

Improving Student's Speaking Ability Through Discussion and Debate Group at 11th Grade at SMA SWASTA HARVARD MEDAN

Yenita Uswar^{a,1}, Fahrul Perdana^{b,2}

^a English Language Education, JL. Utama No. 123, Medan 20215, Indonesia

^b English Language Education, JL. Suasa Tengah Mabar 20242, Indonesia
nietha.pasca@gmail.com¹, fahrulperdana89@gmail.com²

ABSTRACT

This study aimed to determine the speaking skills of eleventh graders at Harvard Private High School Medan. The formulation of the problem was: "To what extent can the use of the Discussion and Debate Method improve the speaking skills of eleventh graders at Harvard Private High School Medan? The purpose of this study was to determine the Effectiveness of the Used of Discussion and Debate Methods in Improving Students' Speaking Ability. The researcher applied the Class Action Research (CAR) method. The population in this study was the eleventh grade students of Harvard Private High School Medan, totaling 36 students. Researcher obtained qualitative data and quantitative data, the results showed an increased in students' speaking skills through the Discussion and Debate Method there were 80.19% who met the Minimum Completeness Criteria (KKM) > 70. These results were obtained from data in cycle I and cycle II. In the first pre-test cycle I there were 15 students who succeeded with a percentage of 19% and 21 students who did not succeed with a percentage of 36%, and in the first cycle there were 18 students who succeeded with a percentage of 14% and 18 students who did not succeed with a percentage of 14% later in the cycle II there were 25 students who succeeded with a percentage of 53% and 11 students who did not succeed with a percentage of 11% in posttest II. After the treatment, their speaking aspect improved significantly. It can be said that the Discussion and Debate Method is effective in improving students' speaking skills

Keywords: *discussion, debate, speaking, pencapaian, improvement*

1. INTRODUCTION

Speaking or the ability to speak in English is the one of the basic competencies that must be mastered, especially in the current era. The ability to speak in English is a productive skill related to your mastery of a topic through listening.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if it is not in accordance with our opinion, as well as the ability asked questions and answered the question. At this time, there are still many school students who do not have good speaking skills so discussion and debate method was requires the right technique or way of learning speaking.

In help to improve their speaking skills, One of the ways that not boring is learning with discussion and debate methods, where students had expertise in expressing thoughts, sharpened speaking skills and arguing with others, and this

method improved students' skills in learning English and speaking English properly and correctly. In this problem, many researchers had conducted research on developing speaking skills using various methods, both with and without media.

According to Tarigan (1990: 3-4) defines that speaking or speaking was a language skill that is developed in children's lives. According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. This speaking skill can be obtained through the ability to listen. When the child is listening, eating at the same time will learn speaking skills. Speaking or the ability to speak in English has an important role in communicating. Researcher did to examine students' speaking skills by prioritizing aspects of speaking skills as the main benchmark through a discussion and debate system using a subtitle which discussed with their respective groups which will be used

as a reference as a means of discussion and understanding of the material to improve the ability of thinking patterns and speaking skills both individually and in groups.

Furthermore, teaching English used discussion and debate methods. Discussion is a negotiation or exchange of ideas to gain an understanding of the causes of a problem and its solution. While Debate is an argumentation activity that aims to convey opinions that contradict the opinions of others. This method can improve students' speaking skills, namely: first, discussion and debate can be thought-provoking activities because students have to look for materials and additional knowledge about the subject being discussed. Students got new knowledge from the opponent of their discussion or debate. Second, discussion or debate made students better of understood problems in the environment, family, community, organization, and other environments. And third, it could train the students to communicate accurately at the right time. and able to organize thoughts properly.

In this paper, the researcher discussed how to test speaking skills in English which was part of the teaching and learning process. This stage was part of the learning evaluation. Out Put learning to speak could be seen from the test results. The speaking ability test is different from other ability tests. This exam is in the form of an oral exam. Because the form was oral, the way to test and evaluate was different from other skills.

Speaking is very important for student's because speaking is the tool of communication. Speaking English allow you to actually broaden your world, from job opportunities to the ability to relate to people from every country. Knowing the language makes it much more interesting every trip. Anywhere you want to go in the world you could find someone who speaks English. By developing speaking skill we can talk to everyone with good speaking, so this metode was the one of many metode to improve students' ability through the speaking.

2. LITERATURE REVIEW

A. *Speaking*

According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan

(1990: 8) "Speaking is a way to communicate that affects our daily lives". In general speaking is also refers to as an act of reporting through spoken words with the ability to speak.)

According to Arsjad and Mukti (2001) explain that speaking ability is the ability to pronounce sentences to express, express thoughts, ideas and feeling.

In general The ability to speak is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas and feelings. The ability to speak is influenced by factors that affect the ability to speak consisting of internal and external factors. Internal factors include motivation, self-confidence, and interests, while external factors involve the environment and use the mother tongue. Speaking had a purpose, the main purpose of speaking was to communicate.

In order to communicate effectively, the speaker had to understand the meaning of everything that was be communicated. So that communication is good, without any misunderstanding between the speaker and listener. speaking ability is able to make communication work effectively. This skill made listeners believe in what they heard. This skill also helped ensure that the listener do not misunderstand what it's meant.

B. Effective English Speaking Teaching Method

Based on some examples, there are several effective speaking teaching methods including:

1. Discussion

Discussion can be applied when the students finished working on the questions. Invited them to discuss the English problems they have been working on so that they get used to finding solutions and conclusions.

2. Role Play

Another way to improve speaking skills is to play Role Play. With this game the students pretended to be a society that faces a social context. The teacher provided information to students about the role played and students would be faced with a problem. So students made a conversation in the case that will be experienced.

3. Story Telling

This activity got students to tell a story they have heard before. You can also create your own story to tell your classmates later. Story Telling required a high level of creativity.

4. Story Completion

All students are required to form a circle, the teacher told a fairy tale with truncated sentences. The task of the students was to complete the sentence with their ideas, added a character, role, and description.

According to Hendri Guntur Tarigan (Rhetorika 1990: 120)

The definition of debate is an argument between individuals or between groups of people, with the aim of achieving the victory of one party. In simple terms, debate is a debate to defend each other's opinion to win or the opponent could not break. Here are the goals of the debate broadly: Build a case that is accompanied by arguments in support. The tips for successfully designed a case in a debate, namely referring to basic questions which include 4W + 1H.

- a. To Understand the cases that were happening in the community
- b. To practice finding arguments based on strong and accurate data
- c. To influence the attitudes and opinions of others so that they are agree
- d. To deal and agree with the proposed arguments.
- e. As a way to be display, enhance, and develop verbal communication

C. The Characteristic of Discussion and Debate

According to Moh. Uzer Usman (2005:94) state that the characteristics of discussion is an orderly process that involve a group of people in an informal face to face interaction with various experiences or information, conclusions or solutions to problems. In general discussion has certain characteristics that distinguished it from other communication activities. The following are some of the characteristics discussion activities:

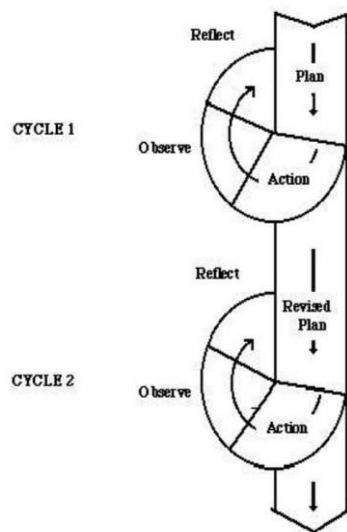
1. The discussion take place between two or more people.
2. The discussion take place by meant of face-to-face interaction in listening and conveying the opinions of discussion members.
3. The discussions are conducted to discuss a particular topic or theme.
4. The goal to be achieved in the discussion is to get mutual agreement on the topics discuss.
5. The discussion took place in a free, orderly, and systematic atmosphere with mutually agree rules.

D.Characteristics of Debate

In debate, many special terms are only use in debate activities. Specific terms contained in the debate such as the topic of debate or motion, there is also the term affirmative team which means groups of pro and con teams. In addition, when debating, the two debate teams often said interruptions. Interrupting is the same as expressing an opinion. Based on the book of Learning Debate (2020) by Muhammad Zein Iqbal and Herly Dayanti, debate is a communication process carried out orally expressed in language to defend ideas or opinions. In general the form of the debate was that there are two debate teams that were ready to argue plus a moderator and/or jury at the same time. The following are the characteristics of a debate. The debate have two points of view, namely the point of view of the affirmative party and the point of view of the negative party. It can be said that the party is affirmative when the person agrees on the topic being debated. While the negative parties are those who do not agree with the topic of the debate itself. There are arguments and arguments to defend the arguments and got the win. There was a question and answer session that drop or brake the opponent's argument. Every debate prioritize the pros and cons, each other defend their respective opinions or arguments. How to debate can be done based on the decision of a moderator. Every time there was a debate, a mediator is needed or so-called moderator. The moderator has a role to lead the debate. Obey the debate procedures and rules, which procedures aim to protect and defend the arguments of both parties. From the characteristics of the debate that has been presented above, it can be concluded that the characteristics of a debate are that it consisted of two debaters, there was a moderator and a special nominee in a group debate.

3. METHOD

This type of research was Classroom Action Research (CAR). CAR was a form of reflective research by taking certain actions in order to improve and improve learning practices carried out in the classroom more professionally (Suharsimi, 2008).



In this stage the researcher carried out the action of implementing or planning class actions by forming a group work learning system in which in this system the researcher divided students into a multiplate groups consisting of groups of pros and cons. Both groups discussed and debated about the topic that will be given by the researcher.

This study aimed to improve the students' speaking ability in English through discussion and debate methods as a reference for improving English language skills.

4. RESULT AND DISCUSSION

A. Data and Analysis

The improvement of speaking skills in learning English using Discussion Debate method in SMA Swasta Harvard Medan students obtained a comparison of the students' speaking ability in cycle I and cycle II as follows:

Table 1 The Percentage of Completeness Results on Pre Test, Cycle I, and Cycle II

No	Research	Category	Frequency	%
1	Pre Test	Success	15	19
		Unsuccessful	21	36
2	Cycle I	Success	18	14
		Unsuccessful	18	14
3	Cycle II	Success	25	53
		Unsuccessful	11	11

Based on the data in the table 1, it was seen that the percentage of students' grades in the pre-test, cycle I, and cycle II had increased. In

the pre-test condition, the percentage of students' completeness scores was 19%, meaning that students did not understand the material presented by the researcher. In the first cycle the percentage of students' completeness scores increased to 14%, while in the second cycle it increased significantly to 53%. When compared between students' speaking ability during the pre-test condition and after the application of the discussion and debate method, there was an increase of 53%. This research is declared successful and it can be said that the use of the Discussion and Debate method can improve students' speaking skills.

This part covered the discussion of the teaching speaking through an Discussion and Debate method. The discussion was based on how Discussion and Debate method could retain students' speaking.

The finding of the research proved that Discussion and Debate method could retain students' speaking. It could be seen from the improvement of the students score. The students' average score of pretest was 19% After the cycle I was 14% Then, the researcher continued to the second cycle with the average of posttest were 53% or 80 passed The Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) 70 as the criterion of success determined. Besides, improving the students' score, the implementation of Discussion and Debate method got positive responses from students in their teaching-learning process of speaking.

B. The Interpretation of the Data

In the classroom action research, researcher should not rely on any single data but we have to look the various data sources to sustain the result of research. Data sources used in this study was triangulation. It was used to know and to check whether the result of each instrument was in line with the result of other instrument. So it could produce the validity of the data and it could be clearly seen the accordance of the research findings.

1. Data of Observation

The data gained from first observation before classroom action research (CAR) and during the CAR. Based on the result of the students' participation during the teaching and learning process of English speaking class through observation note, in observation before

CAR it was the technique given by a teacher in teaching speaking was not interested for students, the teacher just giving a list of task and asked them to memorize individually then students could not memorize the vocabulary easily. This problem affect to another problem of students' proficiency in the skills of English such as their listening, speaking, reading and writing ability, if the students had a little vocabulary they could not speak fluently, or do not understand while listening English and many others because the limitation of their vocabulary. Vocabulary is not one of the skills in learning a language but it is the essential part of language.

However, after the students learning speaking class through Discussion and Debate method they feel enjoy and motivated to memorize and learning English. It seen from their enthusiastic and interested in the lesson whiles the teaching learning process and the increase of their understanding and memorizing from their score.

The data were obtained from the first observation before the classroom action research (CAR) and during the CAR. Based on the results of student participation during the teaching and learning process of English speaking class through observation notes, on observations before CAR the technique given by the teacher in teaching speaking was not interesting for students, the teacher only gave a list of tasks and asked them to memorize individually so students could not memorize vocabulary easily. This problem has an impact on other problems of students' ability in English skills such as their listening, speaking, reading and writing skills, if students have little vocabulary they cannot speak fluently, or do not understand while listening to English and many others. because of their limited vocabulary. Vocabulary is not one of the skills in language learning but is an important part of language.

However, after students learn speaking class through Discussion and Debate method they feel happy and motivated to memorize and learn English. This can be seen from their enthusiasm and interest in lessons during the teaching and learning process and their increased understanding and memorization of their grades.

2. Data of Test

Based on the result of students' speaking

score, it was found out that the students' speaking score was improving. It indicated that the use of Discussion and Debate method could increase and motivate them to retain and enrich their vocabulary and speaking skill. Most of the students gained good scores at the end of each cycle. The students' average score in preliminary study was 19% in the pretest cycle, and the average score in the first cycle was 14% and second cycle was 53%.

5. CONCLUSION

From the results of 2 (two) cycles of action on students of SMA Swasta Harvard Medan, it is concluded that the use of the Discussion and Deabate method can improve the English speaking skills of students of SMA Swasta Harvard Medan on the specified material.

Student learning outcomes in each cycle of learning have increased. This can be seen from the percentage value of students that increases each cycle. The percentage of completeness of student learning outcomes in the cognitive realm of the first cycle was 53% and in the second cycle increased to 100%, this study was declared successful and it can be said that the use of the Discussion and Deabte method can improve students' English speaking skills on the material that has been determined.

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