

## THE USE OF AUSTRALASIAN DEBATE TECHNIQUE TO IMPROVE SPEAKING SKILL

Susanto

STKIP PGRI Trenggalek

Email: santo.budut@yahoo.com

Jl. Supriyadi 22 KP 66319 Trenggalek

**Abstrak;** Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara mahasiswa. Banyak hal yang dihadapi mahasiswa ketika dalam berbicara (speaking) didalam kelas, contohnya; tidak percaya diri ketika berbicara atau kurangnya kosa kata. Oleh karena itu, guru harus bisa membuat teknik baru untuk memberikan kesempatan kepada mahasiswa supaya berlatih dalam keterampilan berbicara. Dengan pemikiran ini, peneliti mengusulkan Debat Australasia sebagai alternatif untuk mengajar berbicara (speaking) kepada Mahasiswa Jurusan Bahasa Inggris IKIP Budi Utomo Malang. Penelitian ini dilakukan untuk mengetahui apakah Debat Australasia memungkinkan mahasiswa aktif dalam kelas. Peneliti ingin mengetahui respon mahasiswa terhadap penggunaan sistem debat Australasian. Subjek penelitian adalah satu kelas yang berjumlah tiga puluh delapan mahasiswa jurusan bahasa Inggris dan dibagi menjadi 4 group dalam debat. Setelah semua data dikumpulkan, peneliti menganalisis dan hasil dari penilaian menunjukkan bahwa debat Australasia memberikan efek positif pada pengajaran berbicara (speaking). Kemahiran berbicara mahasiswa mengalami beberapa kemajuan. Pada pertemuan pertama FSI (*Foreign Service Institute*) tingkat adalah antara 2 dan 2 +. Setelah itu pada pertemuan terakhir ketujuh tingkat FSI adalah diantara 2 + 3 +. Dengan demikian disimpulkan bahwa debat Australasian efektif untuk digunakan sebagai alternatif dalam mengajar berbicara untuk mahasiswa Jurusan Bahasa Inggris IKIP Budi Utomo Malang.

**Kata kunci:** debat Australasia, teknik, pengajaran berbicara

**Abstract:** This research was designed to improve students' speaking skill. There are many problems that faced by students in their speaking skill, example students not confidence or lack of vocabulary faced by them. Therefore, the teacher should find or create new techniques which can give a great deal of chance to students to practice their speaking skill or ability. With this mind, the researcher proposes The Australasian Debate to be used as an alternative technique for teaching speaking to Students of English Department IKIP Budi Utomo Malang. Therefore, this research is conducted in order to find out whether the Australasian Debate enables the students to participate actively in speaking class and finally can improve the speaking skill of the students. And also by using Australasian debate, the researcher wants to find out what will appear when this system of a debate is used to teach speaking in the class. He also wants to find out the students' response to the use of Australasian debate system in teaching speaking. The subject of the research was one class that consists of 38 students of English department and divided into 4 groups. After all of the data have been collected, the researcher analyzed them. The data from the daily assessment shows that Australasian debate can give positive effect on the students' speaking or ability. The students' speaking proficiency is experiencing some progress. At the first meeting their FSI (*Foreign Service Institute*) level is between 2 and 2+. After that at the fourth the seventh meeting the students' FSI the level is between 2+ and 3+. Thus it can be concluded that Australasian debate is effective to be used as alternative in teaching speaking for the students of English Department IKIP Budi Utomo Malang

**Key words:** Australasian debate, technique, teaching speaking

## INTRODUCTION

Language as a means of communication is urgently needed because it is considered at the most efficient medium to exchange knowledge and information. Communication is important for all people; no one can live adequately without communication with other people because human being is social creatures by natures. In order to get what they need from others, people should be able to transfer their thought, feeling, and needs through certain channel. They speak and behave in certain ways when they send messages. Those who get their messages will do something as the response to the message that is how communication occurs, and failure in communication often causes unfulfilled aims. Thus, they need to understand pragmatics theories are important in order to maintain the smoothness and the effectiveness of communication. The information in the sense of communication involves continuous evaluation and negotiation of meaning on the part of the participants until the answer is provided.

They speak in order to accomplish what they intend to do or to have. In the interactive situations, language is used to explain, describe, accuse, deceive, make commitment, deliver opinions, get others to do things, and so forth.

English language which has been recommended as an international language in the world, however, Indonesian people still get difficulty in applying the English language as means of communication because they have their own language. Therefore, it is necessary to equip them with an ability to communicate with people from other countries, so Indonesian people have to learn English as an international language.

Burns (1977:54) stated, "With the introduction of communicative approach to language teaching, the general focus shifted toward spoken language. Moreover Nuna (1991:390) also said that mastery the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in the term of the ability to bring about conversation in the language.

Speaking is considered as an important and main factor for people in learning language. Bambang (1986:75) added that the primary function of the language is for communication and interaction that both of these can be achieved through speaking.

Language becomes an important tool for communication since it has been acquired by human being for transferring the knowledge and information; even the students of IKIP Budi Utomo Malang in the academic year of 2009/2010 especially students of English Department. As teacher IKIP Budi Utomo Malang, researcher found series of problems according to the ability of fourth semester English Department students to communicate in English, the problems are they preferred keeping silent during the class, because they were shy, and being afraid of making mistakes in their speaking and finally they got poor scores in their speaking test. This poor condition in the speaking class was also caused by the unsuitable method applied in teaching speaking.

Other factor that causes the student having low motivation in learning English, especially on speaking, may also derive from the lack of the teacher's variation in teaching techniques during the teaching and learning process. The teacher usually uses monotonous style of teaching like dialogues or just reading dialogues without

practically language in meaningful context. Therefore, the students only try to memorize without understanding the meaning what they said in order words a monotonous teaching style could make the students bore and lose interest on the subject that affect the students' ability

The problems above indicated that it is important to give the students the same amount of change in exercising their speaking skill and pay more attention to create a learning situation with various teaching techniques with prepared teacher will know what is likely to interest and stimulate his class.

Considering the facts, the researchers choose one of the teaching techniques to create a good learning atmosphere through debate technique. Debate in the classroom contexts has had several beneficial results. First and most importantly, debate exercise have increased context learning and critical thinking. As Bellon (2000) have shown, the challenging, realistic issue raised in a debate motivate students to think critically about information and encourage them to engage the course, material broadly, deeply and personally. As Bellon (2000) states" debate is a complex, interactive experience that presents students with personally meaningful challenges and encourages intensive analysis.

Participant in debate activities has also been shown to improve oral communication skills interpersonal as well as public speaking (Bellon, 2000). In particular, debate activities increase both self-confidence in stating one's view and open mind toward the views of others in Bellon's summary of the scholarly consensus, participants in create learn how to become more flexible in debate and more effectively listen to understand other people viewpoints, which in turn help the

individual to debate the issue in a richer context. As teaching, the speaking skill gave the students insufficient time to practice their speaking skill and affected their ability to use the target orally.

To master this speaking competence is not easy since it has something not only deals with the background of the knowledge but also with learners' mental factors. Those are their mood, motivation, readiness, etc. The students are not encouraged to try expressing their thought and feeling in language they are learning, they will easily get bored, lose their motivation, and be reluctant to participate in speaking class.

The English teacher can use some technique to teach speaking such as drama, discussion, presentation, debate, etc. by applying one of techniques he can encourage the students to participate in the classroom activities especially speaking. There are several ways that teacher can use in teaching speaking by introducing the topics and one of the ways of the technique is called a debate.

Debate is useful device for stimulating students' participation in speaking class. The teacher becomes facilitators of learning process that enables students to become more deeply and more actively invested in their education.

Moreover, when teacher use debate, they act at as more than dispenser of information does to the classroom of passive students. They become facilitator of a learning process that enables students to become more deeply and more actively in their education. (Http: // [www.idebate.org/ resources/software](http://www.idebate.org/resources/software). June 14<sup>th</sup> 2010/. )

One of the debate forms used to increase the student is speaking skill and ability in critical thinking and presentation

is Educational Debate. Driscoll (2000:153) clarified that Educational Debate is a form of debate designed to increase the students' ability in critical thinking and presentation, characterized by formality of structure, restriction of conflict, and competitive judgment

In the some School or University in the Asian, debaters follow the Australasian Parliamentary format that places students in two teams of three members. Debate is held between two teams of three members each. These two teams will be referred to as the affirmative and the negative. Members of each team are assigned position as first, second, third speakers. For each around debate, a motion, topic, or resolution is given. After the motion is given teams are given ten (10) minutes to prepare for each debate, and this 10 minutes period is called "Case building" of which the members of each team are discussing to build arguments for the debate.

Finally, that debate is a good activity to motivate and encourage the students to communicate in the language they are learning in the real situation. And writer takes observation in student of junior high school, because this activity is used in adolescence. On this study, the writer tries to analyze debate activity implemented in teaching speaking process by the title: "The Use of Australasian Debate Technique to Improve Speaking Skill".

Based on the background, there are several problems that will be discussed. The Writer tries analyzed: How is debate activity implemented in the teaching speaking to the fourth semester Ikip Budi Utomo Malang? What are students' responses toward implementation of debate activity in teaching speaking at fourth semester Ikip Budi Utomo Malang?

The objectives of the study are based on the statement of the research question. The objective of the study would be: To describe the implementation of debate activity to the students in teaching speaking ability and investigate the responses of the students in the implementation of debate activity in teaching speaking ability.

Through this study, the writer hopes the reader to understand several problems concerning the implementations of debate activity to the students in teaching speaking ability and investigate of responses of the students in the implementations of debate activity in teaching speaking ability.

For teacher, this method can be practiced in classroom when dealing with speaking ability for motivating conversation. And it's give to the teachers as references about interesting method of teaching English.

For student, they can learn in fun way that gives them motivation for speaking English fluently through debate activity. They can learn communication to ask and answer question, to respond of hesitation correctly and express correctly to spoken act of repetition.

To conclude, the role relationship of language learner and teacher are many and varied from one method to another.

For developing method of teaching in speaking ability by using CLT need an activity to support the method running active in learning process. The interesting activity will be implemented by writer in this thesis is debate activity. Debate is oral activities in learning process.

According to Bambang, (2006:125) Debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consist three or

five students. It is “pro” group and “contra” group. Debate caused a feeling of confident, can give motivation to convey learner’s opinion and respond the argument by using English language. It can build up their listening ability and speaking ability and increase their motivation in speaking. *First activity*, they argue the topic according to their opinion. *Second activity*, they make a question about of the topic and answer by using argument from each of group. *Third activity*, they give conclusion about the topic from each group. This activity builds up their bravery to speak with English language.

For supporting the activity running active, teacher should understand the other ways of organizing the context of a speaking syllabus include the following: spoken grammar, pronunciation features, communication strategies, conversation routines, cconversation rules and structure, speech acts, registers, scripts, genres, situations, cultural factors.

## RESEARCH METHOD

The purpose will describe the methods used to conduct the study concerning research design, subject of the study, instrument, data collection technique, and data analyzing technique.

As stated before, this study used of debate activity to teach speaking to the fourth semester IKIP Budi Utomo Malang. This research was conducted to seek the answer of the research problems. The writer tried to answer the question of (1) How is debate activity implemented in teaching speaking, and (2) What are student’s responses toward implementation of debate activity in teaching speaking.

This study was using descriptive qualitative. According to Burns (1992:9)

descriptive research focuses on understanding and meaning through verbal narrative and conservative rather than though numbers. So, descriptive research was a research which purpose to describe about something that was part into analysis that was not statistic data. Therefore, the result of research is in the form of description and interpretation of some phenomena that exist during the research.

In this research, debate activity was used to teach speaking to the fourth semester students of IKIP Budi Utomo Malang. The purpose was to give description and explanation about the activity and situation that are happening in the process of teaching and learning English. Dealing with this, the writer came to the class in order to describe the teaching and learning English. This study was design to identify and described the observer phenomenal in the form of word without any syntactical calculation.

The subjects of the study were the fourth year’s students of IKIP Budi Utomo Malang. The teacher taught them by using debate activity technique in teaching speaking. This research took the fourth students with two considerations. First, most of the student had difficulties or problems in speaking activities. Second, the fourth year students were afraid of speaking and had not confident. And the teacher needed a technique to overcome the student’s difficulties in speaking activities.

It concerned with one class only which consist of 38 students, all of them were boys. They were fourth semester students at IKIP Budi Utomo Malang. It is located Jl. Arjuno No 13B.

The sources of the data in this study were the teaching process of using debate activity. The data of this study were the

information obtained from observation check list, field notes, questionnaire, and daily assessments. The data themselves were expected to bring information on the whole aspect of debate activity in speaking class. And the students' responses in activity by using debate. The obtained data were presented in the descriptive manner. The descriptive manner was explained the result of the observation checklist, field notes and questionnaire, and assessments.

In collecting data, the writer used observation check list, field notes, questionnaire and daily assessment as the instruments of the research. They were as follows.

The observation checklist was used to show the process of teaching learning of speaking activities by using debate. It was conducted in the form of "yes" or "no" answer. The process of teaching speaking by using debate was done and seen to fill the observation checklist. The instrument comprised some indicators. Those indicators were the teacher's activities in using debate activity to teach speaking, the student's activity, the teaching technique and the material, teacher's activities of some indicators that were related to the teacher's activities in class. Student's activities consist of some indicators that were related to the student activities in the class. Then, teaching learning process consisted of some implementation of debate in teaching speaking. Material such as the topic was selected before and also included the teaching learning process such as the students: responses when the teacher used debate activity in speaking class.

In this study, the researcher watched, listened, paid attention, and wrote everything that could be used as the data during observing the implementation of

debate activity in teaching speaking in the form of note taking. These activities were done to complete the data of observation checklist. The researchers note contained all the important things she saw, heard, and some additional information which was not existed in the observation checklist.

Questionnaire was given to the student for getting information which was related with the student's motion, and motivation before and after implementation debate activity. Questionnaire was used to know the student responses. The student had to answer the question. The questionnaire was given at the end of teaching learning process. The writer said a close a question type. The questionnaire had some indicator.

The indicators measured in the questionnaire were provided as follows: a) The students' opinion about English, b) The students' opinion about debate activity, c) The students' were asked for giving information the difficulties learning speaking by using debate activity.

In this study, the researcher also observed the students' performance to know their progress in speaking activity. In assessing the students' speaking ability, she adopted the criteria of daily speaking assessment in IKIP Budi Utomo Malang.

There are some components to contribute the student speaking proficiency. They are: pronunciation, grammar, vocabulary, fluency and comprehensibility. The elaboration is as follows. (1) The students can show their good performance when they are debating; (2) the students can use their correct English function when they speak English orally; (3) the students can achieve the level 3+.

Accent: Pronunciation frequently unintelligible, Frequent gross and very heavy accent make understanding difficult, require frequent repetition, Foreign accent requires concentrated listening because mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary.

Grammar: Grammar almost entirely inaccurate except in stock phrases, Constant errors showing control of very few major patterns and frequently preventing communication, frequent errors showing some major patters uncontrolled and causing occasional and misunderstanding.

Vocabulary: Vocabulary inadequate for even the simplest conversation, Vocabulary limited to basic personal and survival areas, Choice of the words sometimes inaccurate, limitation of the vocabulary prevent discussion of some common professional and social topics

Fluency: Speech is so halting and fragmentary that conversation is virtually impossible, Speech is very slow and uneven except for short routine sentences, speech is frequently hesitant and jerky; sentences may be left uncompleted

Comprehension: Understand too little for the simplest type of conversation, Understand only slow, very simple speech on common social and tourist topic; requires constant repetition and rephrasing. Understand careful, somewhat simple speech directed to him with considerable repetition and rephrasing.

By using weighting table, it can be obtained the total scores of each student. Below is example the weighting table.

**Table 1.**  
**Weighting Table**

Proficiency table	1	2	3	4	5	6	.....
Accent	0	1	2	2	3	4	.....
Grammar	6	12	18	24	30	36	.....
Vocabulary	4	8	12	16	20	24	.....
Fluency	2	4	6	8	10	12	.....
Comprehension	4	8	12	15	19	23	.....
						Total	.....

The total scores that the students get will be covered into the conversation table. Using the conversation table the progress of the students' speaking proficiency as well as their FSI level (Foreign Service Institute) can be easily seen.

Below is the example of the conversion table:

**Table 2.**  
**Conversion Table**

Total score (from weighing table)	FSI Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

**FINDING AND DISCUSSION**

This part presented the summary of finding and the discussion of the implementation result of Use of Australasia debate technique to improve speaking skill at English Department of IKIP Budi Utomo Malang

The Australasia debate technique is a simple strategy, and applicable to several important for educational objectives. Through the debate students are able to improve their ability in recognizing their behaviors for handling difficult situation. And they have ability to response the

situation and condition in speaking process.

Debate is able to force and motivate the students brave to speak English, debate technique carry out them an appealing set of activities because by doing this action the students are interested and enjoy it, they are not realized that perform the debate can motivate them in speaking process.

The research had objective to improve the students speaking skill through the debate technique. And the most important thing that by using Australasia debate is to practice to communicate in English during the teaching and learning process.

The research had objective to improve the students speaking skill through the debate technique. And the most important thing that by using Australasia debate is to practice to communicate in English during the teaching and learning process. The debate Australasia system was selected based on the objective of language learning. For example; to motivate students to involve actively in teaching class, to encourage students to communicate in English, to develop a positive interaction among the students, the students become more self confidence to convey or express their ideas in English, the students are able to have bravery to express their opinion.

Before applying the Australasia debate in teaching and learning process, the researcher observed that most of the students were passive. They did not have bravery to speak, they were afraid of make mistakes, they were afraid of being laughed by their friends and they did not have self confidence in expressing their ideas. So they needed a conducive class to practice their ability in speaking where

they were able to enjoy the language without any burdened to communicate in English.

Based on the result of the students' performance during cycle 1, cycle 2, and cycle 3, it could be concluded that debate of Australasia system could improve the students' speaking skill. It could be proved with the prior observation form result of students, observation form result of students in cycle 1, 2 and 3. It could be said that there were a number of improvement refer to the students' speaking skill.

Based on the researcher's observation, during the application of the technique, almost all the students were actively in the speaking activity. All of the students (12) stated that most of the students talked and the majority of the students (9) stated that they spoke spontaneously without reading any text. They needed only the outline of their speech. And some of the students (3) need to read the material during presenting the speech in the middle of the debate. Even though they still got difficulties in presenting their speech; they had tried very hard to present the speech in the debate using English. They felt got a great deal to talk. It was stated by all students in the class. They felt that got opportunity to tell their ideas freely because based on the researcher's observation most of the students said that their ideas were not limited.

The strength of applying the debate strategy was to improve the students' speaking ability. The improvement of the students' could be examined from the data analysis obtained.

Before implementing the debate strategy, researcher found that students encounter some difficult to express their



opinion in English. From the data obtained we knew only in level 2 and 2+, no the students could achieve the level between” 3 to 3 + of Holler’s speaking Proficiency Measurement from observation form and the average of observation form did not reached the target of standard score.

Moreover, the obtained data also showed that the main factors that affected the students’ ability in speaking English. They did not confidence while standing in front of their friends to speak English, they did not brave to convey their ideas, they were afraid in making mistakes in speaking, and sometime they could not response to another quickly.

On the other hand, after implementing the debate technique the students’ speaking ability showed an improvement. The evidence during the reflection proved that the debate strategy could improve the students’ speaking skill. It could be seen from the observation form.

Beside the time duration researcher also tried to evaluate based on the FSI Table during the process of debate. The researcher got the data from FSI Table that showed the students’ improvement in their speaking. The data in cycle 1 showed that average score level between “2 to 3+” no the students could achieve the level “between” “3 to 3+” of Oller’s Speaking Proficiency Measurement. It mean that the process of debate implementation for cycle 1 did not reached the standard score based on criteria of success because the average score in category below average (<63) even some students got (53) poor. While, the obtained data from cycle 2 the average score level between “3” because only nine students were able to reach in level 3+. Here the students’ improvement in their speaking showed. In cycle 3 the obtained data was the average between 3 and 3+ and

there are two students in level 3 and ten students in level 3+. In the nine till ten meeting their FSI Level is 3+. There is no one left in Level 2+.

Furthermore, it could be said that the students were more active and motivated to speak in English after applying the debate. Thus, the criteria of success had been fulfilled in cycle 3 so the researcher stopped the action. Based on the evidence above, researcher concluded that the study had proved that the implementation of Australasian debate technique could improve speaking skill of students of English Department IKIP Budi Utomo Malang. The most important characteristic of Australasia debate system were creating the teaching and learning process relaxed, enjoyable atmosphere to react spontaneously without nervous. The debate was able to motivate students to communicate in English, brave to speak and create self confidence of the students.

Considering that some experts had done the research concerning the advantages of the Australasia debate system technique, this had answered the problem of speaking at English Department IKIP Budi Utomo Malang, that Australasia debate system is one of the technique that could be used to improve speaking skill of the students of English Department IKIP Budi Utomo Malang. And Australasia debate system formation is one of the techniques that could be used to force to speak. Besides that the students are motivated to speak or communicate in English.

## CONCLUSION

Based on the research finding from the action conducted in three cycles at the fourth semester of English Department IKIP Budi Utomo Malang in academic

year 2009|2010, the following conclusion can be drawn as the answer of the question of the study. First based on the daily assessment the Australasia debate system can be used as alternative technique in teaching speaking, because this technique can improve the students' speaking skill of the fourth semester of English Department IKIP Budi Utomo Malang in academic year 2009|2010. It is seen after three cycle of the strategy applied compared with the preliminary study. In the preliminary study, most of the students got difficulties to speak English. They had limited chance to speak in the classroom, had limited vocabulary, lacked of group activities and faced with psychological burdens such as afraid of making mistakes and shy to speak English in front of the class. Meanwhile, after three cycle of the action most of the students are actively involved during teaching and learning speaking process through debate. They are able to express their ideas; opinion and feeling able to perform their performance without being afraid of making mistakes and able to work in group cooperatively.

Second the students have positive response towards the use of the Australasia debate in learning speaking. According to the students the impact of working in teams or group during debate actively has given them a good chance to share the ideas and help each other that makes them brave in speaking English. There are some group's activities that the students feel effective during debate to increase their speaking skill.

Third, the combination between a good technique, good preparation and an interesting material or motion or called topic of the debate will make the students enthusiastic in the following the speaking activity.

Fourth, there is significant improvement in the students' speaking proficiency while and after they use the Australasia debate. From FSI Level, it shows that the students have a sufficient competence to conduct or participate in a conversation or discussion.

Finally, Australasia debate is able to give the students a great deal of chance in practicing their speaking skill. It used useful for the students in terms of communicate actively and current topics that relate to social problems of the debate can be easily understood by the students that finally they can stimulate the students to speak a lot, fluently and improve the students' speaking skill

After doing the observation, giving questionnaires and analyzing the data, the researcher would like to give some suggestion. In order to make the speaking class effective, teacher should advise the students to read a lot of about articles, news, science and other knowledge either from magazines, newspaper, internet or watch television to make themselves well prepared in undergoing the debate that finally it can make them able to speak fluently, critically and more naturally. All English teacher to apply the Australasia debate technique once a while in the speaking class, since it is proven to be effective and give advantages for the improvement of the students' speaking skill. Every school, it is every advice to establish an English debate club by using the Australasia debate system to give additional program to students because it can make students because it can make students feel more confidence to express their ideas as freely as possible, furthermore it can improve the students' speaking skill.

## REFERENCES

As Bellon 2000. *Classroom Strategies for Interactive Learning*. USA

Burn. 1977. *English Language Teaching*.

USA Internasional Reading

Asosiation

\_\_\_\_\_. 2010. *Debate Technique*.

(online),

([Http://www.idebate.org/](http://www.idebate.org/)

resources/software, accessed

on June 14<sup>th</sup> 2010 )

Driscoll. 2000. *Australian Debate* . USA:  
Cambridge

Nuna 1991. *How to Teach English*. Lon-  
don: Pearson Longman

Setiyadi, Bambang. 2006. *Teaching  
English as a Foreign La-  
nguage*. Yogyakarta: Graha  
Ilmu