

## **The Use of Simplified Debate to Teach Speaking in English Extracurricular Class (EEC) in SMAN 1 BABAT**

**Misbakhul Munir**

English Education, Faculty of Language and Art, State University of Surabaya  
[kampongjobong@yahoo.com](mailto:kampongjobong@yahoo.com)

**Ahmad Munir, Ph.D.**

Lecturer of S-1 English Education, Faculty of Language and Art, State University of Surabaya

### **Abstract**

This study investigated about the technique that was used by the English teacher to teach speaking in English Extracurricular Class (EEC). It was aim to answer the following questions: How does the teacher apply Simplified Debate to teach speaking in English Extracurricular Class (EEC) in SMAN1 BABAT? What do the students learn when simplified debate is used? This study was limited to both the teacher and the students of EEC. So, qualitative case study was used in this research. The data were taken from the results of fieldnotes, semi-structured interview, and questionnaire. The data that were gotten were analyzed qualitatively. It was found that the implementation of Simplified Debate technique was done based on the Lustigova's (2011) procedure, although the teacher missed some steps and also was modified by the teacher. From the implementation of Simplified Debate the students learned to speak in public, to speak fast, to create their own words, this technique could encourage the students to be active in the class.

**Key words:** Speaking, debate, technique, English extracurricular class (EEC)

### **Abstrak**

Penelitian ini menginvestigasi tentang jenis *technique* mengajar yang digunakan oleh guru untuk mengajar *speaking* ekstrakurikuler bahasa inggris. penelitian Ini di gunakan untuk mencari jawaban dari pertanyaan yang ada: Bagaimana guru menerapkan *Simplified debate* untuk mengajar *speaking* di ekstrakurikuler bahasa inggris di SMAN 1 BABAT? Apa yang murid-murid bisa peajari ketika teknik ini di gunakan? Penelitian ini dibatasi pada guru dan murid dari EEC. Jadi qualitative case study adalah metode yang digunakan dalam penelitian ini. Data diambil dari hasil fieldnotes, interview semi-structured, dan questionnaire. Data yang didapat dianalisa secara kualitatif. Ditemukan bahwa penerapan teknik *Simplified Debate* ini di lakukan sesuai dengan procedure dari Lustigova (2011). Meskipun dalam penerapan ini guru tidak melaksanakan beberapa tahap dan juga karena tahap tahapanya sudah di modifikasi oleh guru. Dari penerapn teknik ini murid-murid belajar untuk berbicara di depan umum, untuk berbicara cepat, untuk merangkai kata mereka sendiri, teknik ini bisa mendorong murid-murid untuk aktif di dalam kelas.

**Kata-kata Kunci:** speaking, debat, teknik, ekstrakurikuler bahasa inggris.

## **INTRODUCTION**

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. By mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In speaking, students should master the elements of speaking, such as vocabulary, pronunciation, grammar, and fluency. But they still have difficulty in speaking.

Based on researcher's experience teaching practice in senior high school. The students preferred to keep silent when his teacher taught speaking. Most of the students said that speaking was difficult. However, there were some students who were active to speak, although sometimes they made mistake in their statement. When the researcher asked them "why did

you able to speak, while others could not", they said that because they join (EEC) English extracurricular class. Then the researcher asked more about it.

From this experience, he knew that the problem is, the limitation of the time to practice their English. It is not enough if speaking skill is only taught in the formal class. According to Lubis (1988:40), there are some types of communicative activities that can be used in teaching speaking such as, guessing game, plays, small group discussion, debate, group project and games. Among the types of communicative activities above, debate seems one of the techniques appropriate for the students inside and outside of school. According to Lustigova (2011), debates are seen as one of the most active learning process of actual construction and creation on their own, as well as working in a group and thus sharing knowledge. Previous studies on the use of debate in SMA (e.g. Firdaus, 2010, Awwal, 2005) show that Australian parliamentary debate has been used in many schools. These studies also found that this Australian parliamentary debate is able to

activate the students in speaking class. However, they do not show other ability in speaking such as; speak fast, their ability to speak in public and their ability to create sentences. Furthermore, the main purpose of Australian parliamentary debate is to create the students debater. But in this case, simplified debate creates a fun debate activity in the class.

From the findings of the previous studies and the nature of Australian parliamentary debate, therefore, Lustigova's (2011) simplified debate offers student's a chance to practice debate as fun activity. However no studies on simplified debate have been conducted in SMA. Therefore this study fills in this gap. Specifically this study investigated simplified debate technique that is used in English Extracurricular Class (EEC).

Based on the research problem above, the research question can be stated as follows:

1. How does the teacher apply Simplified Debate in teaching speaking in English extracurricular class (EEC) in SMAN 1 BABAT?
2. What do the students learn from simplified debate?

## **METHOD**

This study was qualitative study. According to William, (1995) a qualitative research is a research that describes the phenomena in words instead of number or measures. The description is based on the observation using field-notes, interview and questionnaire on the subject.

The participants were the teacher and the student's joining English extracurricular class (EEC) in SMAN 1 BABAT. The students were the combination of the tenth and eleventh graders student, consisting of 16 students; 3 male and 13 female. In the process of debate the debate activity the class who divided into six groups. In which, in a group consisted of three or two students.

The data from field note is used to answer the first research question while interview is used to answer the research question number two. In the interview section, the researcher asked the students about what the students learned from the debate in the extracurricular class. After interview section, the researcher continued by giving the students a questionnaire. The questions of the questionnaire were follows:

1. You are motivated to join the class when she taught you by this technique.
2. The technique is interesting.
3. You enjoy the process of teaching leaning since your teacher thought you by this technique.
4. The technique trains you to speak fast.
5. After you are thought by this technique, you have a good self confidence

All of the data were analyzed through the processes of transcribing, coding, categorizing, synthesizing then get the conclusion. After analyzing data, the researcher made data conclusion. All the data gained were analyzed and explained in descriptive form.

## **Findings**

In this chapter, the researcher presents the answer of the research questions which have been stated in the first chapter. They are, how the teacher applies simplified debate to improve student's speaking ability in extracurricular class and what the students learned when simplified debate is used.

### **• The Implementation of Simplified Debate**

The first step, the teacher directly asked the students about the topic that would be used for debate. She intended to know if the student had searched the material for debate for that day or not.

In the second step, she continued to ask the student about the topic that they decided in the last meeting. Some of the students answered "yes mom. The topic is the social media is good for the student. But some of the students just kept silent. After she heard the answer from her students, she continued the activity by telling the topic that would be discussed at that time. Then she continued the activity by asking the students if the students agreed with the statement or not. Unfortunately, most of the students agreed with that statement and only one student who disagreed with that statement. So she divided the class into eight teams.

In the third step, she asked the students to get the partner and sit in face to face position. In this section, the debate was one on one debate. When she instructed the student to start the debate, she gave papers that contained the material was being debated. Then, the students directly started the debate. The brainstorming continued for about 10 minutes. In this section, the students looked so active to speak, although sometimes the students found some difficulties in vocabulary. But they tried hard to speak and show their arguments.

In the fourth steps, after the brainstorming had finished, the debate was done in team. Usually, the students who would perform their debate were chosen by the teacher. She chose six students to perform their debate in front of the class. The chosen students just grumble and said "why should me mom". Then, the teacher answered "up to me ". It made all the students in the class laughed. Before doing simplifies debate, she gave 10 minutes for the students to prepare their speech in debate.

After finishing the discussion, the teacher started the debate. As the moderator, the teacher directly asked the affirmatives team to speak first

and ask the opposing team to listen the affirmative speech carefully. Actually, she asked the student to stand up but there were some students who were still nervous.

The first speaker started by the affirmative team. She gave her speech. Then, it was followed by opposing team. In this part, the opposing speaker looked so nervous. The researcher could see it from the way how she gave her speech. As the moderator, the teacher managed the way of debate, in order to run well. She gave the affirmatives team chance to give their rebuttal to the opposite's speech and so did the cons. During the debate activity, the students were active to give their opinions, reasons, evidence, agreement and disagreement.

During the debate activity the students often made mistakes in their statement. Most of their mistakes were from their grammar For example:

- We will forgot with the task we should do
- Social media can be able refresh our mind
- It make me frustrated.

In the last part of simplified debate, the students could not focus on the debate. They gave their argument that did not relate to the topic. It made them stopped to give their argument, but the teacher tried to lead them backed to the topic again. Furthermore before the teacher ended the debate section, the teacher gave conclusion.

In the fifth step, she instructed the student to stop the debate, because the time was up. Before leaving the class, she asked the student about the topic that would be used for the debate in the next meeting. The students asked the teacher time for discussing the topic. Five minutes later, there were two students gave the topics. The first student suggested if the topic was "TV is good for children", and the second student suggested if the topic that was going to discuss in the next meeting was "summer is better than rainy season". Finally, she asked again to all the students who agreed with the first topic to raise their hand and so did the second topic. From the result of the voting, most of students agreed with the first topic. So, she decided to take the first topic or motion for the next debate.

She closed the program. She impressed the students to prepare the material that would be discussed in the next meeting and greeted good bye.

During the teaching and learning process the students was motivated when they were thought by simplified debate technique. It looked from how their spirit to join the class. It is supported also by the result of the questionnaire 93 % of the student in the class have a good motivation to join this extracurricular class.

- What the students learn when simplified debate is used

The second finding was about what the students learn when Simplified Debate is used. Based on the data that the researcher got, the researcher find out what the students learned when simplified was used. First, the students learned to speak in public. Based on the observation in the class, in debate activity there were two teams, they were affirmative and opposing team. Both teams had a duty to defend their arguments. When they showed their argument, it was done in front of their friend. Indirectly, debate had sharpened their self confidence to speak in public.

It is also supported by the student's statement:

Iya "Sebelum ikut debat ini, saya merasa kurang percaya diri kalau ngomong di depan umum apalagi pakek bahasa inggris tentu saya merasa kurang percaya diri, tapi setelah ikut extra debat ini secara tidak langsung saya sudah belajar untuk ngomong di depan umum, saya merasa percaya diri meskipun kalimat saya masih banyak yang salah."

"Before joining this debate, I felt less confidence to speak in public moreover by using English. Of course I felt less confidence, but after joining this extra for several meetings, indirectly I had learnt to speak in public. Now I felt good, although when I spoke, I often made mistakes in my statement" (Student 1)

It was also supported with the result of questionnaire 93 % of the 16 students in the class agree if the debate technique increase their self confidence.

The second, the students learned how to speak English fast. The researcher saw it when they were doing debate; they tried hard to show their argument or rebuttal. It was influenced by the desirability of the students to give their statements. Their willingness to counter the opposing team made them speak as fast as possible. This situation trains the students to speak English fast. According to the result of the questionnaire all the students in the class agree if this technique trains and encourage them to speak English fast.

It is also supported by student's statements:

"Lidah ini terasa susah ketika berbicara bahasa inggris dengan cepat, karena ini kan bukan bahasa kita .Di samping itu ketika kita punya pendapat dan kita ubah dengan bahasa inggris mem uat bicara kita ada jedaunya. Karena rasanya kita berfikir dua kali, mebuat pendapat dan sekaligus mengubahnya kebahasa inggris. hasilnya berbeda ketika kita sering berbicara cepat rasanya kita langsung menemukan kosa kata yang akan kita ungkapkan tersebut"

"Our tongue felt difficult when we speak English fast, because it is not our language. Besides that, when we have and opinion then we change it into English, it makes our speaking doesn't run fluently. Because we feel that we think twice, make an opinion and also change it into English, the result is different when we often speak fast, we directly find the vocabulary that we use to show our opinion" (Student 3)

The third, they learned all the skills beside speaking skill. Based on what the researcher saw in



the class. The process from the beginning till the end included all skill. In the beginning, when they were in brainstorming section, the teacher gave the material to the students. In this case, they had to read the material by skimming. By reading the material, the students would be able to give their argumentation. The next step, students are divided in team. In this step, the students were going to do simplified debate. Before doing this debate, the students were given time from their teacher to discuss and write the point of the topic that was going to debated. In this case, the students had learned about writing. In the next step, when the students did debate, the students should be able to listen the opposing team carefully, in order they were able to respond their opinion. In this case the listening skill was used. Unconsciously, they had learned listening.

It is also supported by student's statements:

"debatitu technique yang efektif untuk meningkatkan bahasa inggris kami tidak hanya speaking melainkan semua skill dalam bahasa inggris seperti listening reading dan writing Karena pada saat brainstorming kita sudah belajar reading dengan membaca materi yang akan di gunakan untukdebat, lalu di lanjutkan dengan writing, pada saat kita membuat kalimat saatber diskusi dan mecatat point-point dari topic yang akan di debatkandan yang terakhir listening, saat debat kita harus bisa mendengarkan dengan baik "

"Debate technique is effective to improve our English, we are not only learn speaking only but also all skill in English like listening, reading and writing, because when the brainstorming section we have learned reading by reading the material that will be used for debate, then it is continued by writing, when we write the some point from our topic that will be debated. And the last skill is listening, when we did debate technique we had to listen carefully.

(Student 2 )

And the last, they learn to create their own words. Argumentation could not be memorized, but by created their own words. Because when they gave argumentation or rebuttal, it should be appropriated with the opposing statement

It is also supported by the student's statement:

"Debat itukan memang pada dasarnya member dan mempertahankan pendapat antara tim yang satu dengan tim lawan. Dalam member atau mempertahankan pendapat itu, kita harus membuat kalimat sendiri meskipun kita sudah punya materi dari guru, karena di dalam materi itu hanya penjelasan atau penjabaran dari topic yang kita perdebatkan

"Basically debate is giving and defending argumentation between both of team. In giving or defending opinion, we have to make our sentence although we have had the material from the teacher, in that material only contains of explanation from the motion that we debated" (Student 2)

## Discussion

The implementation of simplified debate technique in SMAN 1 BABAT was done based on the on format of simplified debate in (Lustigova, 2011) although there are some steps that is missing and also being modified by the teacher.

The first step, the teacher asked the student about the topic that would be used for debate at that time. It aimed to know the students who have tried to search the material and who have not. In simplified debate, the topics are simple, funny and related to their daily activities. For example "chocolate taste is better than ice cream". It is in line with Fedorkiw (2010), who says that serious debate topics can be especially intimidating for ESL/EFL learners. So, by giving students easy and funny topic, the students perception about debate changes from scaring to interesting.

The second step, she asked the students about who agreed with topic and also who were not. From here, the teacher wants to know their perception about the topic. It is best to know their appropriate side while they are doing the debate activity. Then, she continued to the third step, it was one on one debate. Before doing this debate, the teacher gave some materials first .This debate is only warming up section. It is used to decrease the students' anxiety while they are doing debate in team.

In the second and third step are not in line with the lesson preparation in simplified debate format based on the theory from Lustigova, (2011 ). However it is good, because although the preparation only three steps but it can cover the whole steps based on the theory of simplified debate. Furthermore, the teacher's modification through one on one debate motivates the students to show their argumentation freely. Sometimes it makes the students laugh. From here, the researcher knows if the students' anxiety is decrease, so that they enjoy the learning activities in the class.

In the fourth step the debate is done in a group. But before doing the debate each group had opportunities to discuss the material. In this section the debate is a team, there are three students in a team. The small groups are better than large group because large group make the student reluctant to show their opinion. For efficient group discussion, smalls group turned out to be ideal, because quiet student were formerly avoiding any contribution from large group (Lustigova, 2011). Debate also includes group discussion, because both of them discuss a topic.

While doing debate, the teacher did base on the procedure of simplified debate. The way the students gave their opinion, reason, evidence and agreement / disagreement also is good. The first is opinion, mostly the student used opinion of value: Opinions of value: X is better than Y for example "I think social media is good for us ..... "

Then the way students gave reasons. Most of the students were well in making reason for example: because social media can disturb our focus on task

that we find. And then, the way how to give evidence. The students were preferred to give their evidence by giving example, for example: For example when we are bored to search the material for our task so we open social media for refresh our mind then after..... Then the last, the way the student gave agreement / disagreement was done well.

Before ending the debate section the teacher gave the conclusion about the topic. But based on the format of simplified debate, the teacher should give feedback to the students in order they understand the mistake that they make in debate section. Beside that the teacher also forgets to manage the time for the speaker should speak or give their opinion. In the last part before closing the activity, she asked about the topic that will be used for the next debate, and it is done by voting in order they get the best topic. That is the end of debate activity in the EEC SMAN 1 BABAT.

From the implementation of simplified debate in the extracurricular above, the researcher also wants to know what the students learn from the technique. From the data that the researcher got, the students learned to speak in public. The activity of debate gives impact to the students in self confidence. By giving speech or rebutting an argument in front of their friend, it could sharpen the students' self confidence. It is in line with Bieber's (2013) statement that "Debate also provides a platform for students to express themselves and can help boost students' confidence and public speaking skills "

The second, the students learned to speak fast. According to O'Malley and Pierce (1996:87) debate is a type of role play when students are asked to take sides on an issue and defend their positions. The limitation of the time in debate, it makes the students give their speech as fast as they can, in order they can show all their arguments. By doing this activity, indirectly the students have learned to speak fast.

The third, the students learn about all the skill in English, besides speaking skill. In simplified debate process, the first step till the end includes all the skills. Reading skill was used when the teacher gave the student material about the motion of debate. Then, the writing skill, this skill is used when the students took a note and write the points from the motion of debate. The next is listening skill, in debate section the students should listen carefully to the opposing group argumentation. In order, they can rebut the argument. It is in line with Lieb's (2007) statement that aside from the fact that debate greatly enhances speaking ability. It also promotes effective listening, reading, and writing.

The fourth, the students learned to create their own words. According to Kayi (2006), it is essential that language teachers pay great attention to teach speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

Debate is one of the activities that provide the students with a good environment with meaningful communication. So that it leads the students to create the sentence. When the students gave their argumentations, the students should create the sentence based on the respond from the opposing team.

### **Conclusion**

The implementation of simplified debate in Extracurricular (EEC) in SMAN 1 BABAT was done based on the methodology and format of simplified debate according to Lustigova (2011). The first step the teacher directly asked the students about the topic that would be used for debate. The second step, she asked the students about who agreed with topic and disagreed. The third step was one on one debate. However, there are some steps were missing and also modified by the teacher.

From implementation of simplified debate, the students learned to speak in public. First, when they were doing debate, they had to present it in front of the opposing team. The second, they learned to speak fast. When they were giving their argumentation they were forced to speak fast because of the limitation of the time. The third, the students learned all skill in English, besides speaking skill. The fourth, they learned to create the words, because when they gave argumentation, they had to create their own sentences based on the respond from the opposing team.

### **Suggestion**

Some suggestions for the teacher, it is better if the teacher pays attention more to the student when they are having debate. In order when the students do not understand with the point from their opposite group statement, the teacher can explain it. Because if the students ask what their statement means, it can disturb their enjoyment in the debates section. The second, it is better for the teacher if she gives a feedback for the student in the last section. In order the students know their mistake when they were having debate. The further researcher can try to find other types of debate technique that might be better than the previous researcher. In choosing the type of debate, it is better for the next researcher used types of debate that can be implemented to the whole student, not only some students.

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