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The Influence of English Debating Technique Toward students' Speaking Skill at the Eleventh Grade of SMA Daar EL-Qolam

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Abstract

This research aimed to find out if English debate technique had a large influence on the students' speaking skill in the Eleventh Grade at SMA Daar el-Qolam. The researcher adopted a quantitative, quasi-experimental methodology in this study. The sample size for this study was calculated using 125 students from the eleventh grade at SMA Daar el-Qolam Islamic Boarding School. The study used a sample size of 25 students from each of two classes: an experimental class and a control class. The samples were selected by simple cluster random. The t-test value (3.052) was found to be higher than the t-table value (2.069) in support of the hypothesis. This indicated that the competing explanation was accepted. Therefore, it is reasonable to infer that the English debate technique significantly influenced the students' speaking skill of SMA Daar el-eleventh-grade. The primary audience for this study were educators, who can use it as a reference while instructing students in English language skills, in particular in the area of public speaking through English debate. Through this technique of learing, students can develop their English language skills and analytical and creative thinking abilities.

Introduction

There are four core competencies in English. One of the skills that needs to be developed and perfected on the job is speaking. The desire to reach a goal is what drives most people to communicate (Media, 2013). Speaking is a crucial part of being fluent in English since it is a complex process that involves the interaction of ideas and words. It's not just for those in the classroom, but; those taking casual classes like English can also pick it up. Students need extensive exposure to the target language in order to master it. In this way, kids are able to integrate not just the meaning of words and phrases, but also their pronunciation, intonation, and emphasis placement within words and phrases.

Based on the researcher's experience when teaching practice, the researcher found the same problem on the majority of reasons for students' difficulties in speaking English at SMA Daar el-Qolam Islamic Boarding School's students. Actually, in SMA Daar el-Qolam, English has been the daily communicative language. Each student has to speak English or Arabic for everyday activities. Students are prohibited from using languages other than English and Arabic in communication, such as Indonesian and regional languages . But from it all, many students break the language rules, especially English, for various reasons. After the researcher asked several students about their difficulties in speaking English, it could be concluded that some students thought they lacked vocabulary, some students had lost confidence in speaking English, and some students felt struggled with Grammar.

Therefore, the evaluation from researcher who made observations at schools before conducting research was that it would be nice for teachers to be more creative in making their teaching classes more interesting, so that students are more enthusiastic and interested in learning English. So, then, the researcher has a way for students to improve their English skills by using the English debating technique, especially in speaking. Because with debate, they will be required to find much vocabulary for arguments, making them master much vocabulary. In addition, they will also be necessary to speak in English in arguing, which will sharpen their mentality and speaking ability in English.

Literature Review

There are various definitions of speaking, according to several authorities. Speaking is the ability upon which students will be evaluated most heavily in real-world situations (Rosmawati & Latifah, 2020). It is a crucial aspect of daily interaction, and the first impression of a person is frequently dependent on their ability to talk smoothly and thoroughly.

Moreover, speaking is a verbal encounter in which individuals must negotiate the meaning of concepts, emotions, and data (Pakula, 2019) [9]. Speaking is an interactive process of meaning construction that comprises information production, reception, and processing (Soomro, 2018) [10].

In addition, speaking is also multisensory since it contains paralinguistic elements such as eye contact, facial expressions, body language, tempo, pauses, voice quality variations, and pitch variations (Erstentia, 2016) [5]. Based on its function, speaking is described as a mode of verbal communication used primarily for interpersonal and, to some extent, transactional objectives (Azzahra, 2020) [3].

The following are some speaking teaching techniques that are often applied in class based on what the researcher concludes from several sources: (Fauzan, 2014) [6], (Ganna, 2010) [7], (Diane Larsen-Freeman and Marti Anderson, 2020):

1. Discussion

In this technique, the teacher usually presents a topic that will be discussed, and then the teacher instructs students to create groups and discuss with their respective groups on the given topic.

2. Role-Play

Students are asked to play roles during the lesson, such as drama. That way, students are trained to express themselves and have a dialogue in English, which can hone their speaking skills.

3. Problem-Solving

Here the teacher provides a problem for students to solve. Students are divided into several groups, then given a trial by the teacher and asked to solve the problem with their respective groups. After that, students are asked to announce the results of solving the problem in front of the class so that all students will know the solution to each problem that the teacher gave to each group.

4. Speaking Impromptu

The teacher randomly calls students to come forward. After being in front of the class, students are given a topic to discuss spontaneously. like "Tell me about class." Usually, this duration is around 3 minutes at most. This technique is recognized as honing students' speaking skills quickly.

5. Debating

Students are made into two groups. One group as a team agrees, and the other as a team disagrees. Each group will argue with each other about the theme given by the teacher.

Debating is about persuasion (Baso, 2016) [4]. Arguing is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity. Debating is a formal method of interactive and representational argument aimed at persuading judges and the audience (Alasmari, 2013).

The teaching and learning activities that researcher carried out not be so different from what is usually done by English teachers. But later, the researcher applied a teaching technique that has not previously been applied by the English teacher in the classroom, namely using the debate technique. Debate is classified as a cooperative learning approach (Fachrurrazy, 2011). Meanwhile, debating is classified as an interactional group activity (Cahyono, 2011). Debate is viewed as a variety of the speaking notion that can be used to enhance the students' experience. In the classroom, debate could take the following forms as of (Fachrurrazy, 2011) (Cahyono, 2011):

1. Two groups of students have been formed.
2. One group is in favor of the topic, while another is opposed to it (motion).
3. Each group addresses their own role.
4. The teacher then instructs each group to present their views in turn.
5. The teacher has the option of writing down all of the ideas on the board.
6. After they have completed debating, the teacher and students reach a conclusion.

Research Methodology

The researcher employed a quantitative approach, specifically a quasi-experimental design. This study used a quasi-experimental strategy because its goal is to ascertain how one variable affects another. Quantitative research is a method that gathers numerical data through objective measurement to answer questions or test preconceived ideas (Ary, 2010).

The researcher used the following quasi-experimental study design:

Table 1: Research Design Framework

Class	Pre – Test	Treatment	Post – Test
Experimental Class	T1	X	T2
Control Class	T1	0	T2

Notes:
T1: Pre-test in the experimental class and control class.
T2: Post-test in the experimental and control class.
X: Receive treatment English debating technique in the experimental class.
0: Doesn't receive a treatment English debating technique

This study involved two classes: an experimental class and a control class. The two classes received different treatments, but both took a pre and post test. The control class employed a method of instruction very similar to debate (discussion), while the experimental class used the English debating technique (X).

The population consists of people with the same traits, whether individuals, small groups, or big groups. Those having similar traits are referred to as a population (Creswell, n.d.) [14]. The amount of research components affects the population. Students in SMA's eleventh grade in Daar el-Qolam made up the population in this study. There are five courses in total. XI SOC 1 and XI SOC 2, XI MIA 1, XI MIA 2, and XI MIA 3 and consist of 125 students in total.

Furthermore, since this research applied a pre-test and post-test control group design, in this research, the researcher used simple random sampling. The sample was chosen because the classes are homogeneous and includes various categories of students, so this method was the possible way

to use it. From the chosen classes, XI SOC A became the experimental class, and X SOC B became the control class.

In collecting the data, the researcher used pre-test and post-test by using the oral test. The researcher gave a pre-test at the first meeting before giving treatment. This pre-test occurred in both the control and experimental classes. Of course, this pre-test continues with the discussion under study about students' speaking abilities. In this process, the researcher asked each student to come to the front of the class and gave one minute to speak impromptu with the random theme that written on the paper collected.

Because this test was a speaking test, the researcher conducted an oral speaking in the pre-test to know the students' speaking ability based on the test development bellow which sourced from (Curriculum Competence 2013):

Table 2: The Test Development (Pre-Test)

Basic Competence	Indicator	Evaluation	Activity
a. Connecting problems/issues, points of view and arguments of several parties and the conclusions of the debate to find the essence of the debate. b. Construct problems/issues, points of view and arguments of several parties, provide conclusions from the debate verbally to show the essence of the debate.	Identify problems, viewpoints, arguments, actors, attitudes, topic selection and conclusions from understanding, from examples of debates displayed through power points.	Oral Test	a. The researcher asked each student to write any one word on a piece of paper. b. Papers that already contain writing collected at the teacher's desk. c. The researcher called the students randomly to the front of the class for impromptu speaking. d. Students were asked to take one piece of paper at random that is already on the teacher's desk. e. Students were given a maximum of 2 minutes to talk about what was written on the paper

The researcher gave a post-test at the last meeting after treatment. This post-test given to both the control and experimental classes. Not much different from the previous pre-test, this post-test was the form of impromptu speaking with a longer duration than the pre-test; it's about their knowledge about debate and their opinion about using debate as a teaching technique of English in the classroom.

With this, the researcher can determine how students respond to this technique and how influence the debate technique is on students' speaking abilities.

The researcher conducted an oral speaking in the post-test to know the students' speaking ability based on the test development bellow which sourced from *(Curriculum Competence 2013):*

Table 3: The Test Development (Post-Test)

Basic Competence	Indicator	Evaluation	Activity
a. Connecting problems/issues, points of view and arguments of several parties and the conclusions of the debate to find the essence of the debate. b. Construct problems/issues, points of view and arguments of several parties, conclusions from debates orally to show the essence of the debate.	a. Identify problems, viewpoints, arguments, actors, attitudes, topic selection and conclusions from understanding, from examples of debates displayed on YouTube. b. Explain in detail about the technical debate. c. Knowing the benefits, aims and essence of the debate.	Oral Test	Tell what you know anything to do with the debate from the source you have seen before.

After the data were collected, the researcher analyzed the data with validity test, reliability test, normality test, homogeneity test, and hypothesis test. The validity tests were analyzed with content validity, where the instrument was valid if it included a proper sample of the structure that was relevant to the purpose of the test, especially the students' speaking skill. It explained about how well the test estimates the topic and the learning results accomplished during the course.

In this study, the researcher used inter-rater reliability. Inter-rater reliability covers observations that got by two or more individuals to note their scores then match in the scores to see if their scores are different or similar (Creswell, 2012). The two raters were analyzed the students' speaking score in this research were: the researcher and the English teacher of eleventh grade students in SMA Daar-el Qolam. The scores from two raters calculated to find out the two rates analyzed the students' speaking in pre-test and post-test. There are statistical techniques to estimate inter-rater reliability that can be used, namely the Kappa coefficient from Cohen. Cohen's kappa is used to express the agreement between two raters in a single number to measure the students' speaking score. The interpretation value of Kappa (McHugh, 2012):

Table 4: Value of Kappa

Kappa Statistic	Strength of agreement
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good
0.81-1.00	Very Good

The researcher calculates reliability using SPSS 26 programs Then, the normality and homogeneity test were measured to know whether the data were normally distributed or not, and the data were homogeneous or not.

Furthermore, to know whether the hypothesis was accepted or rejected, the researcher analyzed the data with t-test. After the calculation/analysis from the t-test result was found, the researcher can conclude whether there was influence or not in using debating technique toward students' speaking skill in the eleventh grade of SMA Daar-el Qolam. The hypothesis was as follows:

1. Null Hypothesis (Ho): There was no influence of English debating technique toward students' speaking skills in the eleventh grade of SMA Daar el-Qolam Islamic Boarding School.

2. Alternative Hypothesis (Ha): There was any influence of the English debating technique toward students' speaking skills in the eleventh grade of SMA Daar el-Qolam Islamic Boarding School.

Results and Discussion
Research was conducted by gathering pre-test results from both the control and experimental groups. Then, 25 students in an experimental class were given treatment in the form of an English debate to assist in their learning, while students in a control class engaged in a relatively similar technique with debating, it was discussion. Data collecting resumed following to get post-test results for the control and experimental classes.
The data analysis in this study was performed to verify the validity of the research's hypothesis. Computer software, specifically SPSS version 26, was utilized to analyze the data in this study. To evaluate learning gains, the researcher first compared pre-test and post-test results from the experimental and control classes. The importance of the gap in performance between the test and control classes was then assessed by the researcher to see if the results supported further investigation. Students' accomplishments were described here:

Table 5: Descriptive Statistics in SPSS 26

Statistics		PreTest_Experimental	PostTest_Experimental	PreTest_Control	PostTest_Control
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		353,04	363,52	339,88	347,96
Std. Error of Mean		5,712	5,405	3,733	3,313
Median		352,00	360,00	347,00	352,00
Mode		340	347a	334a	352
Std. Deviation		28,559	27,026	18,667	16,564
Variance		815,623	730,427	348,443	274,373
Skewness		,607	,747	-,773	-,367
Std. Error of Skewness		,464	,464	,464	,464
Kurtosis		1,129	1,186	-,026	-,217
Std. Error of Kurtosis		,902	,902	,902	,902
Range		125	116	69	67
Minimum		300	315	296	313
Maximum		425	431	365	380
Sum		8826	9088	8497	8699

a. Multiple modes exist. The smallest value is shown

The table above showed that the experimental class's mean pre-test score was 353.04 and their standard deviation was 28.559. The experimental class as a whole performed, on average, 363.52 and their standard deviation was 27.026 on the post-test. Students in the control class averaged 339.88 and had a standard deviation of 18.667 on the pre-test. The post-test results for the control class were averaged out to 347.96 and the standard deviation was 16.564. Scores improved by 10.48 points after treatment for the experimental class and 8.08 points for the control class.
This research used the content validity. Content validity was the items measure content they were intended to measure (Creswell, 2014). This technique can be done by submitting a test based on the curriculum used at SMA Daar-el Qolam Islamic Boarding School. Content validity can be done by

asking expert help from an English teacher at SMA Daar el-Qolam Islamic Boarding School to analyze whether the test concept was valid or not. In this study, the validity sheet was compared to the Kurikulum 2013 (K13) of the eleventh grade of senior high school to determine the content validity. Furthermore, there was not required for a trial or statistical analysis to determine the content validity.
Moreover, the researcher analyzed the reliability of tests with SPSS 26 Program, which the reliability results as follows:

Table 6: Result of Reliability Test

	Pre-test	Post-test
Experimental Class	0,75	0,86
Control Class	0,72	0,85

From the agreement of inter-rater reliability table, it can be concluded that the students' score between pre-test and post-test were reliable. The agreement of inter- rater reliability above showed that the data were stable and consistent.
If data were regularly distributed, the normality test determined it. The researcher analyzed the data using graphics. Prior to and after the test, the graph showed experimental and control group scores. Normality may explain the experimental and control groups' pre- and post-test distributions. This researcher was examined using SPSS and Kolmogorov Smirnov:

Table 7: Result of Normality Test

Tests of Normality							
	Experimental_Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result_Speaking_Skills	1	,100	25	,200*	,958	25	,383
	2	,155	25	,121	,938	25	,133
	3	,136	25	,200*	,946	25	,208
	4	,125	25	,200*	,937	25	,124

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tests of Normality							
	Control_Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result_Speaking_Skill	1	,169	25	,065	,925	25	,068
	2	,159	25	,102	,944	25	,187
	3	,156	25	,117	,973	25	,717
	4	,164	25	,083	,959	25	,400

a. Lilliefors Significance Correction

From the explanation above, it could be concluded that the test was normally distributed because all of the normality test were higher than 0.05.
Using data from both the pre- and post-test, the homogeneity test can determine whether or not the quality of the control and experimental classes were similar. Finding out whether or not the research sample was homogenous required determining whether or not the sample originated from the same situation. This research utilized statistical computation with the help of SPSS (Statistical Package for the Social Science) by Levene Statistic to check for homogeneity as follows:

Table 8: Homogeneity Pre-Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Student_Speaking_Skill	Based on Mean	2,768	1	48	,103
	Based on Median	2,722	1	48	,106
	Based on Median and with adjusted df	2,722	1	38,846	,107
	Based on trimmed mean	2,730	1	48	,105

Table 9: Homogeneity Post-Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Student_Speaking_Skill	Based on Mean	1,278	1	48	,264
	Based on Median	1,405	1	48	,242
	Based on Median and with adjusted df	1,405	1	41,694	,243
	Based on trimmed mean	1,298	1	48	,260

From the table above, the homogeneity of the pre-test was 0.264. As the sig. value is more significant than 0.05, the pre-test data was homogeneous. Then, the homogeneity if the post-test was 0.103. As the sig. value is more significant than 0.05, and it means that the data of the post-test was homogeneous.

T–test used in this study because, considering the research formulation, the researcher wanted to determine and measure the Influence of using the English debating technique (Variable X) on students' speaking skills (Variable Y). Before knowing the result of t-test, the researcher has to know the t-table. T-table consists of various columns that indicate different functions. There are several things that need to be understood in looking at this distribution before doing calculations, namely:

k = Number of research variables
n = Number of observation data or respondents
The formula for finding the degree of freedom: (Df = n-k)
Df = n-k
Df = 25-2
Df = 23
Based on the results above, it can be concluded that the degree of freedom in this research is 23, with a t table value of 2.069.

Table 10: T-table

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
∝	1.282	1.645	1.960	2.326	2.576	3.291

Table 11: Result of T-test in SPSS 26

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
est	Equal variances assumed	4,423	,038	3,052	98	,003	14,36000	4,70526	5,02256	23,69744
	Equal variances not assumed			3,052	83,379	,003	14,36000	4,70526	5,00205	23,71795

According to the result, it was calculated $tcount \geq ttable$ in a significant degree or $3.052 \geq 2.069$. It means, the alternative hypothesis (Ha) was accepted. It can be

concluded that there was any influence of English debating technique towards students' speaking skill at eleventh grade students of SMA Daar el-Qolam Islamic Boarding School.

Conclusion

Based on the data collected using a quasi-experimental methodology, it has been demonstrated that the English debating technique has influenced toward students' speaking skill at the eleventh-grade students in SMA Daar el-Qolam. The data using the statistical shows the mean score of the experimental class after implementing the treatment using the English debating technique was 363.52, which was higher than the mean score before employing the demonstration technique, which was 353.04. Furthermore, the data analysis revealed that To was 3.052 and Ttable 2.069. At the significance level, To is higher than Ttable. Ho is rejected because To is more than Ttable, whereas Ha is accepted. It was discovered that there was any influence of English debating technique toward students' speaking skill.

According to the study's data analysis, the English debating technique has significant influence toward students' speaking skill because the score of students' speaking skill after being taught by the English debating technique is higher than before the writer gave the treatment. They increase their capacity to speak English more efficiently and effectively.

Suggestion

The success of the teaching-learning process depends not only on the lesson plan but also on how teachers and students can collaborate to achieve the learning goal, even if some techniques are used in the learning process. Concerning the English debating technique for teaching speaking, the researcher makes the following suggestions for the teacher, students, and future researcher:

For the teachers, in order to foster a positive learning environment in the classroom, the teacher should be more creative. It is necessary when learning speaking skill through English debating techniques. The class should be active and enjoyable. Furthermore, because the English debating technique is adaptable and can be used in both individual and group settings, the teacher should design a lesson plan that includes both individual and group activities. Before starting the lesson, the teacher should ask the students if they are familiar with the English debating.

For the students, it is important that students have a sense of self-efficacy in their ability to learn, so that they can work together in groups and produce new ideas and language. Secondly, students are required to use English outside of the classroom as well as in the classroom. Finally, students and teachers should have a good relationship. They can ask the teacher for help if they are having problems understanding the words or if they are unclear of how to do an English debating.

For the next researcher, the researcher of this research is not the perfect person. Even though she has many shortcomings in conducting this research, she hopes the results of this research can be used as a reference for future research which will certainly be much better, regarding techniques for teaching English using debate technique, with topics or debate motions that are more interesting, varied, and in accordance with the environment being taught.

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