

PROCEEDINGS OF THE 1ST ANNUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING (AICELT)

Mataram, Indonesia, 7 - 8 June 2023 Available at <https://proceeding.uinmataram.ac.id/index.php/aicelt/index>
English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mataram

THE IMPLEMENTATION OF CLASSROOM DEBATES TO IMPROVE SPEAKING ABILITY: A CLASSROOM ACTION RESEARCH

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Abstract

The purpose of this study was to improve students' English speaking skills through the class XI debate method at MA Darul Iman. The method used is Classroom Action Research (CAR) developed by Kemmis and McGartgart (1992). Consists of four steps, namely planning, action, observing, and reflecting. The problem fixes in this study are carried by a series of cycles. The research procedure was carried out with maintenance of two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. Collecting data using tests, observation. Analyze the data using the average of each test in the cycle. The results show that students' speaking skills improve. It can be seen that there is an increase in each cycle of student behavior and achievement. Action learning strategies facilitate students to speak in a way, they reduce students' anxiety so they can speak freely without fear of making mistakes because during the debate they are forced to speak English and over time they become accustomed to it, they increase students' motivation in learning to speak, and most importantly students don't think that English is a difficult subject.

Keywords: Classrooms Action Research, Classroom Debates, English Speaking Ability

INTRODUCTION

The teacher strives to establish a positive atmosphere in the classroom based on the findings of research observations. Students can easily understand it as a result. Speaking exercises, however, do not increase students' attention because of their insufficient language proficiency (Bocanegra Bonilla, & Ramrez Valencia, 2018; Jannah & Fitriati, 2016). In order to avoid embarrassing their peers, students feel embarassed to talk just in front of the class. Due to the teacher's less appealing and monotonous teaching style, students also believe that English is useless and boring (Yang and Rim 2014).

The students eventually stopped participating in the discussion and simply listened to the teacher's explanation. Speaking is a behaviour used to engage in conversation with others. Speaking becomes a daily activity as a means of expressing one's desires or other thoughts. In other circumstances, statements can be made to transmit information, issue commands, or assist someone. Based on observations made throughout teaching and learning activities, it is clear that the teacher pays little attention to what his students are saying. In certain cases, speaking skills of students are not taken into consideration and just theory is covered. Therefore, if this keeps happening, pupils would lose interest in learning English at a deeper level. For this reason, the author offers methods for using spoken English approaches, namely through utilising the process of classroom debates. According to Alfred

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Snider and Maxwell Schnurer (2016) Debate in the classroom is one of the strategies used by educators to teach speaking; students can learn more when they build and design, work together in groups, and share information. Consequently, it is classified as an active learning process. Students can speak clearly and correctly, like native speakers, because of the fiery debate ideas. As a result, students can join in the debates and respond to questions in English. Students' speaking ability can be improved through debate when they discuss and reply to each other's arguments. And debate is also a useful and effective strategy for creating an atmosphere of active learning and conversation in the classroom, as well as providing students with additional opportunities to practice speaking another language in which they have communication skills.

In class, the classroom debates method is employed. Classroom debates method such as group collaboration, information exchange, and construction and production help students learn more. Students can express themselves appropriately and clearly in their native language through classroom debate themes. To talk clearly, one must be assured and have great pronunciation. Thus, the most advanced method of evaluating students' speaking skills is through classroom debates. The researcher observed class XI MA Darul Iman and discovered some data suggesting that the teacher tends to employ grammar that the students only are familiar with in the tense form of the language when teaching English speaking abilities. By offering students less opportunity to communicate verbally or in writing. Students' low English communication skills may be affected. This is evident from the students' failure to participate in the discussion process and the test results, which showed that only 16 out of 20 students received satisfactory grades. Others, though, continue to fall short of expectations. Researchers are attempting to use action learning techniques to raise the standard of students' speaking practises in order to get around all of this. According to this justification, the aim of this study is to enhance students' English-speaking skills in classroom debates in class XI MA Darul Iman.

LITERATURE REVIEW

According to Leuser in Center for Innovative Teaching and Learning, using debates in the classroom provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action. Classroom debates help students learn through friendly competition, examine controversial

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topics and “strengthen ability in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation” (Learning 2012).

Debate as a verbal conflict between two people, teams, or organizations to argue for and against a predetermined stance. These arguments have a specific format or process. Because the discussion is controversial, you should anticipate your opponent's assertions to be disputed and your comments, beliefs, and ideas to be challenged. Persuasion is an important part of the debating process because it appeals to emotional reactions (Fedrizzi and Ellis 2008).

Debate is a method of arriving at a reasoned opinion on a proposal via investigation and advocacy. Individuals may use the discussion to make up their opinions; alternatively, individuals or organizations may use it to persuade others to agree with them. Arguments for and against a proposition are presented in the debate. It necessitates two competing parties engaged in a bipolar confrontation of support for and opposition to that concept. Debate necessitates critical thinking because it challenges listeners and opposing advocates to compare conflicting options (Freeley J and L. Steinberg 2019).

According to (Bailey and Nunan 2019), Speaking makes structured verbal utterances to express meaning. (Utterances are just things that people say.) Speaking is defined as "a participatory process of building meaning that involves producing, receiving, and processing information" (Florez, 1999, p. 1). It is "frequently spontaneous, open-ended, and changing" (ibid., p. 1), but not wholly unanticipated. Speaking is such a fundamental human function that we rarely examine it unless something unusual happens. For example, if a person has a speech pathology (he stutters or his speech is damaged due to a stroke or a brain injury), we may notice that his speech is abnormal. Similarly, if someone is an engaging or articulate speaker, we may notice that her speech is uncommon in a meaningful way. What we fail to see daily, however, are the numerous physical, mental, psychological, social, and cultural variables that must all function together when we talk. It is an even more astounding achievement when we hear someone speaking successfully in a second or foreign language.

Speaking is a productive talent that can be directly and experimentally seen, those observations are usually tinted by the precision and effectiveness of a test-listening taker's ability, compromising the reliability and validity of an oral production test. How can you know that a speaking score is only a measure of oral production without an interlocutor's

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potentially frequent clarifications? This interplay of speaking and listening requires the development of an oral production test to separate the components accounted for by auditory intake as much as feasible (Brown 2003).

(Harmer 2007) states that many of the current classroom speaking exercises include:

a. scripted acting

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them coming out to the front of the class.

b. Communication games

Speaking activities based on games frequently provide students with good practice when younger kids are participating. Oral methods such as explaining, predicting, simplifying, and asking for feedback can be practiced through game-based exercises.

c. Discussion

One reason discussions fail is that students are hesitant to speak up in front of the entire class, especially if they need help thinking of something to say and are unsure of the language they will use to convey it. Many students feel incredibly vulnerable in group discussions.

d. Prepared Talk

The prepared talk is a common activity in which students deliver a topic of their choice. Students should read from their notes rather than a script. When well arranged, prepared speeches are a distinct and useful speaking genre that can be immensely engaging for both the speaker and the audience.

e. Role play and simulation

Simulation and role play are quite beneficial to many pupils. Students act out a real-life encounter as if it were happening in the real world. A simulation or role-play can improve general oral fluency while preparing pupils for a specific circumstance.

f. Debate

Debate is an interesting and demanding classroom activity because students are pushed to speak English freely and explore their views thoroughly. All the speaking as mentioned above exercises encourages pupils to practice speaking in the classroom.

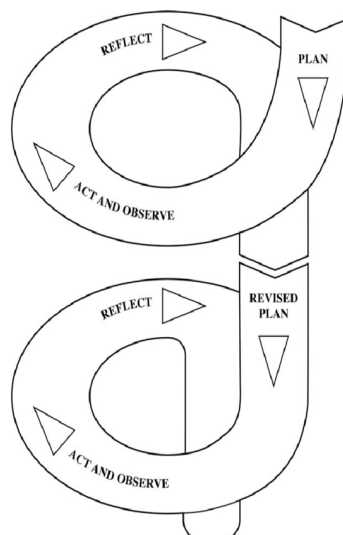
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METHOD

This type of research is Classroom Action Research (CAR). Class action is a method to find out what is the best way in class. So that researchers can improve students' abilities in the learning process. According to Eliawati Harahap (2019), Classroom Action Research (CAR) is one of the attempts of teachers or educational practitioners to try out creative learning in the form of various activities carried out in the classroom to improve learning quality. CAR focuses on class or teaching and learning processes that take place in class rather than class input (syllabus, content, etc.) or output (learning outcomes). CAR must concentrate on what happens in the classroom. CAR is research that combines research technique with substantive action, an activity carried out in the discipline of inquiry, or an endeavor by someone to comprehend what is occurring while participating in the improvement and change process. Constructivist, naturalistic, interpretive, and post positive approaches are all terms used in qualitative research, such as CAR. Because action research studies frequently incorporate quantitative and qualitative data, they are most comparable to mixed-method designs. The only significant distinction between the two is the principal goal of his research, this class action research aims to improve teachers teach in their own classrooms or schools. The basic concept allowed by Kurt Lewin was developed by Kemmis and Mc Taggart (1992). It consists of four steps namely, plan, act, observe, and reflect. The problem fixes in this study are generated by these cycles. The research procedure was carried out with maintenance of two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection.

Picture 1. Classroom Action Research by Kemmis and Mc Taggart (1992).



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Here the researcher uses Classroom Action Research (CAR) designed by the Kemmis and Mc Taggart Models which consists of four steps namely, planning, acting, observing, and reflecting. The improvement of the problem in this research is caused by cycle circuit. The research procedure was carried out by carrying out two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. Before cycle I started, there was a pre-cycle to identify basic knowledge, the researcher asked about students' grades to determine how good their speaking skills were and whether they could be considered to have passed the exam or not about speaking skills. After completing the first cycle, there may be a new cycle of problems or problems that have not been resolved before.

Therefore, it is necessary to proceed the second cycle is in line with the same concept as the first cycle. The subjects of this study were 20 students of class XI MA Islam Darul Iman. In collecting data researchers use tests and observations. In assessing the speaking test data, the researcher used an observation checklist. Researchers used oral tests for students. The test used in this study is a test in each cycle carried out after using the classroom debates method. In the observation, the researcher used the observation checklist to observe real conditions in the teaching and learning process. During the observation, the researcher made observation notes about the situation in the class, including the teacher performance in teaching speaking and students' speaking ability (such as; pronunciation, vocabulary, grammar, and their courage to speak) and take photos and videos.

In analyzing the data researchers used quantitative and qualitative data. Quantitative data is used to analyze student scores while qualitative data is used to describe situations during the teaching process.

FINDINGS AND DISCUSSION

Cycle 1:

a. Plan (Strategic Action Plan)

This phase is the initial developmental task of the teacher's first cycle. The first stage for the instructor is to develop an initial action plan based on the students' language issues. At this point, the researcher also created a lesson plan including content. Opinion, consensus, and disagreement are the material covered. These are proposals from teachers that have been explored with researchers. Opinion, Agree, and Disagree material were selected as

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resources for lesson planning and communication to students throughout the teaching and learning process. Partners take observation notes throughout the teaching and learning process in class, in addition to the instructor creating lesson plans and teaching materials.

b. Action (Implementation)

The teacher begins by showing a video of a video discussion relating to the content being studied that day. The video was brought up by the teachers. So that students comprehend the classroom debate procedures.

Second, the teacher created the classroom debates process to provide students the opportunity to practice their English in real-life situations. The teacher separates the students into groups of three persons each, and then the teacher announces the subject of discussion for today. The students were required to discuss the sub-materials and moves they had selected in English before performing them in front of the class during class discussions.

The third stage focuses on language. The teacher and students assess each group's performance in terms of the language taught that day. Students must apply their communication abilities at all levels of adopting conversational learning in class.

c. Observation (Research/Data Collection)

During this phase, the partner teacher acts as an observer to all class activities. It is about the performance of the instructor, the responses of the students, and the environment in the classroom throughout the teaching and learning process.

The first concerns teacher performance. All of the teacher's appearances in speaking classes are recorded by the observer. The instructor conducted the activity in accordance with the lesson plan based on the findings of the observations. However, throughout the teaching process, the teacher made various errors in class speaking exercises. The teacher did not provide students with clear instructions on how to utilize the classroom debate technique. Perhaps because the teacher is unfamiliar with the method. As a consequence, students are perplexed.

The student's responsiveness to the teacher's directions was then erratic. Most students were hesitant to comply to the teacher's directives and complete the homework provided by the teacher since the instructions were unclear. As a result, the teaching and learning processes become unpleasant.

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Students were more engaged in reading about learning in the second activity of the first learning because the teacher could explain class discussion approaches more effectively. As a result, many students may engage in spoken teacher through classroom debates; nonetheless, this did not proceed as well as anticipated.

d. Reflection

The teacher and his partners discussed the findings of the exercises and the findings of the class observations. Because only 20% of students passed the KKM test results in the first lesson, the research and teacher attempted to change the activities and plans so that students may enhance their speaking abilities throughout the classroom debates process. As a result, 75% of students this year are predicted to pass the KKM in the next semester.

Despite the fact that the fraction of KKM students who passed did not meet the aim, the research and teachers were pleased. This is because some of the students speaking abilities have improved. Furthermore, several students were eager to use classroom debates strategies in class.

The researcher considered that the students' speaking abilities improved throughout the debate process.

e. The summary of progress report classroom debates cycle 1

No	Actions	Improvements	Weaknesses
1	Students pay attention to the teacher's explanation	<ul style="list-style-type: none">The students paid attention to the teacher's explanation	<ul style="list-style-type: none">The class was not too conducive, some students made noises.
2	Students' ability to manage class in the form of team	<ul style="list-style-type: none">Students are able to work in teams	<ul style="list-style-type: none">Some students still don't care about the team
3	Students' activeness and enthusiast in debating	<ul style="list-style-type: none">students are able to argue during the debate	<ul style="list-style-type: none">It needed a lot of time allotments

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4	Students' role in debating	<ul style="list-style-type: none"> students are able to play an active role in the debate process 	<ul style="list-style-type: none"> students are able to play an active role in the debate process
5	Students have minimal reliance on notes	<ul style="list-style-type: none"> students are less dependent on notes and more confident 	<ul style="list-style-type: none"> some students are not confident and still rely on notes
6	Students present arguments with clarity and appropriate volume	<ul style="list-style-type: none"> students prepare arguments from related articles and argue out loud 	<ul style="list-style-type: none"> some students were still shy and argued in low voices
7	Students' activeness in giving opinion in debating	<ul style="list-style-type: none"> students are active in giving opinions to the opposing party 	<ul style="list-style-type: none"> students have not been actively involved in giving opinions
8	Students' responses on another' opinions in debating	<ul style="list-style-type: none"> students respond to the opponent's argument 	<ul style="list-style-type: none"> some students still have difficulty in responding to the opposite party

f. The Result of Speaking Cycle 1

Research Findings	Test in Cycle 1
1. Improving students' speaking skills (Attainment of Student Test Scores) includes: <ol style="list-style-type: none"> Accent Grammar Vocabulary Fluency Comprehension 	Students low of speaking ability improvement. The Achievements of Speaking Test was Low. There are 20 students From Test in Cycle 1: <ol style="list-style-type: none"> The value of students who are less than KKM: 16 students The value of students who are more than KKM: 4 students

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Cycle 2:

a. Revised plan

Flaws that in cycle 1. Students are even less engaged in the debate process, failing to articulate their arguments and failing to comprehend the themes of debate offered, thus the teacher's explanation and the treatment of researchers in classroom debate remain absent. Students were confused because the explanation was given too soon. Understand the teacher's materials and debate topics.

It was practically the same as the previous period in the second cycle, specifically, there was an increase compared to the previous cycle, for example, the researcher allowed students more time to study the information and presented themes to be examined. Students readily grasp the topic.

b. Plan (Strategic Action Plan)

The teacher is largely identical to the planning stage in cycle I. The teacher creates a plan that is implemented in cycle II. However, the teacher updated the prior plan to address the issues found during the first cycle's reflection step. The teacher creates a new lesson plan for cycle II's activity stage. The RPP on the other hand, supports both consensus and agreement. However, I've seen multiple versions.

The teacher explains the procedure or process of debate the subject in more depth and at a slower pace and gives topics of conversation that students may easily understand. Additionally, prior to the debate process, students are given papers on subject matter for study and investigation. The idea is for kids to be comfortable speaking out and disagreeing in class. As partners, observer instructors create observation sheets to capture learning activities.

c. Action (Implementation)

The second cycle is the same as the first cycle. It was about the teaching and learning process and assessment tests, but the topic of debate was different for the first cycle. The teacher asks many students to retell their activities that day from waking up to that day. Then the teacher reviews the expressions of agreement and disagreement given at the

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previous meeting. Then, the teacher divides students into two teams to debate. The topic is corporal punishment in Islamic boarding schools

In the second cycle, the teacher prepared articles as media to support student arguments in debates; the groups were arranged with different members from the first cycle, so that the others did not depend on friends who often gave opinions during debates, and also aimed that all students could speak and give their opinions in English.

d. Observation (Research/Data Collection)

The researcher found that students' English speaking abilities increased after seeing English learning activities to enhance students' speaking skills in the second cycle. Students' speaking skills was also evaluated to be improved, which was mirrored in the discussion process, in which students voiced more viewpoints.

The majority of students who desire to participate in debate indirectly influence students who lack confidence. These difficulties have an influence on increasing observational outcomes. One of the better implementation elements in Cycle 2 is that the teacher explains all procedures in more depth and at a slower speed, allowing students to fully absorb and apply them and create a lesson plan.

e. Reflection

Activities in cycle II or the last cycle were more passionate than before, with 75% of students achieving very good scores with higher KKM. The teacher and researcher really hope that the classroom debates method will continue to be used in learning English in the classroom because it is very useful for improving students' speaking ability and training students in English pronunciation, making them speak fluently and strengthening their confidence.

f. The summary of progress report classroom debates cycle 2

No	Actions	Improvements	Weaknesses
1	Students pay attention to the teacher's explanation	<ul style="list-style-type: none">The students paid attention to the teacher's explanation	<ul style="list-style-type: none">The class was not too conducive, some students made noises.

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2	Students' ability to manage class in the form of team	<ul style="list-style-type: none"> Students are able to work in teams Students are able to invite members who are less active 	<ul style="list-style-type: none"> Some students still don't care about the team
3	Students' activeness and enthusiast in debating	<ul style="list-style-type: none"> Students are able to argue during the debate Students can give objections 	<ul style="list-style-type: none"> It needed a lot of time allotments
4	Students' role in debating	<ul style="list-style-type: none"> students are able to play an active role in the debate process 	<ul style="list-style-type: none"> students are able to play an active role in the debate process
5	Students have minimal reliance on notes	<ul style="list-style-type: none"> students are less dependent on notes and more confident 	<ul style="list-style-type: none"> some students are not confident and still rely on notes
6	Students present arguments with clarity and appropriate volume	<ul style="list-style-type: none"> students prepare arguments from related articles and argue out loud Students are able to refute the opponent's opinion 	<ul style="list-style-type: none"> some students were still shy and argued in low voices
7	Students' activeness in giving opinion in debating	<ul style="list-style-type: none"> students are active in giving opinions to the opposing party 	<ul style="list-style-type: none"> students have not been actively involved in giving opinions
8	Students' responses on another' opinions in debating	<ul style="list-style-type: none"> students respond to the opponent's argument 	<ul style="list-style-type: none"> some students still have difficulty in responding to the opposite party

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g. The Result of Speaking Cycle 2

Research Findings	Test in Cycle 1
2. Improving students' speaking skills (Attainment of Student Test Scores) includes: f. Accent g. Grammar h. Vocabulary i. Fluency j. Comprehension	Students low of speaking ability improvement. The Achievements of Speaking Test was Low. There are 20 students From Test in Cycle 2: c. The value of students who are less than KKM: 2 students d. The value of students who are more than KKM: 18 students

The comparison between Cycle I and Cycle II is shown in the table above. The expansion of the pre-treatment test, often known as the pre-test, and Cycle I. Because students in Cycle I were subjected to classroom debates, they felt obligated to speak English, although they always performed poorly; this treatment also allowed the researchers to assess their speaking abilities. Students can improve following Cycle I treatment but they can't because they still don't comprehend how to build skills through classroom debates and don't understand the substance of the teacher's discussion themes.

The teacher encouraged students to speak English in the second stage, when they were first given the chance to speak English by offering a channel at the start of the course, by discussing about hot themes and then personally asking for their opinion on this matter. Already in the first cycle, the teacher formed groups with diverse members in order to avoid relying on friends who often voiced their viewpoints in conversations, and he also sought for all students to be able to speak English and communicate their thoughts about what they want. The students then talked with the group in order to improve their speaking abilities. The students' speaking skills increased in the final exam following the second treatment cycle while studying English in class with the support of classrooms debates.

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CONCLUSION

After the research was carried out, it can be seen that most of the students had problems in speaking English, thus making their level of speaking ability low. That the first problem is student psychology. They are afraid to speak because they are afraid to speak up, make a mistake or the situation creates an uncomfortable atmosphere. Monotonous activities make students bored with class. The second problem is the lack of students' desire to speak English. The third problem is the lack of opportunities to use language. Students who are not given the opportunity to practice using the language cannot improve their speaking skills. After the researchers treated students using classroom debates method to improve their speaking ability, the results showed that students' speaking ability improved. It can be noticed that there is an increase in each cycle of student behavior and achievement. Can be seen from the average value, in cycle 1 the average value is 69.85. And in cycle 2 the average value is 85.45. Classroom debates method facilitate students to speak in a way, they reduce students' anxiety so they can speak freely without fear of making mistakes, because during debates they are forced to speak English, they increase students' motivation in learning to speak, and the most important thing is that students don't think that English is a difficult subject. It can be concluded that the class debate method can solve problems in speaking mastery and improve students' speaking ability.

The suggestions for other researchers show that action research can make a major contribution to the development of education in Indonesia. Innovation is needed in education so researchers must continue it. The results of this study are expected to encourage other researchers to conduct further research with communicative learning in other skill areas such as writing, reading or listening

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