what we say.
- e) Comprehension. In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

From the explanation above, the writers concluded that the main of language teaching is learner ability to communicate in the target language. So, the teachers must give attention principles in teaching speaking and select method and strategy in teaching speaking and this research, the writers used debate strategy in teaching speaking.

The Characters of Successful Speaking

According to Underhil (1987:120), there are some characteristics of successful speaking activity:

- a) Students talk a lot
As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much as possible.
- b) Participation is even
Classroom discussion is not dominated by a minority of talkative participants: all students get a chance to speak, and participate in class.
- c) Motivation is high
Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in speaking.

The Speaking Ability

William (1981) states that the goal of foreign language teaching is communicative ability. It is mean that the teaching speaking ability must be increased in order to get the goal of the language learning. Speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Getting students to speak in class can sometimes be extremely easy. In a good class at an appropriate level will often participate freely and enthusiastically if we give them interesting activity and task. The interesting activity will be implemented by writers in this thesis is debate activity. Debate is oral activities in learning process. The goal of teaching speaking in today's world is to improve students' communicative skills because only in that way, students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance.

Debate

According to Joe Bellon (2008:7) debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote. "Debate is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters" (Gene, 2001:23). Quin (2005:15) defined debates as "a formal discussion of issues in a public meeting or in a parliament and it is an argument or discussion expressing different opinion". Debate is one of effective speaking activity which encourages students to improve their communication skill. As stated by Browne & Keeley (2004:32) that "to support the reason, the speaker should provide some evidences which can come in the from of expert opinion, results of a research study, statistics, case examples and analogies". Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position. The example of

debate: in the classroom, the teacher will make two groups for students, one group consisting of 10 people, the group will be called the group A and group B. Group A is Affirmative team and Group B is Negative team. they will face to face. They will discuss one topic, which is the topic will to become advocates and opponents on the topic.

The Advantages of Debate

According to O'Melley, J. M., & Pierce (1996:90) argues that learning english debate has the following advantages:

- a) Debate can motivate the students since the students will be ensured that the communication acts are doing will have a real purpose instead of a mere make belief.
- b) Debate can develop the fluency in communication using the target language. Students will be motivated to communicate using the target language because they are immersed in an environment where language becomes a primary necessity, such as in debate to describe the situation required by students.
- c) Language is a communication in presenting the tasks given by teacher and it will not be same as tests to demonstrate the ability of grammar or pronunciation which is produced by the students in presenting the debate.
- d) Debate is combination of the skills in the language. Debate will give an opportunity for the students to apply their language skills and also develop the non-verbal components of language and also develop cross-cultural adeptness and second language capability. Debate also develop cognitive ability, for instance in analyzing evaluating and understanding information.
- e) Debate will motive the students to be active participants in the discussing among their friends.
- f) Debate can reduce anxiety since the students are not evaluated nor corrected in detail in relation to his/her capability in second language. Debate will motivate the students to interact and give them opportunity to communicate with a clear objective.

The Parts of Debate

In the debate technical system, we will get some items which relate to the debate process. According to Joe Bellon (2000) the parts of debate consist of seven. The following are some items related to debate:

a) Motion

The topic debated is called a motion. Usually, motion starts with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

b) Definition

Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.

c) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent’s case.

d) Timekeeper

Timekeeper is responsible for the accurate timing of each speech, so that time signals can be given at appropriate points. The timekeeper should also keep a record of how each speaker spoke for and give this to judges at the end of the debate.

e) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

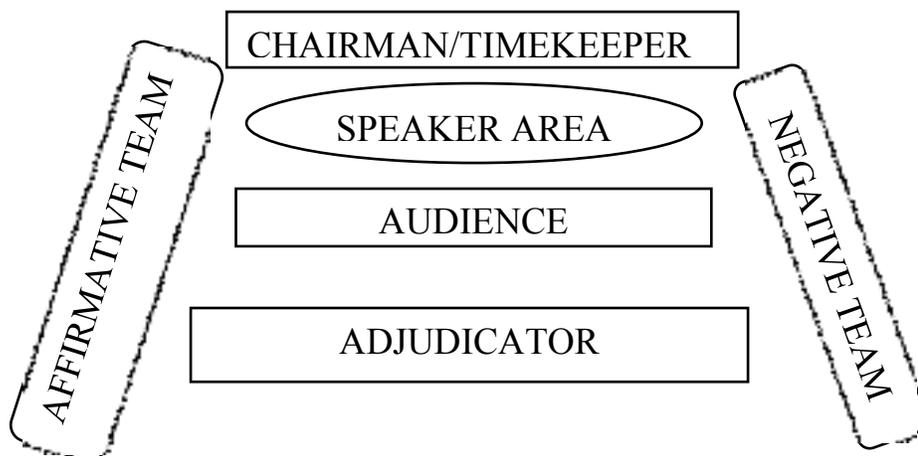
f) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That is why, rebuttal is one of the keys to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent’s case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

g) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable. Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

Figure 1. The basic layout of a debate Simon Quinn (2009)



METHOD

The research used qualitative research design. This research entitled "The ability of students in speaking skill by using debate at grade twelveth in SMA Kampus Nommensen Pematangsiantar". The topics that will be the opponents and advocates on the topic. According to Trochim (2006) stated that "a key reason for doing qualitative research is to investigate and become more experienced with a particular phenomenon of the writers's interest in order to deliver a detailed description". The writers decided to use the qualitative approach to analyze of debate for students in the classroom.

Table 1. Levels of Performance Test for Affirmative Team

Criteria	4	3	2	1	Grade:
1. Motion (Main arguments and responses are outlined in a clear and orderly way.)	(Completely clear and orderly presentation)	(Mostly clear and orderly in all parts)	(Clear in some parts but not overall)	(Unclear and disorganized throughout)	
2. Theme Line (The main instrument of argumentation that is used to prove a team's stand on the motion)	Completely and clearly explanation	Many good arguments given, with only minor problem	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
3. Timekeeper (Limited time based on the agreed time)	On time	agreed time has passed	agreed time has not run out	agreed time remaining lots	
4. Argument (The fragment of thought to support the theme line that consists of Assertion, Reasoning, Evidence, Link back)	Superior: Arguments were eloquent, complex, elaborated, and supported with evidence and examples.	Proficient: Arguments were complex, elaborated, and supported with evidence and examples	Essential: Arguments were supported with evidence and examples.	Unsatisfactory: Arguments lacked evidence and support.	
5. Rebuttal (An attempt to disapprove, contradict or argue to overcome an opposing reasoning or evidence by introducing another reasoning and evidence)	directly addressed each of the opponents' arguments with counterevidence.	directly addressed most of opponents' arguments with counterevidence.	directly addressed some of opponents' arguments with counterevidence	did not directly address opponents' arguments and/or did not present counter-evidence.	
6. Definition (Clear, Logical appropriate motion, and debatable.)	Truistic	Tautological/ Circular	Squirelling	Time and Place Setting	

7. Sum up/ Closing (Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.)	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly
--	---	--	---	--

TOTAL
SCORE:

Table 2. Levels of Performance Test for Opposition Team

Criteria	4	3	2	1	Grade
1. Motion (Main arguments and responses are outlined in a clear and orderly way.)	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Theme Line (The main instrument of argumentation that is used to prove a team's stand on the motion)	Completely and clearly explanation	Many good arguments given, with only minor problem	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
3. Timekeeper Limited time based on the agreed time	On time	agreed time has passed	agreed time has not run out	agreed time remaining lots	
4. Argument (The fragment of thought to support the theme line that consists of Assertion, Reasoning, Evidence, Link back)	Superior: Arguments were eloquent, complex, elaborated, and supported with evidence and examples.	Proficient: Arguments were complex, elaborated, and supported with evidence and examples	Essential: Arguments were supported with evidence and examples.	Unsatisfactory: Arguments lacked evidence and support.	
5. Rebuttal (An attempt to disapprove, contradict or argue to overcome an opposing reasoning or evidence by introducing another reasoning and evidence)	directly addressed each of the opponents' arguments with counterevidence.	directly addressed most of opponents' arguments with counterevidence.	directly addressed some of opponents' arguments with counterevidence.	did not directly address opponents' arguments and/or did not present counter-evidence.	
6. Definition	Truistic	Tautological/ Circular	Squirelling	Time and Place Setting	

Clear, Logical appropriate motion, and debatable.

7. Sum up/ Closing	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly
Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.				

TOTAL
SCORE:

FINDINGS AND SUGGESTION

Research Findings

After analyzing the data, the problem statements mentioned in the previous chapter were successfully analyzed. Then, the findings of this research are constructed as below:

1. The speaking skill at grade twelveth in SMA Kampus Nommensen Pematangsiantar by using debate test performance is good enough, because the students both in affirmative and opposition team have good preparation.
2. In order to improve their speaking achievement by using classroom debate, students at grade twelveth in SMA Kampus Nommensen Pematangsiantar did well since they are familiar with the discussed topic.
3. The students both in affirmative and opposition team applied the rule of debate test performance well.
4. In improving english by using debate classroom, students have to know firstly as much vocabulary related to the topic being discussed.

Discussion

After analyzing the data, the writers used debate table marking as her instrument. The writers to analyzed the seven (7) items from the students' debate, they are: motion, themeline, timekeeper, argument, rebuttal, definition, and sum up or closing through the recorded.

Based on the findings above, it can be interpreted that the students at grade twelveth in SMK Negeri 3 Pematangsiantar by using debate test performance is not good yet, or still is very low standard. Their speaking skill is still imperfect

CONCLUSION

Based on the data analysis and findings, it can be concluded that:

1. The proporsions of debate subject in English do not have serious attention, because the students did not follow the rule in debating.

2. To achieve the good performance in debate classroom, the students have to master as much vocabulary related to the topic being discussed.
3. In conducting classroom debate, students should have good preparation whether as a affirmative or opposition team.
4. Teaching speaking through debate can be enjoyable experience for both teacher and students.

REFERENCES

- Amy. (2004). *Speak English like an American*, California: University Cambridge.
- Bellon, Joe. (2008). *A Research-based Justification for Debate across the Curriculum*, Atlanta, Georgia State University Gillet.
- Bouk, E., & Siahaan, D. (2021). *Pelatihan Kemampuan Berbicara dalam Bahasa Inggris Masyarakat Pesisir Pantai Wini Perbatasan Nkri-Rdtl. Dharma Pengabdian Perguruan Tinggi (DEPATI)*, 1(2), 58-63. <https://doi.org/10.33019/depati.v1i2.2633>
- H.G, Widdowson. (1983). *Learning Purpose and Language Use*, London: Oxford University Press.
- Harmer, Jeremy. (1998). *How to Teach English*, England: Cambridge University Press for extracts from Language in Use.
- Holzer, Harold. (1993). *The Lincoln – Douglas Debates*, New York: Fordham University Press
- J. Parnel, McCarter. (2004). *Public Speaking and Debate*, New York: University Cambridge
- Jim Scrivener, Macmillan. (1994). *Learning Teaching*, England: University Press.
- Lucas E, Stephen. (2009). *The art of Public Speaking*, New York: University of Wisconsin-Madison
- Neno, Y. B., & Siahaan, D. G. (2021). *Improving students' speaking ability through English club as an extracurricular at SMA Negeri 1 Kefamenanu. UNNES-TEFLIN National Seminar*, 4(1), 382-391.
- Quinn, Simon. (2009). *Debating in the World Schools Style: A Guide*, New York: International Debate Education Association
- Siahaan, D. G., & Siahaan, D. (2021). *The Speaking Ability of The English Club's Second Year Students of The State SMA 1 Kefamenanu. ICE-TPD*.
- Smith, Neill Harvey. (2011). *The Practical Guide to Debating*, New York: London & Amsterdam, International Debate Education Association
- Sonnreich, Tim. (2012). *Monash Association of Debaters Guide to Debating*, Australia: Advanced Schools' Guide to Debating is designed.
- Templeton, Melody. (2010). *Public Speaking and Presentations DeMYSTiFieD*, American: University Press.