Enhancing+Non-English+University+Students'+Speaking+Ability+through+Debate+Technique

by Siti Mashula

Enhancing Non-English University Students' Speaking Ability through Debate Technique

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ABSTRACT

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In the English language, speaking is the ultimate goal. Its foundation is communication, which develops into a learning function. This study uses the debate strategy to enhance students' communication abilities. The purpose of this study is to determine whether using debate strategies in speaking classes can help students become proficient speakers and to examine the classroom dynamics involved in doing so. This study employed collaborative classroom action research, which was written for two cycles before being put into practice and reviewed to classify all the information, including the action's success or failure. There were two cycles associated with the use of debate techniques in teaching speaking at the Management Study Program at Pancamarga University: cycle one and cycle two. Thirty students from A class are the participants in this investigation. The use of debate technique has been endorsed in the teaching of speaking process. It is intended to be used in order to enhance speaking abilities. They participate actively in debate and have plenty of opportunities to practice speaking. They were more engaged in class discussions and were able to adapt while also attempting to protect their team.

1. Introduction

Using English is one of the most effective language-learning activities in daily life, which is speaking. There is more excellent direct observation of this performance (Brown, 2000). Rather than being a participatory process for creating and receiving information, it is becoming the primary skill required to conduct a conversation. Proficiency in oral communication is a top concern for students in academic institutions. The communicative model of speaking instruction aims to teach students how to talk effectively in English by utilizing vocabulary, grammar, and fluency, understanding, and communication skills. Speaking is the most essential part of the English language since it forms the foundation for communication, which is a function of education. In the context of learning English, speaking ability is crucial. The mastery of speaking skills in English is a priority for many second language or foreign language learners, according to Richard (2008) in Parmawati (2018). The debate technique is one of the various methods for honing speaking abilities. The researcher aimed to examine if debate can enhance students' speaking abilities and examine the classroom environment when the debate technique is used in speaking classes.

The English-speaking students of Panca Marga University need help with vocal English communication. It is observable in many contexts, such as conversations and everyday encounters. To communicate their views, the pupils mixed English and Indonesian and used incorrect grammar. There is also a problem with terminology and coherence that is tied to context. Speaking is far more complicated than learning grammar and vocabulary, claims Thornbury (2008). It includes articulation, fluency, conceptualization and formulation, speech output, and talk management.

Because both Indonesian and English have small vocabulary sets, they are sometimes mingled together. According to specific research, students' insufficient vocabulary serves as the primary obstacle to their ability to communicate ideas clearly when speaking (Khan et al., 2018; Panjaitan et al., 2022; Rullu & Daburan, 2020). In the meantime, speaking is an essential skill for students to master at Panca Marga University. As a result, students who need help with performance or competency should receive special attention throughout the lectures.

Speaking with people is one technique to communicate. Direct or indirect communication of this message can be achieved through ideas, complaints, criticisms, and opinions. The message will be well received if the recipient comprehends how it was delivered. For the messenger to do that, speech must be a must. These skills include command of vocabulary, grammar, pronunciation, and fluency. One of the most crucial learning techniques for enhancing English language proficiency is the debate approach. A debate is an argumentation process in which two or more persons, both alone or in groups, discuss and work out disagreements and issues. English is the language utilized for arguments while discussing the debate in context. A disagreement on a particular topic between a party's supporters and detractors through formal, staged discourse can also be understood as a debate (Ministry of National Education, 2001). Students put their critical thinking skills to the test during debate, particularly when it comes to speaking up and defending their own beliefs.

The speaker must comprehend word forms (nouns, adjectives, and verbs), jargon, and diction in the first section, vocabulary mastery. Furthermore, Afzal (2019) asserts that there are two sorts of vocabulary: active and passive. Students learn words through active vocabulary, which they may then use to express themselves both in writing and speaking. On the other hand, words that pupils can learn and are provided with but are unable to come up with on their own in written or spoken form are referred to as passive vocabulary.

The pronunciation is covered in the second section. When speaking, one indeed adopts the proper pronunciation as defined by a native speaker, and the intonation, stress, and rhythm are appropriate for the situation. Because of the influence of their mother tongue, English learners do not necessarily need to pronounce words like native speakers. Puspandari and Basthomi (2022), 'Mother language (L1) has a clear influence on acquiring L2 pronunciation'. The most crucial thing is to pronounce words correctly using the standard, also referred to as RP (reception pronunciation), which can be American or British. Prior research has indicated that foreign language learners encounter difficulty with complicated pronunciation, leading to a high rate of mispronunciation errors (Fabra, 2022; Lestari et al., 2020).

Grammar makes up the third section. The parts that constitute phrases, clauses, and sentences, as well as primary and subordinate clauses, are governed by these linguistic norms. A speaker must comprehend the many tenses of verbal, nominal, active, and passive sentences, as well as when and how to employ them. Like many EFL teachers, the researchers have encountered uncomfortable situations where teacher-led exchanges are commonly met with silence, according to Wilang and Vo (2018). It refers to a scenario in which a large number of students—especially those for whom English is a second language—remain silent during class discussions due to a lack of grammar.

Fluency is the fourth component. Ability to communicate ideas clearly and concisely, notwithstanding the occasional grammatical blunder; it is crucial to be able to communicate ideas concisely, clearly, and without using a lot of fillers or repetition. However, Tavakoli and Hunters' (2018) research discovered that teachers frequently define fluency widely and conflate it with speaking ability. Furthermore, rather than focusing on fluency, the bulk of the activities that teachers indicated were helpful for increasing speaking practice.

Regarding all those ideas, the goal of teaching kids to talk is to improve their speaking abilities across the board and lead to modifications in their cognitive, emotional, and psychomotor domains. In this instance, Nur et al. (2021) clarify that instructional approaches are to be viewed as theories that must be assessed in order to determine which tactics work best in a particular second or foreign-language classroom. As a result, we must determine the best approach for the pupils given the circumstances.

In actuality, during the learning process, students are only able to create certain linguistic elements, such as vocabulary, grammar, and pronunciation. They ought to know how, when, and why language is produced. The majority of them frequently use their perceived improvement in spoken language ability to gauge both their level of language learning achievement and the efficacy of their English course. According to Richard (2008), oral skills have yet to be disapproved of despite the fact that teaching oral skills has long been the subject of methodological discussions.

Efficient and proficient communication is the aim of speaking skill instruction. The goal of speaking skills should be for learners to be able to communicate as effectively as possible while utilizing their existing level of expertise. They must make an effort to avoid mispronunciation, grammatical errors, and confusion in their message by adhering to the social and cultural norms that are relevant to each communication scenario. The aim of acquiring speaking abilities is for the students to use their language until they can speak it fluently.

Interactive teaching strategies that require students to actively participate in their education are part of the debate method. Student participation in the learning process can be increased through the use of the debate method. The most reliable method of assessing speaking ability is to have people practice speaking. Thus, it is necessary to make an effort to get pupils to participate in oral activities in order to assess speaking skills. The teacher can assess a student's speaking abilities by having them speak. This includes their capacity to convey ideas clearly and concisely through the use of appropriate language, grammar, and pronunciation. Thus, one technique for evaluating pupils' proficiency in speaking English is the debate method.

2.   Method

This study uses the Classroom Action Research (CAR) program as its research design, with the goal of using the debate approach to improve the knowledge, style, technique, and method of lectures in the classroom. The study was conducted with second-semester students from Panca Marga University's Probolinggo management study program. The improvement of speaking abilities is the goal of this study. The goal of this study is to describe how debate techniques can be used to improve speaking instruction in lectures. A collaborative research design is used in this CAR. The study was carried out directly by the researcher, with the help of her cooperative classroom lectures. The researcher used the debate strategy during the teaching and learning procedures to address the issues with teaching and speaking that were discovered in the classroom. The researcher took on the role of the practitioner, giving the pupils practice speaking English using the PL approach.

Researchers examined the curriculum during the preparation phase to ascertain the topic substance, competences, and prerequisites. Next, draft a lesson plan, get the debating technique ready, build research instruments in the form of test and observation sheets, and choose an observer. Students, classmates, researchers, and documents are some of the data sources used in this classroom study. Tests, questionnaires, and observation are the methods used to collect data. Both quantitative and qualitative data were analyzed using a descriptive analysis technique in this study. While qualitative data is gathered through observations, quantitative data is derived from student learning results.

2.1. Planning

Planning is the first step in conducting action research in the classroom. In this section, the researcher will identify a problematic subject and modify the act-instructional technique to address the subject's development. Analysis of the situation and problems is part of it, as is setting up the equipment for data collection. The researcher then creates a lesson plan based on the chosen materials and media for the teaching process and establishes success criteria. Additionally, the researcher creates textual materials for the teaching and learning of speaking through the use of the debate technique.

2.2. Action

The action takes place in the second phase. Action is the carrying out of the planned operations according to the prepared plans. Before introducing the materials, the researcher wrote a descriptive paragraph in the classroom. In the meantime, the English teacher observed and recorded every action that took place during the teaching and learning process. It is forbidden for the students to look up a dictionary. The investigator requested that the pupils jot down any words that occurred to them.

2.3. Observation

Observation is the third stage. The lecturer's job is to bring the teaching and learning process to life. Because the lecture method is tedious for teaching speaking, students rarely learn different techniques to improve their speaking performance, which results in poor participation in speaking classes. There has been improvement since the deployment. Because there are many engaging exercises, the lesson becomes more dynamic. They controlled the exercises and paid close attention to the lessons while conducting them. They use a student-centered approach to education.

2.4. Reflection

Following the statistics gathered, the researcher and the lecturer talked about reflection, assessment, and an explanation of the findings of the observation, as well as whether or not the teaching and learning process of writing descriptive essays using visual media is beneficial to include in the process of teaching and learning. In order to strengthen the weak points and enhance the classroom environment, the researcher chose to conduct another cycle of action research in the classroom if the initial plan proved successful.

Table 1. Schedule in Conducting Action Research

Meeting	Topic	Activities
1	Pretest	Give a pretest speech.
2	Treatment 1 (cycle 1)	View the slideshow during the teaching-learning process
3	Treatment 1 (cycle 2)	Post-speaking activity
4	Post-test	Give students test-speaking
5	Treatment 1	It is the same as cycle one but with a video
6	Treatment 2 (cycle 2)	Post-speaking activity and sharing using technique
7	Post-test	Give students post-test speaking

3. Result/s and Discussion

The debate approach is a valuable tool for enhancing pupils' speaking abilities. It may be noticed from the outcome of the student pretest and post-test, which were done in every cycle. Pretest results averaged 56,93; cycle one scores averaged 64,32; and cycle two scores averaged 78,05. Every piece of data demonstrated substantial progress in speaking skill attainment from cycle to cycle. The kids' speaking abilities have significantly improved. The table below displays all of the data from the most recent cycle.

Table 2. Post-test average score of cycle II from the first corrector

No	Explanations	Scores
1	The highest score	87
2	The lowest score	70
	The average score	75

Table 3. Post-test average scores of speaking elements of Cycle II from the first corrector

No	Elements	Average Scores
1	Pronunciation	73.00
2	Grammar	77.00
3	Vocabulary	79.00
4	Fluency	83.00
5	Comprehension	78.00
	Average score	78.00

Table 4. Post-test average scores of cycle II from the Second corrector

No	Explanations	Scores
1	The highest score	88
2	The lowest score	72
	The average score	79

Table 5. Post-test average scores of speaking elements of cycle II from the second corrector

No	Elements	Average Scores
1	Pronunciation	79.00
2	Grammar	82.00
3	Vocabulary	78.00
4	Fluency	79.00
5	Comprehension	78.00
	Average score	79.20

Table 6. Post-test average scores of cycle II from the two correctors

No	Explanations	Scores
1	The highest score	87
2	The lowest score	79
	The average score	71

The stages in the debate method will facilitate students' cognitive abilities and creativity. Students will get used to a competitive climate. It is necessary so that they are able to express ideas and concepts spontaneously. Nevertheless, not only that, their creative powers will continue to be trained. In debates, they are trained to continue looking for creative ideas to convince their opponents while honing their cognitive abilities so that the arguments they produce remain weighty and they still have a strong influence on their opponents. Based on the emphasis on the advantages or strengths of the debate method that has been presented, of course, it has strengthened the understanding of constructivism, which influences learning in five basic ways—starting with the basic principle that teaching must be based on relevant problems. Teachers must look for debate topics that are relevant and able to attract students' interest in learning. The second principle is that this approach is expected to focus on a holistic approach by looking at the relationship and relevance of factual information (Nur Aisyah et al., 2021).

Furthermore, teachers are expected to not only deliver material but also be able to make students interact with it through extensive dialogue. Fourth, teachers are expected to be able to recognize students' opinions and hypotheses first so that they feel valued and give meaning to their learning. The final principle is to carry out process assessments rather than separate assessments. Teachers ought to continue observing and evaluating student performance without making judgments that come off as judgmental (Suryatiningsih et al., 2021)

Based on the findings presented in the previous sections, several suggestions can be made, including that English lecturers are advised to use the debate method as an alternative method to

conventional teaching methods for improving their speaking skills in English. Lecturers can use this debate method as a routine method when teaching English, significantly improving students' speaking skills. However, it needs to be understood that before applying the debate method, lecturers should first identify students' career expectations. For students who have high career expectations, this method is suitable for practicing their English-speaking skills. It is also hoped that this debate method can be implemented in preparation for debate contests, which are now becoming a trend in improving the image of universities in debate competitions.

4. Conclusion

The following conclusions can be drawn from the data analysis on the use of debate techniques to enhance speaking skills among students in Panca Marga University's Management study program: The use of debate technique has been endorsed in the teaching of speaking process. It is intended to be used in order to enhance speaking abilities. They participate actively in debate and have plenty of opportunities to practice speaking. They were more engaged in class discussions and were able to adapt while also attempting to protect their team.

Students and lecturers can both enjoy themselves more when debate is used. After learning debating tactics, they can improve their speaking ability. The students' ability to speak has improved, along with their passion and worry for speaking in a complete discussion. In short, it shows that this strategy can increase their speaking talent efficiently and effectively. The use of the debate method in learning English can improve students' ability to speak, especially in language accuracy, understanding the topic of conversation (comprehensibility), method of delivery arguments, ideas/opinions, and fluency.

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GENERAL COMMENTS

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