



## **Students' Speaking Ability Through Debate Technique at Second Semester Students of Development Economics Major at Stie-Sak Academic Year 2024/2025**

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### **ABSTRACT**

This study is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact the students' ability in speaking English is low. It is caused by several factors such as there are some elements of speaking such as vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used debate technique to improve students' speaking ability. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking ability improvement after being taught by using debate technique. This study is classroom action research that was done in two cycles. The data collection was done using observation and test. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively. The implementation of debate technique in teaching speaking at second semester students of Development Economics at STIE-SAK academic year 2024/2025 was conducted in two cycles including cycle one and cycle two. The result of this study shows that using debate technique can improve students' speaking ability. This is proven by students' test score that improved in each cycles. The result of this study is helpful information for English lecturer in teaching speaking.

**Keywords:** *Speaking; Speaking Ability; Debate*

### **INTRODUCTION**

Speaking is one of the language skills that should be mastered by the students, a lecturer should apply some techniques in teaching such as debate, free discussion, role play, information gap, etc. Through those techniques, it is hoped students can master speaking in communication. So the students will be interested and enjoy the lesson during teaching and learning process. Speaking is also an important part of language, and it is important to be mastered. Speaking cannot be learned without practice and practice it. It means that to master speaking, student have to practice speaking in the class or outside of the class.

Based on the researcher's experience during teaching, and the result of discussion with other English lecturer at STIE-SAK, the researcher found that the students could not use the English language well in communication, and they needed much time to construct their speaking. It was because their speaking ability was low. As a result, it was really hard for them to start speaking whenever they were asked to speak. Besides, students had low motivation to learn English, and their speaking marks were relatively low. From the data, There were 19 students, only 5 students could speak and respond the teachers, while 14 students could not respond and speak English orally.

To solve these problems, it needed a suitable teaching technique to improve students' speaking ability. There are many teaching technique that can be used in teaching and learning. One of them is debate technique. Debate technique involves choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a differing opinion. Debates are good at advanced levels. It's a good idea to give some input on the topic matter first. Give students time to prepare what they will say; teacher might even prompt them by giving them ideas on the topic and outlining common opinions.

According to Polland (2008), in debate technique, students can prepare in groups and practice the debates in groups before they present to the whole class. Students can ask each other question after the presentation and vote on which opinion is the most convincing. Polland (2008) adds talking about speaking activities, it can help the learners to develop their speaking ability. So in speaking, students should be given opportunity and change to be involved in all of the activities in teaching and learning process. There are some speaking activities that can improve students' speaking ability: information gap, discussion, debate, spontaneous conversations, and role play.

Thus, debate is a good technique to be used to make students use and practice speaking. Based on the reasons, the researcher would like to do a study entitled "*students' speaking ability through debate technique at second semester students of Development Economics at STIE-SAK academic year 2024/2025*".

## RESEARCH METHODOLOGY

The research was implemented in a classroom action research. Classroom action research is a kind of research in which teachers look critically at their own classrooms and use research primarily for the purpose of improving their teaching and the quality of education in the classroom. It means that the aim of classroom action research is to improve and solve the problems that occur in the classroom.

Gay (2000) states that there are some purposes of classroom action research. They are: 1) to find problems and correct them, 2) the researcher's intention is to change a situation so that it is similar to his/her value preference, 3) the effect lecturer's actions, activities, beliefs, an effects; action research is directed toward both understanding and improving practice, and 4) to learn and improve their own teaching activities. Based on the explanation, it could be said classroom action research is a kind of study that is done in the classroom. The aim was to solve the problems in the classroom, and to improve the process of teaching and learning quality.

The participants in this research were the students at second semester students of Development Economics at STIE-SAK academic year 2024/2025. There were 16 students in this class. All of the students were taken as participants of this study.

The instrument of the study were test, observation and field-note. The description could be seen as follows:

## a. Test

The test would be done at the end of every cycle. The student was given a speaking test by using debate technique in the classroom. The students would do debate in the class while the researcher scored their performance. They would be divided into a group, so they would do the test in a group. The researcher only prepared the topic to be discussed by them in the test. They would speak English related to the topic in the debate.

## b. Observation

Observation would support the data in this study, and the observation was done when the teaching and learning process. The observers as the collaborators would do it while the researcher was teaching in the class based on the form of observation. The aim of observation was to record activities in the classroom.

## c. Field-note

The field-note was also used to record the data, it was written by the collaborator during the teaching and learning process. The data would be analyzed to provide the description of the study. In this study, the English lecturer as a collaborator would make notes to what occurring in the classroom.

The procedure of classroom action research was in spiral model. Spiral model consists of four steps: planning, acting, observing and reflecting. Then, in collecting the data, the researcher collected using Quantitative (speaking test), and qualitative data (observation and field-note).

## FINDINGS AND DISCUSSION

The form of the research was classroom action research, it was done in four phases plan, act, observe and reflect. These phases were applied into two cycles, and each cycles consisted three meetings. The teaching process was done by using debate technique to improve students' speaking ability at second semester students of Development Economics at STIE-SAK academic year 2024/2025.

In the following were described the data of the test after implementing teaching implementation in two cycles. After implementing debate technique to the students in cycle one. The researcher analyzed the students' test as follows:

| No | Students' code     | Students' score |
|----|--------------------|-----------------|
| 1  | Student 1          | 60              |
| 2  | Student 2          | 65              |
| 3  | Student 3          | 55              |
| 4  | Student 4          | -               |
| 5  | Student 5          | 40              |
| 6  | Student 6          | 65              |
| 7  | Student 7          | 60              |
| 8  | Student 8          | -               |
| 9  | Student 9          | 55              |
| 10 | Student 10         | 30              |
| 11 | Student 11         | -               |
| 12 | Student 12         | 40              |
| 13 | Student 13         | -               |
| 14 | Student 14         | -               |
| 15 | Student 15         | 60              |
| 16 | Student 16         | -               |
|    | <b>Total score</b> | <b>530</b>      |
|    | <b>Mean Score</b>  | <b>33,12</b>    |

From the analysis above, it was clear that the average of the students test result was 33, 12. Most of the students had low score and even there were six students had no score. Hence, the researcher decided to conduct the next cycle and intended to find the problems from the students and solve it.

From the result of the test in cycle two, it showed that most of them tried to speak or gave their opinions and responded the others. The score were showed in the following table:

| No | Students' code     | Students' score |
|----|--------------------|-----------------|
| 1  | Student 1          | 70              |
| 2  | Student 2          | 70              |
| 3  | Student 3          | 65              |
| 4  | Student 4          | 60              |
| 5  | Student 5          | 55              |
| 6  | Student 6          | 70              |
| 7  | Student 7          | 65              |
| 8  | Student 8          | 40              |
| 9  | Student 9          | 65              |
| 10 | Student 10         | 50              |
| 11 | Student 11         | 40              |
| 12 | Student 12         | 60              |
| 13 | Student 13         | 65              |
| 14 | Student 14         | 55              |
| 15 | Student 15         | 75              |
| 16 | Student 16         | 60              |
|    | <b>Total score</b> | <b>965</b>      |
|    | <b>Mean Score</b>  | <b>60,31</b>    |

From the test of cycle two, it showed the improvements. The students' score was increased to 60, 31. Most of the students got score up to 60. It means that there were some improvements from the students after conducting the debate technique in teaching speaking. Students started to be brave to speak English. So it could be concluded that the condition of the class and the students' attitude improve better. In cycle one, the students' mean score was 33, 12, and it increased in cycle to 60, 31. In conclusion, the use of debate in teaching speaking could improve students' speaking ability at second semester students of Development Economics at STIE-SAK academic year 2024/2025.

### Discussion

Based on data analysis in cycle one and cycle two, there were some findings from this research. In the explanation above, it had been explained about the data in two cycles. From the result of two cycles, it was discussed the two findings in every cycles.

In cycle one, students were still confused in doing the debate because they did not know the way to do debate and they had problems in designing their speaking. The students showed a bad learning attitude in the class based on the data in cycle one. From the students' score, it was found the students' score was not good because many students got bad score too. Then, The students' attitude and score was not good. It was proved from the observation, fieldnote and the result of the test. In general, the result of cycle one showed there was no good change from students' speaking ability or students' learning activities.

Then, the lecturer conducted cycle two to get changes from the research. Cycle two was also conducted by using debate too to improve students' speaking ability. In general, in cycle two, lecturer and students showed a good learning attitude in the class because lecturer could make students became interested in learning. The students were divided in group so that they could be easy to understand and share ideas in front of the class. Let's see the test result of cycle two above, there were a good changes. From the observation and filednotes from the collaborator, there were improvements from the result of the test in each cycles, and also from students' learning attitude. It could be compared the result of the test for each cycles after implementing teaching and learning process through debate at second semester of Development Economics Major at STIE-SAK academic year 2024/2025 in the following table:

| Test      | Total score | Mean score |
|-----------|-------------|------------|
| Cycle one | 530         | 33,12      |
| Cycle two | 965         | 60, 31     |

From the table above, there was a progress score in cycle two. The mean score was 33, 12 in cycle one, and in cycle two, the mean score was 60, 31, the result had progressed. The data analysis had described that there were good changes in this research. The observation and fieldnotes also got good improvements in each cycles, it could be seen from the observation of teaching process. The collaborator wrote notes from the teaching process. It showed that students had a positive attitude in the classroom.

From the data, the result of students' improvement of using debate to improve students' speaking ability had explained that these improvements were caused by several factors namely teaching technique or strategy, classroom management, and activities and the topic used in the class.

## CONCLUSION AND SUGGESTION

Based on the result of the research and data, the researcher got to the conclusion. First, the result of this classroom action research showed that the use of debate technique improved the students' speaking ability of second semester of Development Economics Major at STIE-SAK academic year 2024/2025. From the students' score, it showed progress in each cycle. In cycle one, the mean score was 33, 12 and in cycle two, it increased to 60, 31. From the data analysis, there was good change in this research.

Besides, in general students had a positive attitude in the classroom. These achievements of the research could be caused by some factors namely teaching technique, classroom management and activities and the topic used in the class. Therefore, the researcher could conclude that by using debate technique, it could improve students' speaking ability at second semester of Development Economics Major at STIE-SAK academic year 2024/2025.

### Suggestion

Based on the findings and discussions of the research, the writer would like to propose some suggestions for the English lecturer, students an.

Based on findings and discussions, there are some suggestions could be taken after applying this research. These suggestions are hoped can give contribution for campus, students, teacher and other researcher. For the students, it will help the students to practice their speaking and make them have a self-confidence to speak. Students know how to give opinions (agree/disagree). For the English lecturer, it would give a contribution for the lecturer especially in teaching speaking. Lecturer could use debate technique in teaching speaking to the students so that the students could practice their language in sharing ideas and giving opinions. Then, for other researcher, it would be resources and guides for other

researcher who wants to conduct the similar research related in improving the students' speaking skill through debate technique.

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