

The Role of Debating Activity in Developing Students' English Speaking Skill

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Abstract

Debate can be used as a tool to help students' in language learning process. Through debate students can improve their speaking skill. This research is aimed to find out the roles of English debate activity in developing students' English speaking skill and to find out the aspects of joining English debate activity in developing students' English speaking skill as perceived by students'. This research used a descriptive qualitative method. The data were gained by interviewing four college students about the experience in debate activity at an Islamic private university of Yogyakarta. The results show that there are five roles of debate activity in developing students' English speaking skill. The roles to boost students' confidence in speaking, motivate students to speak English, develop students' critical thinking in speaking, and add the students' knowledge. Furthermore, there are four aspects of joining English debate activity as perceived by students. They are to improve students' vocabulary, grammar, pronunciation, fluency, expressive devices.

Keywords: speaking skill, elements of speaking, debate.

Introduction

Speaking is a verbal language that is essential for the people to make a conversation one another in the context of communication. For the reason, through speaking, it will ease the speakers to express ideas or thoughts. On the other hand, speaking is one of the tools to connect with other people. According to Khoironiyah (2012), speaking appears instinctively the most essential skill to master. The mastery of speaking can be measured in terms of the ability to carry out a conversation. Therefore, speaking is very imperative because by mastering speaking skill, people can come up with the dialogues with others, give ideas, and exchange information.

Nowadays, there are some problems faced by learners when they want to speak English to share their own ideas to others. For instance, they have limited vocabulary mastery and are not good enough in pronunciation. Moreover, they cannot respond fast when they are invited to speak English in delivering the ideas. Thus, from the speaking problems mentioned, those make them not confident to speak English. Some of problems mentioned above are in line with Cahyono and Widiati (2011) who stated that the faults which are made by students in speaking are fluency, vocabulary, grammatical accuracy, pronunciation, and interactive communication. Nonetheless, According to Dewi (2016), the problems which make the learners low in their speaking ability are not having sufficient time to practicing speaking, not having sufficient vocabulary, not having appealing in speaking because of unappealing teaching method, and not being able to relate the speaking content to their real life context. Moreover, Fauzan (2014) argued that

unwillingness, afraid of making mistake, uncertainty, or lack of adequate vocabulary is the problems faced by the learners in speaking English. Besides, the learners do not want to speak English because they are shy and afraid if their friends laugh when they make a mistake in speaking English. Madsa (2014) stated that there are two influences to impact the students' speaking skill. The students are failed to discover appropriate words to express and afraid of making mistakes to speak English.

In addition, debate is one of formal communicative methods which delivers and represents the argument which is aimed to influence the audiences' point of views through the topic being discussed in speaking activity. Alasmari and Ahmed (2013) claimed "Debating can be used brilliantly to boost up students' English speaking skill"(p.148). Through debating activity, the learners can come up with the ideas spontaneously delivered in front of many people. From the statement mentioned, it is in line with Rybold (2006) who argued "Debating will help the students to be better speakers in conveying their ideas through English speaking in any situation"(p. 2). Regarding the statement mentioned, the students who join and are active in English debate club activity can have more opportunities to practice their speaking skill spontaneously in front of other people.

Additionally, through English debate club activity, the students will be able to give obviously, fluently and confidently to respond and convey the ideas in English speaking skill. Based on Bellon (2000) as cited in Othman (2013), "Through English debate, the students learn how to use the library to reason,

analyze, clarify ideas, and present arguments in English well”(p.158). When the debaters give the ideas to respond, they know the appropriate words on how to make sure the audiences understand the issues being discussed. Therefore, from the phenomena mentioned, the researcher is interested in conducting the study on the role of debating activity in developing students’ English speaking skill. For the reason, the researcher wants to find out the benefits and problems of debate activity on students’ speaking skill.

Methodology

The researcher used the qualitative method because the researcher wants to explore and describe the students’ experience in-depth used of debating activity in English learning more. The statement mentioned is in line with Creswell (2012) who stated that qualitative research is one of the procedures to identify the research and explore the problem more detailed based on the participants’ perceptions, beliefs, and opinions. Adopting qualitative method is appropriate to find out further information about the role on the use of debating activity to develop speaking skill at an Islamic private university of Yogyakarta.

The participants of the research were members of English debate activity regardless of their department at an Islamic Private University of Yogyakarta batch 2016 who has actively following the activities of English debate activity two times for every week, following competition and has joined debate activity for more than two years. In addition, the researcher should decide the criterion of the participants for this research. Hence, the researcher used purposive sampling

in this research. Cohen, Manion, and Marrison (2011) mentioned that purposive sampling has been chosen for a specific purpose.

The first one to design the instrument, the researcher used interview guideline. In interview guideline, the researcher used it as research reference because it can help the researcher to ask the participants and anticipate the question not out from the line. Also, using interview guideline can make the questions to be more systematic. In addition, to support the interview process the researcher used some tools such as, note, pen, and hand phone. The researcher used note and pen to write down the important points which participant mentioned to help the researcher in collecting complete data. Besides, when there were some points which cannot be understood, the researcher clarified the points being mentioned by the participants in the interview. The researcher used the handphone to record the whole participants' interview.

The researcher used Indonesia language in conducting the interview because researcher wants the participants to feel comfortable in delivering the ideas. They will be easy and relax to give the information of the research questions freely. Moreover, the participants can show up or express their feeling and thought without a language barrier.

Findings and Discussion

This part explains two main particular topics of the research. Firstly, it explains the roles of English debate activity in developing students' English speaking skill. Then, secondly, it explains the aspect of English debate activity in developing students' English speaking skill. From the data result was collected the

participants said that by joining English debate activity helps them to develop their speaking English language skill. Such as boosting students' confidence to speak in front of people, motivating students' to speak, developing students' English speaking fluency, developing students' critical thinking in speaking, and add students' knowledge. Besides the roles, four participants said that there are some aspects that they get through joining English debate activity. The aspects are such as vocabulary, grammar, pronunciation and expressive devices.

Conclusions and Recommendation

English debate activity is one of the methods in teaching-learning process. English debate activity is one of the cooperative learning processes. English debate activity can be used for the teacher or lecturer to achieve the goal used cooperative learning in another way. Other than that, this research has the aim to found the roles of English debate activity in developing students' English speaking skill as perceived by students. Therefore, the research question of this research is what are the roles and the aspect of English debate activity in developing students' English speaking skill.

This research used a qualitative research design. After that, to collect the data interview was used in this research. Then, the participants were four students who have to join English debate activity for more than two years and ever have following a competition.

The first finding shows that there are five roles of joining English debate activity. The roles are such as boosting students' to have self-confidence in

speaking, motivating students to speak English language, developing students' critical thinking in speaking, and adding students' knowledge.

Meanwhile, for the aspects, there are four aspects of joining English debate activity as perceived by students. They are such as improving students' vocabulary, developing students' grammatically, helping students' pronunciation, improving students' fluency and the last encouraging students' to have expressive devices.

Recommendations

After gaining finding of the roles of debate activity in developing students' English speaking skill. The researcher gives some recommendations which related to this research. The recommendations are for lectures or teachers, for students and also for the next researchers.

For the lectures and teachers. Based on the result of this study, evidently English debate activity capable to develop students in English speaking skill. Correspondingly, the researcher suggested are lecturer and the teacher to promote and use English debate activity as a tool or method in English learning process, especially to developing students in English speaking skill.

For the students. From the result, the researcher suggested are students joining in English debate activity. In there, students have a lot of opportunities and space to practice and improve their speaking English speaking skill.

For the next researcher. Regarding to the result of this research, the next researcher finally know the roles and the aspects of debating activity in developing students' English speaking skill as perceived by students. Afterward, the researcher recommends the other researcher to develop this research by focusing on writing, listening and reading skills.

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