

Teaching Speaking Skill to The Sixth Semester Students of English Department of FKIP UKI Toraja Through English Debating

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ABSTRACT

The objective of the research is to find out whether English Debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja or not.

This research used an experimental design that applied the pre-test and post-test. The population of this research was the sixth semester students of English Department of FKIP UKI Toraja, academic year 2011/2012. The number of this population was 234 students which consist of eight classes. Because the number of the population was big in number, so the writers took out 16 students as the sample of this research. The sample took randomly from all classes, and there were 2 students from each class as respondents.

The result of data analysis shown that English Debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja. This believe is based on the fact that before the students taught through English Debating, their mean score was **7.6** and after giving treatment, students' mean score was increased to **8.7**, or the score was increase **1.1**.

Based on the result of data analysis, the writers concluded that English Debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja academic year 2011/2012

Keywords : English Debating, Speaking, Teaching

INTRODUCTION

Background of the Study

In this global world, language is the most needed thing as we know. Almost people learn foreign language to be a media to communicate with the people from the other country. The most preferred language to be learned is English, because it is the most widely used language.

Lockerby (2009:1) explains "A Language is a coding system and a means by which information may be transmitted or shared between two or more communicators for purposes of command, instruction or play".

In this case, language is a media to related and connected one with another for purposes command, instruction or play. In Indonesia, as a tourism country (many different cultures), English is useful for this field. For instance, English is used for guiding. Many people come from the other country like Germany or Spanish, and they use English for their communication, certainly English is necessary.

There are four basic skills in learning language specially in learning English. They are Speaking, Listening, Reading and Writing. All of

those basic skills have different process of learning with one purpose to be good in English.

The number one concern in learning English by the students is Speaking skill. Doff (in Maksimus, 2004:226) states "Speaking English for the students of English as foreign language is very hard to do, wherever they want to speak, they always feel afraid or reluctant of making mistakes". The students were afraid to speak in English, felt shame to make mistakes and lacked of practice. Those all the main factors which affected the learning process toward the students.

Based on the background mentioned above, the writers are interested in doing a research entitled "TEACHING SPEAKING SKILL TO THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF FKIP UKI TORAJA THROUGH ENGLISH DEBATING".

Limitation of the Study

In this proposal, the writers limited the study based on the title above. The topics of English Debating that given to the students were "Smoking should be banned in the Public area" and "Funeral ceremony is a wasting of money". In this study, the writers used the procedure of Australasia Debating Form.

Research Problem

In regard to the background described previously above, the writers formulated question as follow: *Is English debating effective used in teaching Speaking Skill to the sixth semester students of English Department of FKIP UKI Toraja?*

Objectives of the Study

In correlation with the problem statement above, the objective of the research is to find out whether the English debating is effective used in teaching speaking skill to sixth semester students of English Department of FKIP UKI Toraja or not.

Significances of the Study

The research’s result is hopefully be useful and helpful information for the English lecturer to increase the quality of teaching speaking skill, and especially for the students in order to improve their speaking skill through this method.

RESEARCH METHOD

The method of this study was an Experimental Method of Quantitative Research. In this research, there were two variables according to the Problem Statement above. Dependent variable was Speaking Skill, and independent variable was English Debating.

Key Word Definition

1. English debating refers to the formal discussion process where the speakers give arguments to against and defend the topic or motion.
2. Effective refers to the good result that the students achieve in speaking through English Debating.
3. Teaching is an activity to transfer ideas or knowledge to the students.
4. Speaking Skill is a basic skill of learning English that concern in Speaking.
5. Teaching Speaking Skill is an activity to transfer ideas or knowledge of Speaking to the students.

FINDING AND ANALYSIS

Finding

The finding of this research consists of data that obtained from the respondents through pre-test and post-test. To know the prior speaking skill score of the respondents in pre-test, the writer used documentation, it was the students’ grade in

Speaking 3. The writers got it from the lecturer of speaking 3, where this is the last speaking class for English department students at that time.

The scoring of the pre-test was according to the respondents’ score/grade of Speaking 3. The respondent who got A in Speaking 3, the score is classified into very good score (8.6-10), and the writer took the score from the middle of the classification score (9.3). The B score is classified into good score (7.0-8.5), or the score is 7.8. The C score is classified into fair score (5.0-6.9), or the score 6.0. The D score is classified into poor score (3.1-4.9), or the score is 3.9, and the E score is classified into very poor score (0-3.0), or the score is 1.5.

Table 1

The distribution of the respondents’ score obtained in the pre–test (Speaking 3)

Respondent Number	Score
1	9.3
2	9.3
3	6.0
4	7.8
5	9.3
6	7.8
7	9.3
8	9.3
9	7.8
10	6.0
11	6.0
12	6.0
13	9.3
14	6.0
15	9.3
16	3.9
Total score (Σx)	122.4

To find out the respondents’ mean score of the pre-test, this research applied the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean score

$\sum x$ = Total score

N = Number of respondent

Notation:

$$\sum x = 122.4$$

$$N = 16$$

Calculation:

$$\bar{x} = \frac{122.4}{16} = 7.6$$

The calculation above shows that the mean score of the respondents in pre-test was 7.6 which fall into good score.

Table 2

The classification of frequency of the respondents' score in pre-test

No	Classification	Score	Frequency
1	Very good	8.6 – 10	7
2	Good	7.0 - 8.5	3
3	Fair	5.0 - 6.9	5
4	Poor	3.1 - 4.9	1
5	Very poor	0 - 3.0	-
	Total		16

Based on the classification above, it can be seen that out of 16 respondents, 7 of them got very good score, 3 respondents got good score, 5 respondents got fair score, 1 respondent got poor score and none of the respondents got very poor score.

To show the improvement of the respondents' speaking skill after teaching by using English Debating (treatment), the writers would show the respondents' score in post-test in the following table.

Table 3

The distribution of the respondents' score obtained through the oral test in Post-test

Respon dent No.	COMPONENT			Sco re (X)
	Accur acy (X1)	Fluen cy (X2)	Comprehen sibility (X3)	
1.	9.3	9.3	9.3	9.3
2.	9.3	9.3	9.3	9.3
3.	7.8	7.8	7.8	7.8
4.	9.3	7.8	9.3	8.8
5.	9.3	9.3	9.3	9.3
6.	9.3	9.3	9.3	9.3
7.	7.8	9.3	9.3	8.8
8.	9.3	9.3	9.3	9.3
9.	7.8	9.3	9.3	8.8
10.	7.8	9.3	7.8	8.3
11.	7.8	7.8	7.8	7.8
12.	9.3	9.3	7.8	8.8
13.	7.8	7.8	9.3	8.3
14.	6.0	6.0	9.3	7.1
15.	9.3	9.3	9.3	9.3
16.	7.8	7.8	9.3	8.3
(Total Score) Σx				138.6

According to the table 4 above, the calculation of score (X) is formulated as follow:

$$X = \frac{X1 + X2 + X3}{3}$$

To find out the respondents' mean score in post-test, the writers applied formula as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$$\sum x = 138.6$$

$$N = 16$$

Calculation:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{138.6}{16}$$

$$= 8.7$$

The calculation above shows that the mean score of the respondents in post-test was 8.7 which fall into very good score.

Table 4

The classification of frequency of the respondents' score in post-test

No	Classification	Score	Frequency
1	Very good	8.6 – 10	10
2	Good	7.0 - 8.5	6
3	Fair	5.0 - 6.9	-
4	Poor	3.1 - 4.9	-
5	Very poor	0 - 3.0	-
	Total		16

The data of table 4 above shows the distribution of the respondents after the treatment given, where there out of 16 students, there were 10 respondents got very good score, 6 respondents got good score, and none of the respondents got fair, poor and very poor score.

Analysis

By comparing the mean score of the respondents between pre-test and post-test (after giving treatment), the result shows that the respondents' mean score is increased. It was showed by the respondents' mean score before taught through English debating or treatment was 7.6 while the respondents' mean score after treatment or after taught through English debating was 8.7. So, the respondents' mean score in the post-test was increased 1.1.

As presented in finding section above, the mean score of post-test is greater than mean score of pre-test. It means that English debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja academic year 2011/2012.

According to the discussion mentioned above, Hypothesis of this research is accepted (H_1), where the mean score of the students in post-test greater than the mean score of the students in pre-test. It means English debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja.

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the Data Analysis and Discussion in the previous part. The writers put forward some conclusion and suggestion as follow:

Conclusion

Based on the Finding and Discussion in the previous chapter, it can be concluded that English Debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja. This believe is based on the fact, where the students' mean score before taught through English debating (before treatment) was 7.6, while the students' mean score after taught through English debating (after treatment) was 8.7 or it was increased 1.1.

According to the conclusion mentioned above, Hypothesis of this research is accepted, where the mean score of the students in post-test greater than the mean score of the students in pre-test (H_1). It means English debating is effective used in teaching speaking skill to the sixth semester students of English Department of FKIP UKI Toraja.

Suggestion

Based on the result, the writer would like to propose suggestion as follows:

1. English lecturer has to apply various methods or techniques in teaching speaking skill, especially English debating.
2. This research is still far from perfect yet, continually research is needed in order to get the best result.
3. The other researcher can expand this research for other aims in order to improve the quality of teaching especially in teaching Speaking Skill.

4. The students should try to practice their speaking skills as much as possible, not only in the class but wherever they are, so they can improve their English speaking skill.
5. The students should try to be actively participate in the English Community in this campus

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