

**THE APPLICATION OF DEBATE TEACHING TECHNIQUES TO IMPROVE
STUDENT SPEAKING ABILITY AT CLASS XI
ATPH OF SMK-PP NEGERI KUTACANE
IN ACADEMIC YEAR 2022/2023**

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ABSTRAK

This study deal with the application of debate teaching techniques to improve student speaking ability at class XI ATPH of smk-pp negeri kutacane in academic year 2022/2023. Its objective is to find out whether the application debate teaching techniques can improve student speaking ability. Population used in this study of class xi ATPH and xi BUN were 64 student and sample used in this study of class XI ATPH were 33 student. The methode used in this study is an exspermental method with a make pre-test and post-test design. This study carried on using quantitative method. The data was analysed by using t-test. The reseacher found the pre-test mean = 55,45, standart deviation = 7,21 and experienced an increase in the post-test mean = 73,33, standart deviation = 5,59. From this analysis, writer found that debate teaching techniques can improve student speaking ability. It can be proved by the result of the analysis showed that " t_o ," observed about 33,74 was higher then " t_{table} " about 2,037 with level alpha 5%. Its implies that english teacher can application debate teaching techniques to improve student speaking ability. So that the teaching and learning process can be successfull.

Keyword : *speaking ability, debate thecniques*

Background Of The Research

English is an international language that is used as a means of communication. Indonesia also uses English and makes it a target language. So that familiarity with all foreign countries is well established, the Indonesian government has included English in the teacher's curriculum and made it one of the compulsory subjects starting from junior high school. The government hopes that there will be great opportunities for Indonesian learners to improve their communication skills. In language learning speaking skills are defined as skills that enable students to communicate effectively. So that students' speaking skills need to be considered. As social beings who take education, students are also required to have good and correct language, because students can express themselves through language. With language it becomes easier for students to convey information orally and listeners can understand it. In learning English, of

course, there are four aspects such as reading, writing, speaking, and listening. Therefore, it is important for students to master these four skills and we also know that we cannot learn these four skills in secret.

Speaking is the first way to socially interact with other people in the social community and speaking is one of the four language skills that have an important role in mastering English. Therefore learners must master the elements of speaking, such as vocabulary, pronunciation, grammar, and fluency. Mary (2019) stated that speaking is one of the most important skills to be developed and improved as an effective means of communication.

From the results of interviews conducted with English teachers at SMK-PP Negeri Kutacane, several problems were found in the speaking ability of eleventh grade students. Including: lack of student confidence, there are still many students who don't dare when the teacher asks them to speak in front of the class, and when the teacher gives questions some only some students answer and even there are students who just keep quiet when the teacher asks about subject matter that has not been mastered. Another problem is that many students are not interested in learning English. So they are not serious when the teaching and learning process takes place. Therefore, students become inactive and have difficulty speaking English. This is due to monotonous teaching techniques and the lack of opportunities for students to speak English in class.

This problem can be solved by providing space for students to practice English either in class or on their own. To improve speaking skills students must use techniques that are appropriate to the characteristics of the learner so that students feel happy and not bored while participating in the teaching process. This teaching technique can encourage students to learner's brain to think more critically.

Based on observations made by researchers at SMK-PP Negeri Kutacane, it shows that the lack of students' ability to speak English, in fact, most students are declared unable to speak English. Based on this, the researcher is interested in applying debate teaching techniques to improve students' ability to speak English.

This research is related to Hermawan(2018) in his research entitled: the use of debate technique in increasing students' speaking abilities . The purpose of this research is to determine the improvement of students' speaking skills by using debate techniques that focus on vocabulary and pronunciation of research terms. used debate techniques with British parliamentary debate, pre-test, treatment and post-test and collected data by providing a pre-test and post-test design. The subject of this study was students of class XI IPA2 SMA Negeri 1

Palangga consisting of 40 students. The results of this study indicate that students' debating speaking skills can be improved by using debate techniques. This can be seen from the pre-test average score of 61 which is classified as sufficient category, the post-test is 74.73. The increase in pre-test to post-test was 22.51%.

Based on observations made at SMK-PP Negeri Kutacane, researchers are interested in conducting research on "the application of debate teaching techniques to the speaking ability of class XI TPH students at SMK-PP Negeri Kutacane. The differences between previous research and the research that will be carried out lie in the research location, research subjects, and data collection techniques.

Definition of Debate Techniques

According to Ali Alasmari (2013: 1) debate is an excellent activity for language learning because it involves students in various cognitive and linguistic ways. As well as providing meaningful listening, speaking and writing practice, debating is also very effective for developing argumentation skills for persuasive speaking and writing.

Debate Goals

According to Ismail SM., M.Ag that the purpose of the active debate method is to train students to be able to find strong arguments in solving controversial issues as well as a democratic attitude and mutual respect for differences of opinion.

Debate Technique Steps

In conducting research the authors simplify the steps of the debate technique as follows:

- a. Prepare some factual problems that occur in everyday life.
- b. Students are divided into several groups, each group consisting of 3 people. Some groups are made into contra groups and some are made into pro groups.
- c. Each group is given a case to be debated with the opposing group.
- d. Each group discusses their arguments before the debate begins.
- e. The pro group was asked to issue an opening argument when the debate started.
- f. After listening to the opponent's arguments, the cons group commented on the arguments presented by the pro group.
- g. Be sure to alternate the two sides of the debate as it goes on.
- h. Stop the debate when the debate time is over, and without mentioning the winner.
- i. The debate activity is repeated until each group debates.
- j. While waiting for their turn to debate, other groups are asked to record what the group is debating.

k. Definition of Speaking Ability

1. Speaking is a communication process due to the delivery of messages from the speaker to the listener. In general speaking can be defined as a means of conveying ideas or opinions to others by expressing them verbally so that what is meant is easily understood by listeners. The definition of speaking in particular has been put forward by many experts, according to Burhan Nurgiyantoro (2015: 279) speaking is a second language activity carried out by humans in language life. Tarigan (2014: 14) states that speaking is defined as the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings.

Purpose of Speaking

In addition, some of the purposes of speaking are as follows:

1. Able to organize more logical ideas.
2. Expressing opinions by speaking words that are in accordance with the rules of language.
3. Pronunciation of words will become clearer and smoother.
4. Can choose the language to be delivered.

Based on the description above, it can be concluded that in addition to communicating, speaking also aims to influence other people with the intention that what is being discussed can be accepted by the listener or the other person. In learning the purpose of speaking is to add insight and courage to students in arguing.

Speaking Learning Method

The method serves to achieve goals in learning. Likewise with learning to speak. The teacher must be able to make various speaking experiences so that students can practice speaking. Here are some criteria for teaching speaking, namely:

1. Relevant to learning objectives
2. Facilitate students in understanding learning material
3. Realizing a learning implementation plan
4. Stimulate students to learn
5. Increase student creativity
6. Easy to implement
7. Create a pleasant atmosphere

Research Design

In this study, researchers used experimental research types. Sugiyono (2017: 6) states that experimentation is a type of research that is used to see the effect of an experiment. This research uses quantitative research methods. Arikunto (2013: 12) states that quantitative research is research that uses numbers, starting from data collection, interpretation of data, and the appearance of data results.

Table Of Research Design

Pre-test	Treatment	Post-test
Test before application debate teaching technique	Treatment of debate teaching techniques	Test after application debate teaching technique

Finding

Data Collections

The research is used quantitative research with category as a type of pre-experimental study with a model approach to pre-test post-test design is: one group experiments. The data taking by giving pre test and post test in table 4.1. as following:

Table 4.1. the score of pre-test (X_1) and post-test (X_2) at class XI ATPHS SMK-PP NEGERI KUTACANE

No	Name	Class	Pre-Test (X1)	Post-Test (X2)	X1	X1 ²	X2	X2 ²
1	Vv	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
2	US	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
3	APS	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
4	A A	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
5	AH	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
6	AM	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
7	ASW	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
8	AZS	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
9	CE	XI ATPH	40	80	12,73	162,05	24,55	602,70
10	EE	XI ATPH	40	60	12,73	162,05	4,55	20,70
11	HR	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
12	IZ	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
13	IK	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
14	IF	XI ATPH	20	50	-7,27	52,85	-5,45	29,70

15	J.N	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
16	MA	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
17	PA	XI ATPH	80	90	52,73	382.342	34,55	1.193,70
18	RRP	XI ATPH	40	70	12,73	162,05	14,55	211,70
19	RW	XI ATPH	40	80	12,73	162,05	24,55	602,70
20	RL	XI ATPH	80	90	52,73	382.342	34,55	1.193,70
21	RR	XI ATPH	40	80	12,73	162,05	24,55	602,70
22	SS	XI ATPH	40	80	12,73	162,05	24,55	602,70
23	Sh	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
24	SZ	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
25	SR	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
26	SU	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
27	SA	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
28	SW	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
29	SE	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
30	BC	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
31	SN	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
32	SB	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
33	RA	XI ATPH	20	50	-7,27	52,85	-5,45	29,70
TOTAL SCORES			900	1830	7,36	766924, 7	55,6	5743,4

The data in table 4.1. showed that the highest score of the pre-test given at class X= 80 and the lowest score =20 where as the highest score on post test = 90 and the lowest = 50. With a value of $x_1 = 9,99$, $x_1^2 = 7857,54$. The value of $x_2 = -0,01$, and the value of $x_2^2 = 1214,5$
 Score :

85 – 100 : very good 70 – 84 : good
 60 – 69 : fair ≤ 59 : four

Calculating The Mean Of Pre-Test And Post-Test

1. Pre-test

$$M_1 = \frac{f \cdot x_1}{N}$$

$$M_1 = \frac{900}{33}$$

$$= 27,27$$

Based on the calculation above, it showed that the students' mean score of the pre-test and it was still poor. It means that the students' speaking ability of students at class XI ATPH SMK-PP NEGERI KUTACANE is still very low.

2. Post-test

$$M_2 = \frac{fx^2}{N}$$

$$M_2 = \frac{180}{33}$$

$$= 55,45$$

And in the results of this post-test it can be seen an increase in speaking ability in class XI ATPH SMK-PP Negeri Kutacane.

Calculating The Standard Deviation Of Pre-Test and Post-Test

1. Standard deviation of pre-test

$$SD x_1 = \sqrt{\frac{\sum x^2}{N}}$$

$$SD x_1 = \sqrt{\frac{766924,7}{33}}$$

$$SD x_1 = \sqrt{23.240,1}$$

$$SD x_1 = 152,45$$

2. Standard Deviation Of Post-Test

$$SD x_2 = \sqrt{\frac{\sum x^2}{N}}$$

$$SD x_2 = \sqrt{\frac{5743,4}{33}}$$

$$SD x_2 = \sqrt{174,04}$$

$$SD x_2 = 13,2$$

Based on the assessment above, we can see that the standard deviation value of the pre-test = 152,45. And the standard deviation value of the post-test = 13,2

Calculating The Mean Standard error Of Pre-Test and Post-Test

1. Mean Standard Error Of Pre-Test

$$SE_m = \frac{SD x^2}{\sqrt{N-1}}$$

$$SE_m = \frac{152,45}{\sqrt{33-1}}$$

$$SE_m = \frac{152,45}{\sqrt{32}}$$

$$SE_m = \frac{152,45}{5,65}$$

$$SEm = 27$$

2. Mean Standard Error of Post-Test

$$SE_m = \frac{SD \cdot x^2}{\sqrt{N-1}}$$

$$SE_m = \frac{13,2}{\sqrt{33-1}}$$

$$SE_m = \frac{13,2}{\sqrt{32}}$$

$$SE_m = \frac{13,2}{5,65}$$

$$SEm = 2,34$$

Based on the assessment above, we can see that the mean standard error value of the pre-test = 27. And the standard error value of the post-test = 2,34.

Calculating The Mode of Pre-Test And Post-Test

Table of Mode Values From Pre-Test And Post-Test

No	Pre test (x1)	Frequency (f)	Post-test (x2)	Frequency (f)
1.	20	25	50	25
2.	40	6	60	1
3.	80	2	70	1
4.			80	4
5.			90	2
Amount		33	Friday	33

The mode or value that appears most frequently is the value that has the greatest frequency of a data set. Then the mode value from the pre-test results = 20. And the mode value from the post-test results = 50.

Calculating The Median of Pre-Test and Post-Test

Table of Median Values from Pre-Test and Post-Test

No	Pre test (x1)	Frequency (f)	Post-test (x2)	Frequency (f)
1.	20	25	50	25
2.	40	6	60	1
3.	80	2	70	1
4.			80	4
5.			90	2
Amount		33	Friday	33

The median or middle value is the value that is in the middle of an arranged data.

$$Me = \frac{N+1}{2} \quad Me = \frac{33+1}{2}$$

$$Me = \frac{34}{2}$$

$$= 17$$

So from the table and formula above we can see that the median value of the data is in 17th place. So the median of the pre-test = 20. And the median of the post-test = 50.

Hypothesis Testing

t_{observation} table (t_o) hypothesis testing

No	Name	Post-test (x2)	Post-test (x1)	D = x2-x1	d = D- RD	d ²	D ²
1	Vv	20	50	30	0,31	0,96	900
2	US	20	50	30	0,31	0,96	900
3	APS	20	50	30	0,31	0,96	900
4	A A	20	50	30	0,31	0,96	900
5	AH	20	50	30	0,31	0,96	900
6	AM	20	50	30	0,31	0,96	900
7	ASW	20	50	30	0,31	0,96	900
8	AZS	20	50	30	0,31	0,96	900
9	CE	40	80	40	10,31	106,29	1600
10	EE	40	60	20	-9,69	93,89	400
11	HR	20	50	30	0,31	0,96	900
12	IZ	20	50	30	0,31	0,96	900
13	IK	20	50	30	0,31	0,96	900
14	IF	20	50	30	0,31	0,96	900
15	J.N	20	50	30	0,31	0,96	900
16	MA	20	50	30	0,31	0,96	900
17	PA	80	90	10	-19,69	387,69	100
18	RRP	40	70	30	0,31	0,96	400
19	RW	40	80	40	10,31	106,29	1600
20	RL	80	90	10	-19,69	387,69	100
21	RR	40	80	40	10,31	106,29	1600
22	SS	40	80	40	10,31	106,29	1600
23	Sh	20	50	30	0,31	0,96	900
24	SZ	20	50	30	0,31	0,96	900
25	SR	20	50	30	0,31	0,96	900
26	SU	20	50	30	0,31	0,96	900
27	SA	20	50	30	0,31	0,96	900
28	SW	20	50	30	0,31	0,96	900
29	SE	20	50	30	0,31	0,96	900
30	BC	20	50	30	0,31	0,96	900
31	SN	20	50	30	0,31	0,96	900
32	SB	20	50	30	0,31	0,96	900
33	RA	20	50	30	0,31	0,96	900
Amount		900	1830	980	41,42	1318,43	29900

From the table above it can be seen that the total value of $D = 980$, value of $d = 41,42$, value of $d^2 = 1318,43$, and mean value of $D^2 = 29900$.

Description :

1. Mean Value D

$$MD = \frac{\sum D}{N}$$

$$= \frac{980}{33}$$

$$= 29.69$$

2. Standard deviation value D

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{29900}{33} - \left(\frac{980}{33}\right)^2}$$

$$SD_D = \sqrt{906,06 - (29,69)^2}$$

$$= \sqrt{906,06 - 881,49} = \sqrt{24,57}$$

$$SD_D = 4,96$$

3. error value mean D

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{4,96}{\sqrt{33-1}} = \frac{4,96}{\sqrt{32}} = \frac{4,96}{5,65}$$

$$SE_{MD} = 0.87$$

4. $t_{\text{Observation}}$ value

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{29,69}{0,87}$$

$$t_o = 34.12$$

Based on the calculation shown above, the researche found that the $t_{\text{observation}} = 34.12$. By looking at the t_{table} with $df = n-1$ of level $\alpha = 0.05$, it was found that the $t_{\text{table}} = 2.037$. It means that $t_{\text{observation}}$ is higher then $t_{\text{table}} = 34.12 > 2.037$. So, the researcher concluded that the hypothesis in this research was received. There is any application of debate teaching techniques on student speaking ability at class XI ATPH SMK-PP NEGERI KUTACANE ACADEMIC YEAR 2022/2023.

Conclusion

Based on data analysis and the discussions, the researcher took the conclusion as follows :

1. The minimum completeness criteria of english lesson at SMK-PP NEGERI KUTACANE = 70. The main score of student test on pre-test = 27,27. The mean score on post-test improve become = 55,45 and it recheid the minimum completeness criteria score. There where 28,18 point the difference between pre-test to the post-test score.
2. The calculated of data by using t_{test} and found the $t_{observation} = 34,12$ then compared it with $t_{table} = 2,037$ of level alpha 5%. It mean the $t_{observation}$ was higher then $t_{table} = 34,12 > 2,037$. So the reseacher concluded that there were improvement student speaking ability with application debate teaching techniques at class XI ATPH SMK-PP NEGERI KUTACANE ACADEMIC YEAR 2022/2023 and the hypothesis in this research was received.

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