



ASSESSING SPEECH THROUGH ENGLISH DEBATE TO IMPROVE SPEAKING ABILITY OF UNIVERSITY STUDENTS

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ABSTRACT

The assessment of oral production and good English speaking ability can be success indicators for students of English study program at UNISNU Jepara University to be qualified teachers. However, students of fourth semester still found weaknesses to achieve. This research was conducted to improve their learning achievement in speaking skill and assessment. It made use a classroom action research design through communicative approach type academic debate and oral production test. The initial condition of students speaking skill was categorized as poor level because the mean score of pretest was 50. The application of cyclic process, which consisted of two cycles, involved four steps: planning, action, observation and reflection. The increasing ability in each cycle could be seen from their scores either individual or team. The individual score of each session for three aspects of debate had gradually increased. The mean score of cycle I was 72 which can be categorized as sufficient level and cycle two was 83 which meant at very good level. The students' responses were also positive after this learning model was applied. They also admitted that they had learned many things which were related to their skill in controlling emotion, practicing speaking ability, enriching vocabularies, and arguing in positive attitude. Based on the finding and discussion, the type academic debate and oral production assessment can improve students' ability in speaking English.

Key words: *academic debate, communicative, assessment*

INTRODUCTION

The final goal of learning process at English Department of UNISNU Jepara is principally to overcome professional English teacher of Junior High School, Senior High School, and Vocational School. The ability to comprehend and to make use language orally and orthographically as well as to

assess the learning result absolutely depends on the process of learning. Besides, it is unavoidable that factors of talent, commitment, motivation, and campus environment are influential on the progress of achievement. In short, good process can make someone produce achievement in integrated language skills. Those levels are

in line with instructional competence base and in syllabus emphasizing on the training of active productive skills of communication in participating as member, leader, moderator of meeting or seminar, master ceremony/MC, and *problem analyst*. Moreover, the ability of education assesstment (*language testing*) focuses on the mastery writing/composing the components of language aspects and language skills. Those courses are integrated in learning process with good assessment so that teachers' assesstment can forecast the result of students, learning experience (Heaton, 1978: 30).

In fact, many students still find the problem in speaking English so that in further courses they could not explain their research result because of applying *memorizing* technique. By interviewing some students relating to the assignment of speaking skills, the writer found that: feelings of anxiety, low self confidence, and being nervous become constrains in presenting speech bfore the class because of the lack of low speaking competence. Based on the observation and identification of problem, the basic problem comes from the method of presenting material and assigning the tasks, likely teacher oriented and monotonous. The shortage of such teaching method becomes the empiric reason to conduct this research.

Through this research, the improvement efforts to be achieved by the students can be done by varying the teaching method of Speking III subject through 'debat' among the students of English Department UNISNU Jepara. The combination of debate and communicative technique produces a model of more communicative learning empgasizing on the substance (*matter*) or the way to present (*manner*) and the appropriateness (*method*)

based on existing context. Increasing self convidence can give natural effect like the students are encourageous to find, develop and express current idea. The errors in grammar (*grammatical errors*) are not constraint in problem solving in every debat activity.

RESEARCH PROBLEM

Based on the above description, the English Department students' ability of fourth semester (2015/2016) in understanding and using English should be increased. It can be proved by the minimal participation on using English in the class. Whereas, some problems to be solved are: how far debate activity can increase students' speaking ability through communicative approach and how the assessment process of oral production test is conducted.

Standing on the problem and the relation to the proposed solution, the result of this research purpose to:

1. Know how far the result of students' learning in speaking after applying the communicative method through debate activitiy is.
2. Perform the assessment procedure in debate relating to three aspects: *matter*, *manner* dan *method*.
3. Give the contribution on concept of communicative approach in speaking aspects.

Output of this research is in the form of physical result from research process having been conducted and significant to comtribute and to improve the learning process especially for research subject and the students of English Department UNISNU in general. This research is expected to produce a technical guide module, method, debat judgement, and article.

UNDERLYING THEORIS

Communicative Approach

Communicative approach is a way to improve classroom learning activities reflecting the communication principles (Richards, 2001: 13). Whereas, communicative approach in assessing speaking competence is someone's ability to express idea, information or to respond any utterances related to everyday life (Heaton, 1998: 20). The procedure of communicative approach has some learning guidelines to attend: short dialogue presentation, question-answer presentation, investigation and study, conclusion draw, oral production activity, and evaluation (Klein et.al., 1991). Relating to the above view, Hymes (in Brumfit and Johnsson, 1987) states that classroom language presentation has some goals like: welcome speech, request, giving information, directive, and so on.

Communicative approach refers to language teaching aiming at language function as means of communication (Syafi'ie, 1993:12). Further, Syafi'ie (1993: 13) explains that approach refers to theories of language essence with its characteristics, they are: communicative competence is more dynamic, contextual, and relative, depended on internal and external aspects, as well as relation to the language competence and perform. The components of communication cover the elements of communication agent, communication behavior, timing, and so on.

The previous study related to active debate was conducted by Rukhayati (2011) about active debate in improving students' learning achievement in religion subject. The ability of communication in debate indicates two competencies in rotation: cognitive and performative spontaneously related to students' classmate. Another

research of active debate was also conducted by Setyo Sambodo (2012). This research displays the effort on improving the mastery of history subject. Subsequently, Putra (1997) conducted a research related to peer assessment. In this research the students can make use their assessment ability to give objective assessment towards their classmates because learning process could not be separated with the assessment of learning result.

Debate

Debate is an activity of against argumentation, personally or in group (team) in discussing and deciding problem and differences. Formally debate has broadly been performed in legislative institution like parliament, particularly countries adopting opposition system. In this case debate is conducted by clear rules and debate result can be taken from vote and judge decision. Debate can be defined as across opinion on specific topic among pro and contra sides through organized formal dialogue. There are some debate form, for instance England Parliamentary Form, American Parliamentary, or Australian Parliamentary (Inoue, 2009:7). Debate form is usually selected based on goal and allotment of competition. The followings are some advantages of academic debate activities:

1. To improve competing power of university graduates through scientific debate medium.
2. To improve the students' ability to think critically and analytically so that they are able to compete in national and international level.
3. To improve the students' ability to express their opinion logically and systematically.
4. To strengthen the assessment of learning experience objectively and professionally through judging among

friends.

Adjudication

Adjudication is a broadly used term in debate activity. Usually there is a verbal word before *adjudication*. *Verbal adjudication* is a judging activity performed verbally by the judge of debate 'adjudicators'. In drawing this data research,

adjudication is conducted by peer students, not by the lecturer of the course. Hence, this judging activity is called *peer adjudication*. After finishing the debate, the students must give adjudication in verbal. They grounded in adjudication sheet form as following example:

Table 1. Adjudication Sheet

Speaker's Number	Name	Content (Matter) (27-33)	Style (Manner) 27-33	Strategy (method) 13-17	Total 67-83	Time (5 min)
1 st						
2 nd						
3 rd						
Reply speaker (a half score from speaker)		(13.5-16.5)	(13.5-16.5)	(6.5-8.5)	(33.5-41.5)	(3 min)
Reply						
Final Score						

Table 2. Score and Criteria in Speaker's performance *Margin Criteria*

Matter/ Manner	Method	Notes	Margin	Notes
27	13	Very Poor	1 – 4	Slight different between two teams
28 – 30	14	Poor	5 – 9	Clear different on one of teams
31 – 32	16	Good	10 – 12	Absolute win
33	17	Excellent		

Winner :
 Margin :
 (between 1 and 12)
 Best speaker :

The Role of Adjudicator

Adjudicator or judge is a person or group of persons having (expertise) assigned to assess a debate process like negotiating and discussing debate scored with co-

adjudicator, deciding the rank of all teams, the scores of debating teams, the score of debate member, presenting clarification of adjudication to the members, and completing all required documentation. The

adjudicators must try to underly their assessment in the rules to minimize subjectivity and to give consistent approach in assessing debate.

Assessing and Scoring Team and Member

The *adjudication session* must get the agreement about the scores given to every team then each *adjudicator* will give scores to each team individually based on assessment scales. If there is an *adjudicator* who swerves from agreed scores, the member should not adjust his/her score and may complete his/her own score.

RESEARCH METHOD

Research Location

This research was conducted at English Department of Faculty of Teaching and Pedagogy towards the students of 2015/2016. The students who involved as subject of research are fifth semester students taking English Debate course. The selection of research is based on the reason

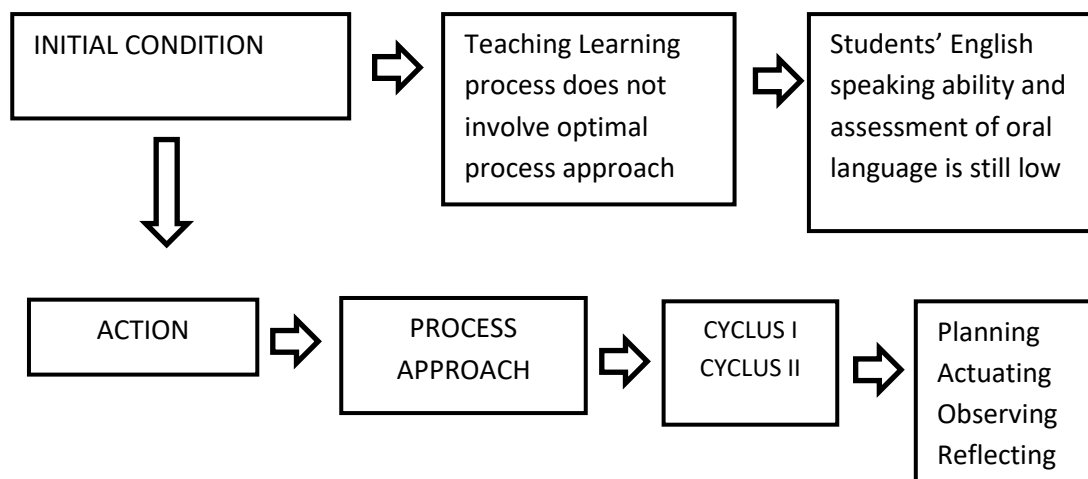
that their average scores of English Debate course are still low.

Research Design

The research design of this research is implementation of learning model conducted through an action research that aims at optimizing learning process of speaking skill and increasing the students' grade of English Debate course focusing on *public speaking* and *language testing of Oral production test*. The approach procedure is divided into two cyclus, each consisting of 3 sessions, they are: the details of cyclus research procedure I and II, involving 4 steps of research: planning, actuating, observing, and reflecting.

Research Model

The design of this research focuses on *action-based research*. The problem analyzed is based on findings diagnostically so this research is natural and empirical. The following is research model to obtain the description of action process.



Technique of Collecting Data

The data collected in this research are data of performative, creativity, learning activeness, team work, and students' learning result as bound variables. The learning process applies communicative type of *academic debate* collaborated with *oral*

production as free variables. The data are taken from assessment rubric score sheets delivered to adjudicators group covering the assessment by the facilitator (the lecturer) and self assessment. In each rubric assessment sheet, the assessment is conducted by giving score to each team

member based on the criteria. The average score in cyclus 1 is processed and compared in the average score cyclus 2.

Data Analysis

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There are two data types that will be analyzed in this research, they are communication skills (matter, manner, and method) and team work score. The data will be processed by testing *two related samples-test* using rubric and data processing with Microsoft office excel. Subsequently, the data from facilitator and self assessment are compared within each category to know whether the differences exist or not.

ANALISY AND DISCUSSION

The Description of Learning Process and Result Cyclus 2

The stage of Planning, preparing, and briefing about the system, rules, debate action, and judging are summarized in module and guidelines of debate method and adjudication before conduction the debate practice. Training and adjudication debate are conducted three times before performance and data collection in cyclus 1 and 2. After everything is clear, cyclus 1 is conducted based the scenario. *Motion* is given on three sessions from cyclus 1 as follows:

a) *THT National examination is still*

required in educational quality control

b) *THT Educational Assessment has been conducted on purpose*

c) *THT Government decrease the subsidy on petrol by increasing its price*

This grading deals with three aspects that must be assessed in each debate activity. They cover matter (40 points), manner (40 points), and method (20 points). As both participant and adjudicator, the subject of research must have broad knowledge and good skill to debate as well as judging the ongoing debate. Those three aspects are covered in such skills: matter, manner and method, as stated in debate guidelines book.

Considering the observation result when debate process is running, three points of assessment aspects identifies clearly that the debate is relatively difficult to do. However, through guided practice from lecture as the researcher, some problem can be overcome. This can be seen from individual and group achievement, in which the average score of both team in session 1-68, session 2-72 and session 3-76.5. The average score of cyclus 1 is 72 (see table 1) with fair category. The students' ability increases 22 points from present result that is 50. From the observation of cyclus 1, the students' respond towards the communicative learning model is positif.

Table 3. Composite score of three sessions from each cyclus

		Pro Team	ContraTeam	Margin
Cyclus 1	Session 1	69	67	2
	Session 2	74	70	4
	Session 3	78	75	3

The Description of Process and Learning Result in Cyclus 2

After reflection, the students from both team are give briefing about weakness

and reinforcement that are summarized in revised planning. The students give feedback towards the observation result in cyclus 1. Subsequently, the debate in session 3 of cyclus 2 with the *motion* as follows:

- a) *THT Benoa reclamation is urgently conducted for tourism purposes*
- b) *THT sex education must be applied in education curriculum*

c) *THT anti pornography laws must be legalized throughout Indonesian*

To know the how much the improvement of students' speaking ability is, the followings are raw data from academic debate session 1, 2, abd 3 from pro and contra teams in cyclus 2.

The composite score from each session in cyclus 1 is presented on table 4.2 as follows:

Tabel 4. Table score of pro Team and Contra Team in cyclus 2

		Pro Team	Contra Team	Margin
Cyclus 2	Session 1	82	79	3
	Session 2	85	82	3
	Session 3	88	85	3

Based on presented data on table above, the average score of each team is relatively increasing, that is 75-85 categorized in above avarage to very good. It means that this team has clear power and not too slight weakness. The degree of success of each team in debate is presented in the following graph.

The achievement of student's average

is taken from the adjudication result based content (matter), style (manner) and strategy (method) of speech. In assessing debate, generally the matter score is 40, and method 20. To compare how far the result of students' ability in English debate in each cyclus can be summarized in the following table:

Table 5. The comparition table of achievement score of both teams in *matter*, *manner*, and *Method* in cyclus 1

PRO TEAM				CONTRA TEAM			
<i>Matter</i>	<i>Manner</i>	<i>Method</i>	<i>Total</i>	<i>Matter</i>	<i>Man</i>	<i>Method</i>	<i>Total</i>
29	27	13	69	27	26	14	67
31	29	14	74	28	29	13	70
30	32	16	78	29	31	15	75

Based on the above table, both teams' score in manner is relatively equal and score of both teams in increase 1 point. The power position of srenght and weakness of each

team in depending content, manner of presentation, and teamwork among team members is presented in graph below.

The description above indicates that

the manner aspect of both teams in each session of cyclus 1 is more dominant than the content of speech in argumentation and rebuttal as well. In addition, method or strategy to teamwork increases, as indicated by yellow line.

Aspect in Cyclus 2

After giving feedback towards the result of students' competence in cyclus 1, the individual score of each team in cyclus 2 increases in all aspects of adjudication. The increase of students' competence in matter, manner and method can be summarized in the following table:

The Detail of Result of Adjudication

Table 6. Table of comparison of both teams' achievement score related to *matter, manner, dan Method di siklus 2*

PRO TEAM				CONTRA TEAM			
Matter	Manner	Method	Total	Matter	Manner	Method	Total
32	34	16	82	31	33	15	79
35	33	17	85	34	32	16	82
36	34	18	88	35	34	16	85

On the details of above table, the score of each adjudication aspect of both teams shows that the shift of achievement domination of matter aspect that is higher than manner aspect. It means that the students have understand more about the debate matter other than presentation style. The ability in debate strategy (method) of pro and contra team keeps on increasing whereas the contra team at the end of session is still well categorized. Clear adjudication result on each aspect can be described through the graph below:

The students' competence in each aspect of adjudication has been increasing, particularly in matter indicated bby blach line whereas manner aspect is in balance position. To know the understanding of how far the increase of students' acheivement ability in debate and the students' ability before the approach was conducted can be seen in the following table. The table below is summary of students' average score from pretest,

cyclus 1 and cyclus 2.

Table 7. students' average score of post test

Type	ofTotal	Keterangan
Assessment		
Pretest	50	Poor
Cyclus 1	72	Fair
Cyclus 2	83	Excellent

After reflection and feedback towards the result of students' debate result in cyclus 1, the students' competence is increased by guidance and enforcement in some cases particularly matter. The improvement of students' debate competence and adjudication can be shown by the acheivenet result of individual and personal: 80.5, 83.5 and 86.5, averaged by 83 and categorized in very good. Based on the observation, the students of fourth semester as the subject of research confess that they have learned more things they never experienced. They have to

practice to stand before many people while arguing and giving opinion with well manner and behave based rules of debate. They have to try to control their emotion, respect the argument, and practice the ability of speaking substantially and grammatically.

CONCLUSION

Generally it can be stated that the learning model intergrating the academic debat and adjudication done by students' classmates is effective to help the the students of fourth semester as the subject of research to improve the students' comptence in Public Speaking. The result of acheivement both individually and in group, in which the increase of average score of both groups in session 1 is 72 (fair). The

students' ability increases 22 points from pretest result (50 points). The increase of students' debate competence and adjudication in cyclus 2 has increased from the individual and team acheivement result that is 80.5, 83.5, and 86.5 (categorized in very good).

From the above discussion, it can be concluded that the comunicative approach with academic debate and adjudication type among classmates can improve students' speaking skill and oral English score towards the students of fourt semester. After this research has been was conducted, students' speaking skill, adjudication among classmates, motivatin, and competing mental individually are intended to increase so that the landing concept cn help the students conduct their next semester..

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