

THE EFFECTIVENESS OF ENGLISH DEBATE TO IMPROVE STUDENT'S SPEAKING SKILLS

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Abstract

There are several learning techniques that can be used by teachers/lecturers to improve English, especially English speaking knowledge (speaking). Speaking is considered the most difficult skill because in Indonesia English is an international language. Therefore, lecturers must choose the right learning techniques to increase student attention and motivation. Teaching technique This is an English conversation technique. The purpose of this research is to find out whether the English debate technique can improve students' speaking skills. This research is a classroom action research applied to fifth semester students of English education at the Universitas Teknokrat Indonesia Based on the analysis results of the previous chapter, the researchers conclude that the debate method improves students' speaking skills. This is evidenced by the following results. student exam. This table shows that English debate has a great impact on improving speaking skills. It can therefore be concluded from this Effective Debating Methods to Improve Students' Speaking Skills

Key words: effectiveness, english debate, improve, speaking

INTRODUCTION

In Indonesia, English is taught from the lowest level of education to the highest [1], [2], [3]. The university language is a compulsory subject that must be taken by all major students [4], [5], [6]. This makes English a foreign language that is studied by many people, especially researchers [7], [8], [9]. Ideally, English should be used as a communication tool, not just as a teaching or course resource [10], [11], [12]. Therefore, language users must have four skills of listening, reading, speaking, and writing which cannot be separated from one another [13], [14], [15]. In addition, the elements of English (vocabulary, grammar and pronunciation) must be mastered to support perfect mastery of English [16], [17], [18]. Higher education is a factor of change when the Indonesian nation grows to become citizens who are educated or more valuable [19], [20], [21]. Therefore, the role of higher education is very important [22], [23], [24]. Muria Kudus University is a well-developed university [25], [26], [27]. Kudus offers several degree programs in various disciplines, one of which is English language education which is in high demand [28], [29], [30]. English language education creates graduates who are able to compete in the world market and develop their skills, ie. English language education for practice in society [31], [32], [33]. Students studying for a degree in English must also be able to communicate fluently in English [34], [35], [36].

Currently, lecturers or lecturers who focus on student-centered learning must emphasize the application of cooperative learning models [37], [38], [39]. However, this reduces the teacher's active role in the teaching and learning process [40], [41], [42]. The teacher is a facilitator who regulates the flow of activities in class without reducing student

assignments [43], [44], [45]. However, the role of the lecturer here is not as a dictator who can impose his will on the class [46], [47], [48], but the lecturer must be able to create a conducive atmosphere in the classroom, so that learning techniques must be adapted to the characteristics of students [49], [50].

Classroom learning also has a significant impact on classroom success [51], [52], [53]. In learning English, to demand professionalism from teachers, there are various techniques that can be applied in learning English [54], [55], [56], but these techniques must also be adapted to English skills and English components [57], [58], [59]. In this study, researchers focused on the doctrine of speaking (speaking) to students. This study uses English techniques to discuss ways to improve students' speaking skills [60], [61], [62]. Many students think that speaking is a skill that is difficult to do considering that Indonesian people don't use English as their everyday language [63], [64], [65]. Inside the teacher must use techniques that are fun and not boring for students [66], [67], [68]. English conversation is a technique that can be used to improve students' speaking skills because it is deep [69], [70], [71]. In this technique, students are given topics to discuss in teams. Each team consists of three members. So each member must communicate his thoughts or opinions to the opposing team through spoken English [72], [73]. That's why English debate experts give English lectures which are very effective when used to improve speaking skills [74], [75], [76]. Based on the picture above, the researcher wants to propose a solution of learning English with conversational English as a technique to improve students' language.

Speaking is a functional ability of spoken language in one's daily life [77], [78], [79]. This is actually because we receive and transmit information through speech. But for Indonesians, being fluent in English is a big challenge because we don't use English as the language of everyday communication [80], [81], [82]. Talking is a productive skill. Talking cannot be separated from listening. When we speak, we create meaningful text. In communication we find speakers, listeners as well as messages and reactions [83], [84], [85]. Furthermore, speech cannot be separated from pronunciation. Teaching and improving students' spoken English is one of the professor's tasks that is not easy [86], [87]. Experienced and creative teachers have no problem choosing the right task selection strategy [88], [89], . Speaking is an activity that is used to explain something to someone in a certain situation, or an activity that is used to say something. Meanwhile, "Language is a communication tool that affects our daily lives". This means that speaking is one way of communication that can affect a person's life. Based on the explanation above, the writer concludes that speaking is a way of expressing our feelings, which are then manifested as a process of spoken language between two or more people.

English teaching technique

Techniques are concrete methods used during learning [90], [91]. In this case, the teacher can use different techniques, even though the method used is the same. When discussing teaching techniques with students, use techniques that are fun, not boring [92], [93]. Many people think that learning to speak is complicated and requires courage to speak. Teachers are often afraid of this. Most people think that speaking takes a long time and is difficult for students to get used to [94], [95], [96]. There are several techniques that can be used

when learning English. With the right technology, college faculty no longer think advocacy for students is difficult and can be minimized. The technologies involved are:

1. **Question and Answer** Students are asked to ask and answer a question. The process consisted of students recording a few interview questions in case they needed to memorize them. After that, students can ask their friends in class. Edit questions according to topic. To check whether students completed the assignment, have them take notes, which must be reported to the teacher after the lesson is over. Lecturers only observe students and give time for students to ask questions.
2. **Describing and drawing** Students in pairs Student A has an image that student B does not know and vice versa. Student A explains the picture given, and student B draws according to the description of student A. After student A has finished, turn to student B to explain the picture. Ask them to compare the pictures and rate them according to their taste.
3. **Discussion** Determine the topic and ask students to discuss the topic in groups as shown in the picture. This technique is suitable for intermediate and advanced users.
4. **Guessing** The teacher or some students have information that other students or groups have to guess through questions in English.
5. **Remember** Students close their eyes and remember pictures, for example objects in class or location, this technique is effective for sharpening memory and minimizing forgetting words.
6. **Role play** This technique is suitable for students who have reached intermediate and high levels. Students practice situations such as police stations, courts, plays and others. Students are asked to use only the phrases or cards they have learned, in which case the teacher acts as a guide and monitors the activity.
7. **English Debate** English debate is a very good way to improve students' English skills. This technique is not suitable for teaching English to young learners (children) because this technique requires a lot of vocabulary and courage from conversing learners.

English debate technique

English debate is one of the most important English learning techniques that can be used to improve students' academic abilities [97], [98]. This research is more focused on speaking. College teachers/lecturers must choose the material that will be used as a topic of discussion. There are two teams competing against each other and they are called plus and minus teams. The students are divided into several groups, where students (for and against other positions) discuss a given topic [99]. Instructors are required to monitor student discussion activities at all times, and instructors can assess each student's mastery of the material from both positions and how effectively students engage in the discussion process.

For all models to be successful in cooperative learning, each model must contain teaching materials that allow students to help and support each other in learning the material and working independently on assignments. Important perspectives for successful group task management must be developed [100]. These skills can be taught to students and student roles can be assigned to facilitate group processes. These roles can vary depending on the

task at hand, for example the role of note taker, summarizer, material manager or trainer, and the role of the lecturer can be a learning observer in the concept or understanding of the lesson itself.

In this study, the authors provide an overview of the Australian parliamentary debate format, namely:

1. general description

1). The supervisor (Affirmation Team) submits himself to parliament 2). The opposition (negative group) rejected the proposal.

3). Each side convinces parliament (judges)

4). Each one gets the same time in turn to express his opinion 5).. Actor (. Positive team 3 people., Negative team 3 people The tasks of each team are as follows:

a) Approval Team

1. Definition of the proposed topic (presentation)

2. Presentation of supporting arguments b). Negative Team

1. Support the topic (motion) defined by the affirmative team

2. Build a case against the affirmative team's arguments

3. If the negative team views that the definition proposed by the affirmative team is invalid, the negative team can raise objections and propose a new definition. But in this case it cannot be done solely because the negative team thinks that its own definition is more appropriate

METHOD

In this study, researchers used qualitative methods. Based on Bogdan and Biklen (1982) noted that qualitative research is descriptive in nature, collecting data in the form of words or pictures rather than numbers. Excerpts from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to demonstrate research findings. In this study, the questionnaire contained 5 questions that had to be filled out by the participants. A research variable is an attribute or character or value of a person, object or activity that shows certain variations determined by the researcher who is immersed and then draws conclusions. There are two different variables, the independent variable and the dependent variable. Independent variables are factors that influence the dependent variable. This shows that variables can be classified according to how they are measured and their effectiveness in research. There are two variables in this study, the independent variable in this study is the use of self-reflection in teaching speaking (X), the dependent variable in this study is students' speaking ability (Y).

The researcher have prepared the questionnaire in the form of a g form which will be distributed to participants, the questionnaire is distributed via social media, namely

WhatsApp, the questionnaire will be sent via the academic writing WA group, then participants are asked to fill out the questionnaire, after all participants have filled out the questionnaire I will analyze their answers and make conclusions from the data obtained. The subjects of this study were students in the 5th semester of the English language education program at the one of the University in Lampung. The researcher chose 5th semester students because they have sufficient knowledge and English skills. The researcher selected the students who entered the academic writing class. It is hoped that this study will improve their speaking skills, ie. in mediation argument.

RESULTS AND DISCUSSION

The following section will demonstrate the results of the study. An overview of the effectiveness of English debate to improve student speaking skill can be seen in table below.

The aim of this research is to find out the effectiveness of English to improve speaking skills of the fifth semester students of English education at the Faculty of Education, Technocrat University of Indonesia. I conducted a survey where participants filled out a questionnaire that I provided. The participants were 25 English education students in an academic writing class. The different ages and genders of the participants varied between 20 to 23 years. The questionnaire consists of 5 questions with true or that must be answered.

Questions	True	False
Is speaking difficult to learn?	100%	0%
Do you want to improve your speaking skills?	90%	10%
Do you like debate?	70%	30%
Can debate improve speaking skills?	100%	0%
English debate has no effect on speaking skills	0%	100%

From the data above it can be seen that according to students learning speaking is very difficult, but because of the English debate they can improve their speaking skills.

CONCLUSION

Based on the analysis results of the previous chapter, the researchers conclude that: firstly, the debate method improves students' speaking skills. This is evidenced by the following results. student exam. This table shows that English debate has a great impact on improving speaking skills. It can therefore be concluded from this Effective Debating Methods to Improve Students' Speaking Skills secondly, an interesting discussion method

for students. student interest in speaking Learning how to debate is relatively expensive. This is evidenced by the students' answers to the questions in the table, and the students liked the discussion.

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