

IMPROVING SPEAKING SKILLS THROUGH BRITISH PARLIAMENTARY STYLE DEBATE

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ABSTRACT

Speaking is one of crucial language skills that must be mastered by language learners as well as in learning English. In this study, speaking became the main problem dealt by the students especially the eleventh grade students of SMA PGRI 6. The objective of this study was to figure out whether or not speaking skill could be improved by implementing British Parliamentary style debate in the teaching learning process. The results of the post-test in each cycle pointed out there were significant improvements on the subjects' speaking after implementing British Parliamentary style debate. In addition, the mean figure of the reflection of each cycle, cycle I and II, was 64.93 in cycle I and 76.37 in cycle II. On the other hand, the subjects responded by giving positive responses toward the implementation of British Parliamentary style debate in teaching and learning process. Thus, the present classroom action research showed that speaking skill of the eleventh-grade students of SMA PGRI 6 Denpasar could be improved by implementing British Parliamentary style debate.

Keywords: speaking skill, improvement, British parliamentary style debate.

INTRODUCTION

Speaking is a part of productive skills (besides writing) or also known as active skill which is integrated with receptive skills (reading and listening) so that learners will produce language by saying something based on what they hear or read. In consonance with Richards (2008:19), being able to or mastering the ability of speaking English is a priority for many second-language learners. Accordingly, it indicates speaking becomes the most important skill that should be mastered considering oral communication is major objective in learning any kinds of languages. Consequently, whether or not they are successful in language learning, learners

evaluate the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. After all, the most effective way to communicate is through speech or verbal communication.

According to Thornbury (2005:1) states that speaking is a part of daily which is taken for granted. Moreover, it is also important to remember that speaking forms a part of the shared social activity of talking. Speaking involves interaction with one or more participants. Two or more people talk to one another along with things or topics they are mutually interesting and the relevant in the situation. On the other hand, speaking is also processes which people share information,

feeling and ideas that implicates body language mannerism and style so as to add meaning to a delivered message. For this reason, people can construct conversation, give any ideas even exchange information in social life. Hence, they will use words or phrase to express their ideas to carry out a decent conversation. The capacity to put words together in meaningful way to reflect thoughts, opinions or feelings provides the speaker with these some advantages such as: ability to inform, persuade, direct, stand out from the rest and the like.

Not only does speaking form a part of the shared social activity of talking but also it is described as an important part of the curriculum in language teaching by Luoma (2004:1). A huge number of students learn to speak English from primary to senior high school. In any case, it is still found that students have some problems in delivering their thoughts, opinions or feelings in English because of feeling anxiety, being afraid of making mistake, lacking of vocabulary and also lacking of motivation. Students who have ever had negative learning experiences can be nervous of speaking. Sometimes dominating students can intimidate the others to talk (Harmer, 2001:182). At any rate, the teacher also has important role in this case especially the way of teaching English. It means that the implementation

of teaching strategy that is not compatible with students as receiver will not be effective. Inexorably, a suitable strategy or technique must be applied by the teacher for better teaching and learning process during the class to improve students' speaking skill.

In general, students' difficulty in speaking English is about self-confidence. It can influence students' performance since they do not feel confident aside from being afraid of making mistakes. Therefore, the students must be given more frequency of talking during the class so that they have a good opportunity to express themselves by speaking up. In every learning activity of speaking, the students should be fully encouraged by using English to express their ideas or opinion and the students are very likely to make a meaningful contribution as it is related to the latest curriculum oriented student centered learning. However, the field findings show the opposite. In some cases, teachers do not let students to do more speaking activities since the teaching and learning process is begun in the class. As a result, the process of speaking ability of the students does not go well as expected. This means that the teachers must find a way for solving this problem so they can improve the students' speaking skill. The teachers have to find appropriate teaching and learning activity to improve

students speaking skill and also raising their motivation in learning English.

Based on the preliminary observation which has been conducted at SMA PGRI 6 Denpasar by interviewing the teacher, conventional or also known as old-fashioned technique was still exist and applied by the teacher namely asking and answering activity which it is much focused on teacher centered learning. In a consequence, students easily jumped into boredom atmosphere and are not interested in going on. The teacher just provided and presented materials and sketch in them then followed by asking and answering questions activities. As if it became a daily routine during the class conducted. If there is no a question, there will not be a meaningful activity then continued by explaining the next topic of the lesson or ended up by letting the students answering student worksheet provided. As a result, it did not help student develop their potential, especially in speaking, which should be the major concern of language learning is to communicate by having conversation. Also, the interview and the field findings in the class conducted by the researcher showed that students had difficulties in fluency, self-confidence, comprehension and grammar when they practiced speaking in front of the class.

There are so many teaching and learning activities can be implemented in

teaching and learning process. One of them is debate, which is British Parliamentary Style Debate is commonly used as it resembles a debate in the British Parliament. Debate is a technique to develop verbal communication and critical thinking skill. More than mere verbal of performance skill, debate embodies the ideals of reasoned arguments, tolerance for divergent points of view and rigorous self-examination. On the other hand, debate can also be defined as a discussion between two teams on a specific subject or topic, which engages every member of the club. It is can be an excellent way to help learn English. According to D'Cruz (2003:3) says that debating a means by which issues of public importance is discussed and analyzed by a community. Therefore, debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Related to the statement of the previous paragraph, debate plays an important role in providing an opportunity for students to be active in speaking or an active speaker. By arguing in order to state their opinions about something or the topic, the students will try to dive right in and analyze it and it will train them to have profound understanding during the speaking activity. The students in the debate need to be able to relate the subject

they are discussing by emphasizing on their deep insights, critical thinking which is logically logic and having better speech delivery means students' speaking skill will be greatly improved. As a result, the art of practicing and communicating with someone in a debate helps improve English speaking skill ability for the students, more fluency.

The primary objective of the study tends to answer the research problem of the present study, can the eleventh-grade students' speaking skill of SMA PGRI 6 Denpasar in academic year 2019/2020 be improved by the implementation of British Parliamentary style debate? Based on the observation that had already done by the researcher, the fact was speaking skill of the eleventh-grade students of SMA PGRI 6 Denpasar need to be improved by implementing a compatible technique. As a result, it becomes the research problem of the present study. In relation with the research problem that has been stated previously, the study is conducted to know whether or not British Parliamentary Style debate can improve speaking skill of the eleventh-grade students of SMA PGRI 6 Denpasar in academic year 2019/2020.

RESEARCH METHOD

The design of this undertaking study used Classroom Action Research (CAR). As the subject of this study, XI

MIPA was selected by the researcher based on the preliminary research that was conducted with 30 students. This research was carried out in some cycles of cyclical processes. The cyclical processes were initially started by conducting a preliminary observation. It was intended to figure out the pre-existing problem faced by the subjects of the present research.

In this classroom action study, the design is adapted from action research designed by Kemmis and McTaggart as cited in Burns (2010:9) the teaching and learning process would be divided into some cycles where each of the cycles consisted of two sessions and it consisted of four interrelated activities namely: planning, action, observation, and reflection. Before each session was going to be conducted, at first the researcher would conduct an initial reflection in which to know the real pre-existing speaking skill of the subjects. To make it clear, the design of the present class action research can be explained or described as follows:

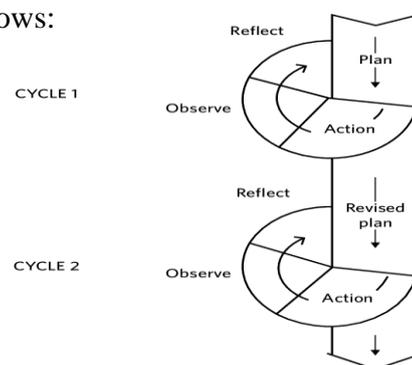


Figure 1. Cycle of Classroom Action Research

The cyclical processes were administered until it achieved the purpose of conducting the present classroom action research that was most or all of subjects achieved the minimum passing grade which had been determined, 70.

In the present classroom action research, the researcher made use of two research instruments; they were test, for quantitative data and questionnaire, for qualitative data. The test was divided into two, pre-test and post-test. Pre-test was administered to measure the subjects' speaking skill and knowledge. The purpose of pre-test was to find out the real problem which is faced by the students and the result of the pre-test is used as a reference for the researcher when constructing the cycle. Meanwhile, post-test was used to know how far the improvement of the subjects' speaking skill after the teaching technique would apply. It was administered at the end of each cycle.

To assess the subjects' speaking skill, the monologue performance will be scored by using a scoring rubric which was adapted from Brown (2004:172). However, three aspects are only used in this present study as the main criteria to score the subjects' performance such as fluency, comprehension, and grammar. The scale of the criteria was started from 1 as the lowest and 5 as the highest score.

In addition, the questionnaire was chosen by the researcher to know about the responses of the eleventh-grade students of SMA PGRI 6 Denpasar towards the implementation of British Parliamentary style debate. The questionnaire in this study was in a form of Likert scale which was arranged from five (5) to one (1) alternative choices. Furthermore, the questionnaire was written in *Bahasa Indonesia*. Since questionnaire was given to the subjects, it requires the subjects to select one of five choices: strongly agree (*SangatSetuju/SS*), agree (*Setuju/S*), uncertain (*Ragu-Ragu/RR*), disagree (*TidakSetuju/TS*), strongly disagree (*SangatTidakSetuju/STS*) based on 10 following statements that related to the application of British Parliamentary style debate.

FINDING AND DISCUSSION

This study used classroom action research which was conducted in the form of cyclical process which was started by a pre-cycle. Each cycle was divided into two sessions. Furthermore, the cycles were followed by four interconnected activities such as planning, action, observation, and reflection. It was conducted to find out the fact of the subjects' speaking skill that must achieve success indicator, 75% and the minimum passing grade, 70. Thus,

clear explanation of the pre-cycle, cycle I, and cycle II can be elaborated as follows:

Pre-cycle

The present research was started by conducting preliminary research. Pre-cycle was conducted in order to know the pre-existing speaking skill of the subjects before British Parliamentary style debate was implemented. It was an interview to the English teacher who taught the class where the subjects studied. On the other hand, the researcher also conducted observation in the classroom during the teaching and learning process took place. Moreover, the researcher administered a pre-test to get more comprehensive data on the subjects' pre-existing speaking skill.

In pre-test, the subjects were instructed to do a speaking performance in front of class based on the topics of motion provided and then perform it in front of the class in maximum two minutes. While one of the subjects was performing, the others must pay attention and played a role as the adjudicator which some of them would be asked to state their opinion at the end of the class. They should choose one of five topics which were given.

The pre-test was followed by 30 subjects and related to the result, the mean score that was obtained by the eleventh-grade students in pre-cycle was 52.13. This result was extremely under the minimum

passing grade which was 70. Moreover, among 30 subjects who did the pre-test, there were only 3 subjects or 10% who passed the minimum passing grade. It also found that most of the subjects were difficult in speaking with a good fluency, comprehension and grammar. Based on these findings, The subjects needed an improvement to solve their problem in speaking. Therefore, the researcher then conducted cycle I to solve the subjects' problem in speaking skill by implementing British Parliamentary style debate.

Cycle 1

The result of the pre-test showed that the speaking skill of the eleventh grade students of XI MIPA was still low. Cycle I was administered based on the result of the pre-test in pre-cycle which showed the subjects' speaking skill before implementing British Parliamentary style debate. In cycle I, the researcher followed the steps of doing action research namely: planning, action, observation, and reflection. These steps were done chronologically in order to obtain the best result. Moreover, the activities were explained as follows.

In this phase, Cycle I, was started with planning which was an important step to be concerned in order to make the action, the teaching learning process, ran

as smooth as possible. In this step, the researcher prepared some things such as lesson plan, learning material, worksheet and post-test. Planning was focused on constructing lesson plans to be suitable with syllabus used in the school and fixed with the time allotment 90 per meeting. In addition, the materials taught by the researcher were all about analytical exposition text. The subjects had to understand clearly the learning material before the researcher conducted post-test in cycle I.

After well-prepared planning, the action was then conducted. During the action, the researcher had a big role as a teacher to accommodate the class and apply British Parliamentary style debate which had been planned before. There are two sessions in action, session 1 and 2. Each session spent 90 minutes and each consisted of pre-activity, whilst-activity and post-activity. In session 2, this session was ended by administering the post-test which was followed by all subjects to obtain data of the subjects' improvement in speaking skill.

The next activity was observation. The observation is mainly focused on identifying the situation of the lesson and monitoring the condition of the subjects during the action. The researcher acted as an observer to know the subjects' responses toward the application of

strategy as well as the subjects' improvement in speaking skill. The result showed that many of the subjects were really interested and showed high enthusiasm for taking a part in the implementation of British Parliamentary style debate.

Moreover, to get the data of the subjects' improvement after the implementation of British Parliamentary style debate, the next step of this cycle was analyzing the post-test. The mean score of post-test I in cycle I which was followed by 30 subjects was 64.93. As the result of the post-test I, it could be seen that there was very significant improvement from the result of the pre-test. The data of post-test I showed that there were 7 of 30 subjects or 23.33% who could achieve the minimum passing grade for the eleventh-grade students of SMAN PGRI 6 Denpasar. Meanwhile, this study needed to be continued to measure whether the technique was effective or not for teaching speaking. Therefore, the researcher continued to cycle II with the purpose to get a better improvement.

Cycle II

Cycle II was conducted based on the result of the post-test in cycle I to give more improvement towards the subjects' speaking skill. It means that Cycle II was administered to reach better result of

subjects' speaking skill in order to achieve the minimum passing grade and also to achieve the success indicator. This cycle was approximately similar with the previous cycle. Cycle II also consisted of four interconnected activities. They were planning, action, observation and reflection.

In the planning of cycle II, the researcher prepared the lesson plan, learning material, worksheet and post-test. This planning was still focused on the implementation of British Parliamentary style debate to improve subjects' speaking skill. All preparation in cycle II was revised from the previous cycle, cycle I. The lesson plan would be implemented in 90 minutes for each session. The researcher also prepared the learning material for the subjects, analytical exposition text.

In the action of cycle II, the implementation of British Parliamentary style debate was aimed at improving the subjects' speaking skill. Cycle II was also divided into two sessions, session 3 and 4. Each session spent 90 minutes and consisted of pre-activity, whilst-activity and post-activity. In session 4, this session was ended by administering post-test which was followed by all subjects to get the data of the subjects' improvement.

In observation, the researcher also observed how far the implementation of

British Parliamentary style debate could improve the subjects' speaking skill. In this cycle, the subjects showed different behavior than in the previous cycle. The subjects were more active in the classroom. It showed that the subjects could focus on following the teaching and learning process taking place. The number of the subjects that was interested in teaching and learning process was increasing.

As a result, an excellent improvement was achieved in Post-test 2. Based on the data resulted in the post-test II in cycle II, it indicated that the implementation of British Parliamentary style debate really helped by showing the significant improvement of the subjects' speaking skill. The result of mean score of the subjects' post-test II was 76.37. It could pass the minimum passing grade of the eleventh-grade students of SMAN PGRI 6 Denpasar that was 70. There were 27 of 30 or 90% subjects who achieved the minimum passing grade. In addition, they were more active and enthusiastic during the teaching and learning process. Consequently, this study could be ended in cycle II as the subjects had achieved the success indicator that was determined.

The Response of the Questionnaire

To support the findings above, the researcher needed supporting data. A

questionnaire was administered to know the subjects' responses after having lesson through British Parliamentary style debate. The questionnaire consisted of 10 statements which were written in *Bahasa Indonesia* with 5 options such as strongly agree (SA), agree (A), uncertain (U), disagree (D) and strongly disagree (SD). The responses were quantitatively scored by using the Likert rating scale.

The result of the questionnaire also showed that there were 46.77% of responses that showed strongly agree; 51.71% of responses that showed agree; 1.37% of responses that showed undecided; 0.15% of responses that showed disagree and 0% of the subjects responded strongly disagree. Based on the analysis of the data of the questionnaire. It indicates that the responses of the subject toward the implementation of British Parliamentary style debate was very encouraging and positive. Besides, the findings of the questionnaire indicated that British Parliamentary style debate was effective to be implemented in teaching speaking in the classroom. Moreover, the implementation of British Parliamentary style debate made the process of teaching speaking more interesting.

CONCLUSION

The enhancement of result of the subjects' speaking skill could be seen by

comparing the data from pre-test, post-test I and post-test II. Based on the findings, the pre-existing data showed that the subjects still had low skill in English especially in speaking. It was 52.13 for the mean score of pre-test. As a result, British Parliamentary style debate was administered in cycle I and cycle II. In cycle I, the subjects show improvement of their skill. The mean score was 64.93 which was not enough to reach the success indicator. In other word, the success indicator had not been reached yet. Ultimately, cycle II was run to get better result. The mean was 76.37 and it indicated that the success indicator had been reached.

In addition, the data of pre-test, post-test I and II was also supported by questionnaire. The results of it showed that 46.77% strongly agreed (SA), 51.71% agreed (A), 1.37% was uncertain (U), 0.15% disagreed (D), and 0% strongly disagreed. From the accumulated percentage, it showed that most of the subjects agreed toward the implementation of British Parliamentary style debate in teaching speaking and indicated a good finding in term of the subjects' responses. As a result, British Parliamentary style debate worked well for the subjects to improve their speaking skill, and they were excited how British Parliamentary style debate was done. Therefore, it could be

concluded that speaking skill of the eleventh-grade students of SMA PGRI 6 Denpasar in academic year 2019/2020 could be improved through British Parliamentary style debate.

SUGGESTION

There are some suggestions that would like to recommend. The first suggestion is addressed to the English teachers, especially at SMA PGRI 6 Denpasar. As this study have showed that British Parliamentary style debate could help to improve students' speaking skill, the English teachers are suggested to implement British Parliamentary style debate into teaching and learning activities, precisely in English speaking class. Implementing British Parliamentary style debate gives the students an opportunity to speak up and deliver their ideas or thoughts about issues being discussed by their own point of view.

The next suggestion is addressed to the eleventh-grade students, especially at SMA PGRI 6 Denpasar. They are suggested to be ready in communicating by using English because speaking in English without practicing is nothing. The researcher also suggests the subjects should not be afraid of speaking English and be confident when speaking in front of the class. They should practice their speaking skill not only in the school but

also in their environment. It is suggested that the students develop their speaking skill by implementing British Parliamentary style debate activity in their learning process because it can improve their speaking skill and also, they will be more active to speak in English.

Moreover, for other researchers who would like to conduct similar research, it is hoped that they could do better research related to the implementation of British Parliamentary style debate. On the other hand, the result of this study can be used as a reference to conduct further researchers that was related to the implementation of British Parliamentary style debate.

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