
THE EFFECTIVENESS OF DEBATING METHOD IN TEACHING ADVANCED ENGLISH SPEAKING FOR NON ENGLISH DEPARTMENT STUDENTS

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Abstract

College students in fifth semester from non English department require advanced stage of learning English method. Therefore, this research takes English debating as advanced English learning method for non English Department students. The aims of this research are (1) to present the students' score of English speaking skill in debating performance; and (2) to explain the effectiveness of debating method in teaching advanced English speaking based on lecturer's and college students' point of view. This research applies qualitative descriptive to present statistical data form and purposive sampling technique for selecting the respondents. This research took 30 students of fifth grade at STMIK Sinar Nusantara Surakarta in academic year 2018/2019. In this research, 5% students scored 50, 18 % students scored 60, 42% students scored 70, and 32% students scored 80 for the fluency aspect. From the accuracy aspect, 12% scored 50, 25% students scored 60, 35% students scored 70, and 28% students scored 80. From the pronunciation aspect, 10% students scored 50, 22% students scored 60, and 38% students scored 70, and 30% students scored 80. From the intonation aspect, 10% students scored 50, 30% students scored 60, 40% students scored 70, and 20 % students scored 80. As a conclusion, debating method is an effective for teaching advanced English speaking for non English department students in fifth semester at STMIK Sinar Nusantara.

Keywords: *Advanced English, Advanced English Learning, English Learning, English Learning Method, English Debating, Learning English by Debating*

INTRODUCTION

College students in higher levels of semester from non English department need advanced stage of learning English to show their speaking skill during their English class. College students in fifth semester are considered to be ready to face the real workspace where English becomes crucial in many aspects of work both actively and passively. However, there is a big gap between the second language learners from English department and the second language learners from non English department. English is applied mostly as the medium language and communication language in classroom and even around the English department area. There are also many English active learning methods applied for these college students from English department in order to produce

the output of these students reliable after graduation for workspace. Meanwhile, college students from non English department only get English materials in the classroom and practice their English skill during their English classroom based on schedule. In this case, English becomes the side material for college students from non English department and they tend to be passive learner if they are not involved in active English learning with interesting and challenging activity.

College students from STMIK Sinar Nusantara are college students who studying informatics engineering, computerized accounting, and also informatics management. Their medium language in teaching learning process uses Indonesian for almost all of the subjects. Its language habit forms them to be a little bit insecure and unconfident when they are asked to give presentation orally and even speak English for few sentences in the classroom. Therefore, this becomes serious problem for them, especially in fifth semester, after they graduate and take a part in workspace for job position requiring active English. In addition, technology becomes the crucial study and worldwide topic in modern era and mostly uses English for its terms. These non English department students willingly want to master English for the future chances of national or international jobs. In the other hand, the main subjects from their majors in college consume almost of their time without getting English as the habit of daily life and medium language of teaching learning process. In this case, both the college students and English lecturers of STMIK Sinar Nusantara need to put much effort to create reliable output of graduates having active and passive English language competency.

English speaking requiring the interactive speech and communication skill will be suitable for effective English classroom activity to make the students improve their English vocabularies, pronunciation, and even fluency by applying the English materials in communication practices like real word activity. Moreover, speaking activities will be lively and exciting if the students speak up confidently about the updated topic around them. Therefore, this research takes English debating as advanced English learning method for non English Department students, especially for college students in STMIK Sinar Nusantara in fifth semester. English debating is one of the opportunities for students as English language learner to improve themselves in advanced speaking skill since English debating brings up a specific topic in their life and invites the learners to open their mind and speak up their arguments with an activity like exciting discussion. Rather than informal English, debate requires formal English that are mostly used internationally in many fields. It would be suitable for college students from STMIK Sinar Nusantara to try English debating activities in their classroom in order to make them prepared in workspaces both nationally and internationally.

A. *The Nature of Speaking*

English is general study in school, college, and university. Students from non English department also can ignore the importance of English in public space, workspace, and even cyber world. Even though the English materials for non English department students are not detail as for English department students, the language aspects consisting of writing, reading, listening, and speaking need to be mastered by the second language learners. Speaking may bring the biggest challenge for non English department students in Indonesia since their daily main college materials are

mostly not spoken in English and the speaking skill itself becomes the output for language acquisition.

There are many definitions of speaking that have been proposed by some experts in language learning. One of them is Brown (2001: 267) who cites that if someone can speak a language, then he or she can do the conversation competently and reasonably. Moreover, he even states the ability to reach the pragmatic goals competently and interactively with native speakers from other language means that someone demonstrates the acquisition of language successfully.

Speaking becomes the main goal of a language. Producing language by speaking is mostly done by people to communicate with others. According to Richards and Renandya (2002: 204), social interactions focus on effective oral communication that needs the ability to use the language appropriately. This ability involves not only verbal communication, but also elements of speech, for example stress, intonation, and pitch. Furthermore, if there is problem for comprehending the non native language in oral communication, nonlinguistic elements such as gestures, body language, and expressions are helpful enough for conveying messages directly.

B. Teaching English Speaking

For English language acquisition in education, speaking is one of the four basic competences that the students should gain well. It has an important role for students as English learner in international communication through both paralinguistic and non linguistic elements with the other native people around the world. Speaking can be found in spoken cycle especially in Joint Construction of Text stage (National Education Department, 2004). In carrying out speaking, it is usual for non English native students to face some language difficulties, such as the lack of vocabularies, bad pronunciation, or slow fluency. Most of students get difficulties to speak, involving the language mistakes for the speaking performance, even though they may have a lot of vocabularies and good English writing

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Harmer (2001: 271) states that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

C. Debate

In general, debate is a formal speaking in delivering arguments to convince and persuade audiences. D'cruz (2003: 3) even states that debating is about persuasion. In debating, the rules provide a framework within which adjudicators make objective assessments and limit their subjectivity. In addition, debaters need to decide what the words of the topic mean for the purposes of this debate. Judges, audiences, and opposite team need to think some reasons regarding the speaker's side of the topic is true. These reasons are known as 'arguments' and speakers try to join the arguments together into a single 'case approach'. Speakers also need 'split' dividing the arguments among speakers know what he or she has to present (Quinn, 2005:8). They are needed in formal debate to make audience listen easily and understand clearly.

1. Terms in Debate

a. Proposition

This team's speaker will state firstly about the affirmative or negative arguments justified by proofs in debate. The proposition team supports the motion for debate.

b. Opposition

This team argues the proposal of the proposition team. If the proposition team becomes the one that states the affirmative arguments in the debate, then the opposition team will argue against the proposition's support in the motion and this opposition team states negative arguments.

c. Motion (Topic)

In a parliamentary debate which is not merely a political debate but rather usually used for competition, each debate period has topic to debate which is known better as motion. In our daily communication, this may similar to the topic of the conversation or communication. Motion occasionally is served in the form of controversial and/or debatable statement or issue.

d. Case Building

Before running the debate, each team -the proposition and the opposition- is generally given certain amount of time for case building. In this occasion, both of the team is having a preparation for the running debate such as building the arguments, applying the strategy, and splitting up the speaker's role.

e. POI (Points of Information)

POI can be best described as interruption. This is delivered during the speech of the speaker by the opposite team. In some other debate style, this might not be applied. However, it is taken place in a certain debate style like Asian Parliamentary Debate. During the interruption, the opposite team possibly delivers question or challenge proposed to the speaker (Meany & Shuster, 2003:232). However, POI is not such as a must to do by the opposite team. Likewise, the standing speaker who is delivering his/her argument is allowed to accept or refuse the POI. This is delivered at the certain minute signaled by the time keeper. Furthermore, this will be explained clearer at the special part discussing the debate rules.

f. Rebuttals

Rebutting is about pointing out the differences between your team's arguments and your opposition's (Quinn, 2005:110). What the speaker must do is by refuting opposition's arguments by giving additional example, statistic, or the others which might be able to collapse your opposition's argument. Consequently, 19 debaters must be able to react and to respond opposition's argument quickly.

g. Reply Speech

Reply speech time is given right after the three debaters for each team had finished with their main argument. The role of replier speech is essentially concluding the overall debate by analyzing the weakness of your opponent's argument and the strength of your team's refutation. In addition, the final job of replier is explaining how you deserve to be the winner of the debate.

h. Adjudicator

Debate activity calls adjudicators better than juries or judges; however they remain the same. Adjudicators play a role in assessing the debate in a particular adjudication sheet. Meanwhile, they need to give oral critiques or advice, and the most important one is deciding the winning team of the debate (Meany & Shuster, 2003:232).

2. *Speaker's Role*

a. Speech Order and Duration

In debate preparation, each team is given time to have discussion with their teammate for case building. The general provided duration for case building is maximally 15 minutes. However, in a certain debate competition, the length of the speech for each speaker is applied for 7 minutes and 20 seconds. According to Quinn (2005), each speaker of both teams is usually given 8 minutes long to deliver the substantive speech. Yet, the replier speech is given as half of the substantive speech to summarize the debate. When a certain style of debate allows POI, it is allowed to be delivered in 15 seconds long. POI is allowed to propose after the first minute of the speaker's speech and is forbidden to deliver at one minute before the speech duration ends.

b. Speaker's Role

Talking about speaker's role, it is closely related to the two different arguments usually delivered by the speakers. Arguments in debate are divided into two kinds; substantive argument and rebuttal. In four persons parliamentary debate substantive speech is better known as constructive speech. However, this is the main argument of both teams supporting their own side (Meany & Shuster, 2003:38). Another term regarding the speaker's role is team split, which means the job of each speaker in giving the argument with the supporting point(s) a view.

D. Advantages and Disadvantage of Debating Method

As an instructional method, debating involves students in expressing their opinions from two competing perspectives with the goal of contradicting each other's arguments

(Chang & Cho, 2010). An opportunity for decision may be given after opposing views are presented in alternating statements.

1. **Advantages**

In spite of the debate over state and national standards reform efforts, it is universally agreed by educators and experts that a key component of improving student achievement is raising standards. In the 1996 National Education Summit, state governors, education leaders, and business leaders came to a consensus that use of standards will:

- a. Help all students learn more by demanding higher student proficiency and providing effective methods to help students achieve high standards;
- b. Provide parents, schools, and communities with an unprecedented opportunity to debate and reach agreement on what students should know and be able to do;
- c. Focus the education system on understandable, objective, measurable, and well-defined goals to enable schools to work smarter and more productively;
- d. Reinforce the best teaching and educational practices already found in classrooms and make them the norm;
- e. Provide real accountability by focusing squarely on results and helping the public and local and state educators evaluate which programs work best.

2. **Disadvantage**

While several states are implementing some form of standards-based reform, there is very little empirical evidence to prove that standards, assessment, and high-stakes accountability programs are effective in improving public schools. In many states, such as California, attempts to implement standards-based reform are inconsistently or carelessly aligned with quality research. The following are some of the shortcomings of standards-based reform.

- a. Recent reports on the standards-based reform movement in New York suggest that in many schools the careless implementation of standards and assessment may have negative consequences for students.
- b. Vague and unclear standards in several subject areas in several states complicate matters and do not serve as concrete standards defining what students should know and be able to do.
- c. Top-down standards imposed by the federal or state government are also problematic. They impose content specifications without taking into account the different needs, opportunities to learn, and skills that may be appropriate for specific districts or regions.

METHOD

A. Data Analysis

This research applied quantitative method to present statistical data form. The subjects of research were 30 students of fifth grade at STMIK Sinar Nusantara Surakarta with academic year 2018/2019. These respondents were selected by using purposive sampling technique. The objects of research as the primary data in this research were the scores of students 'speaking skill from the students' debate per team

in the classroom. Meanwhile, the secondary data in this research was interview per team after debating activity finished. The member of debate team consisted of 3 students. Meanwhile, the scores of speaking skill in this research involved fluency, accuracy, pronunciation, and intonation.

B. Instruments

1. Motion/ Debate Topic in Folded Paper

For the instrument, the students were given certain topic to discuss. The topic are various from the entertainment, education, and economy. Each representative of two teams for a session were asked continuously until the two last teams to do rock, scissors, and paper game in front of the lecturer. Afterwards, the winner picked one folded paper having the theme of discussion. Two teams (proposition team for affirmative statements and opposition team for negative statements) have one same theme to discuss and present in a session. They had two weeks for preparation before standing in front of the debating class. The data were collected from students' debating performance in front of the class.

2. Interview

After all of the teams did the debating performance, the lecturer interviewed the students in the following meeting. Since the researchers as lecturers took a part in monitoring this debating activity, each lecturer asked a team to be interviewed separately. Afterwards, the members of team were interviewed individually based on the ordering numbers by lottery in the assignment day with the questions regarding their impression and comment toward the English debating activity for their English learning process.

C. Procedure

There are some steps to conduct a class debate:

1. Introduce the topic

The lecturers (as researchers in this research) introduce the debate and its rules in class presentation in the first week of topic introduction. However, the lecturers make some changes for its rules to be adjusted in the classroom later, for example the duration of giving speech from 7 minutes long to 3 - 4 minutes long in classroom. In this first week, the lecturers also open question and answer session in order to make sure that the students understand about the English debate activity in the classroom.

2. Assign the Affirmative and the Negative

After the students get the explanation of debate and its rules, the students are asked to form a team consisting of 3 students. These three students will be taken for one representative to be the leader in a team for managing its members. After each team gets its topic by doing the rock, scissors, and paper game in front of the lecturer, both teams with the same topic will be debating in one session. The winner of rock, scissors, and paper game also has the right to choose whether his/ her team to be the affirmative team or negative team.

3. Give Time for Research

The college students are given time for doing the research about the topic and preparation of the speech performance for 2 weeks. They have group discussion both in the class or free time during the weeks of preparation. They are also

permitted to search the topic of debating by browsing in the internet or even looking up on newspapers. Each team is allowed to ask the lecturer freely about the debate topic, debate rules, and even corrections of their English speech and arguments before the day of English debating performance. The lecturers have rights to monitor the progress and process of their debating activities during their preparation weeks.

4. Keep Track of Time

The lecturer has own schedule and notes for monitoring each team during the topic research and performance preparation. This schedule and notes are useful to keep the debating activity on time without any delay of performance because students will make excuse for making lack of preparation and ask for delay of debating activity. Lecturer also gives motivation for them to be on time for the performance schedule by praising their preparation. Lecturer even has right for contacting each team's leader to give updated information about the debating class and even warn the last days before the debating day. The two teams who firstly do the debating session are decided by lottery of topic when the two teams have to choose the topic in front of the lecturer in assignment day. There is no any excuse for students to argue about the ordering numbers in debating performance.

5. Make a Judgment

During the debating session, the lecturer makes judgment by giving scores for its fluency, accuracy, pronunciation, and intonation based on the assessment standard of speaking skills in this research. In addition, the lecturer does the correction and gives review after the debating session finished. Meanwhile, the interview for each member of teams individually is done a week after the debating classroom.

FINDINGS AND DISCUSSION

These findings and its discussions are described based on two problem statements in this research. Those are students' score of speaking skill in debating performance and efficiency of debating method in teaching advanced English.

A. *Students' score of speaking skill in debating performance*

After the students did the debating performance with certain theme, their scores of speaking skill were taken with specific rubric having the aspects of fluency, accuracy, pronunciation, and intonation. The table below shows those scores with the percentage of students.

Table 1. Score Percentage of Students' Speaking Skill

Aspects	Scores			
	50	60	70	80
Fluency	8%	18%	42%	32%
Accuracy	12%	25%	35%	28%
Pronunciation	10%	22%	38%	30%
Intonation	10%	30%	40%	20%

1. Students' score in Fluency Aspect

From table 1 focusing on fluency aspect, there are 5% students reaching the lowest level, score 50. It means that the students are lack in English and there is much hesitation for producing the English statement in sentences. There are many

stops for them to give the speech because they are thinking the English words. Meanwhile, there are 18 % students reaching score 60. This score means that the students are fluent enough, but there are some hesitations for producing the English sentences. They sometimes have some stops in the middle of uttering the English sentences. Most of them in this grade had prepared well the speech for discussion but they stated that they forgot some of the English sentences. Meanwhile, there are 42% students reaching score 70, it means that the students are fluent in speaking English with a few of errors that they were realized and corrected by themselves. They also sometimes give repetition of sentences in fast way to be fluent and perfect. The last, there are 32% students reaching the highest level, score 80. It means that the students speak English better in high fluency. They didn't think in a long time to make the statements and produce the English speech. Moreover, they have lack of difficulties for uttering the English arguments for answering in debating class.

2. Students' score in Accuracy Aspect

Regarding about accuracy aspect, there are 12% students reaching the lowest level of that aspect with score 50. It means that all of utterances are very hard to understand for the audiences. In addition, the audiences almost don't know the point of the speaker's utterances. Meanwhile, there are 25% students reaching score 60. It means that their English speaking can be understood although those are just a few of utterances which very hard to understand its points. It needs longer time for audiences to know all of the utterances from the speaker. In the other 35% students, they get score 70 for their speaking skill. It means that all utterances can be understood slowly with a few of mistakes. The audiences and even its opposition members sometimes asked these students to repeat the points of arguments. At last but not least, there are 28% students reaching the highest level with score 80. It means that the utterances are right and those are easier to be understood than the other students under score 80. The audiences also can understand the points of speaker's utterances and keep up the delivery of speaker's discussion well.

3. Students' score in Pronunciation Aspect

In pronunciation aspect, there are 10% students reaching the lowest level with score 50. It means that almost all of their pronunciations are not correct when producing the English utterances for stating the arguments. They are often not aware with their errors of pronunciation so that they go to the other English words after speaking the words in bad pronunciation. Because of bad pronunciation, the opposition teams often had misunderstanding for taking the interpretation of their vocabularies and finally somehow it messed the arguing time. Meanwhile, there are 22% students who get score 60 for their pronunciation. These students have little bit difficulty to pronounce certain English words. They are sometimes aware with the mistakes and try to correct their bad pronunciation. However, they are mostly not aware with their errors. Afterwards, there are 38% students obtaining score 70. It means that most of their pronunciations are almost right and relatively stable for every English statement. The last, there are 30% students reach the highest level, score 80. It means that all of their pronunciations are better than the 38% students with score 70, in which these 30 % students have small mistakes of pronunciation that they are aware. These students having good pronunciation gave good feedback

of understanding for audiences and opposition team without making these 30 % students repeated their words in debating class or even made the speech and arguing time messed because of misunderstanding of bad pronunciation.

4. Students' score in Intonation Aspect

The last aspect is about intonation. There are 10% students who reaches the lowest level with score 50. It means that the intonations of all words are confusing with no juncture so it makes the whole utterances irregular and messy. For 30% of students who get score 60, a few of words in utterances have right intonation with better juncture than the 10% students previously. Even though these students have good fluency, the audiences are sometimes hard to understand the points since these 30 % students scored 60 have bad intonation with no space for the audiences to understand some lines of speech or arguments. Meanwhile, there are 40% students obtaining score 70. It means that the intonation of all words is almost right with proper juncture and gives time for audiences and their opposition team to understand the points of speech and arguments. The intonation of utterances is mostly regular and easy to listen. The last one, there are 20 % students obtaining the highest level, score 80. It means that the intonation of all words and phrases are right so that their utterances are easy to listen for audiences and their opposition team. These students know ways to debate and give speech by giving almost perfect intonation in their utterances. Their calm attitude and good intonation make these 20% students look reliable when giving their speech and arguments.

B. Efficiency of Debating Method in Teaching Advanced Speaking Skill

1. From Lecturer's Point of View

The scores of students' speaking skill previously show that students have domination for the score 70. In detail for its percentage of students score domination, 42% students obtain score 70 in fluency aspect, 35% students obtain 70 in accuracy aspect, 38% students obtain score 70, and 40% students obtain score 70. These data show that debating method is acceptable and efficient for college students of STMIK Sinar Nusantara to learn advanced English speaking. This method is suitable for advanced English learners who already have many English vocabularies. Moreover, the rest students reaching score 80 become the second domination in the score acquisition. This become the opportunity for debating method to be present as advanced teaching learning method for the classroom having the college student with more capable speaking skills and confidence. It is because this English debating activity requires the capability of participants to perform their English speaking skills, communication, and also debating skills involving self confidence.

However, debating method for teaching college student in non English department could be difficult for few students who are lack of English vocabularies without having plenty preparation before on the stage. It is proven from the rest of students with lower scores 50 – 60 who didn't provide many English words to say when uttering the arguments and doing the debate discussion. They tend to be passive in English and have the difficulties for producing the arguments in English. They also sometimes were not aware with their errors to pronounce the vocabularies. In the other hand, the lecturer saw the effort for them to produce the English

vocabularies without any note in their hand. They kept trying to say the arguments that might be memorized by them during the preparation weeks. It is different from the previous class activity when they only did the tasks inside the book and memorized some vocabularies aimlessly.

2. From Students' Point of View

College students as the subject of research felt that this debating activity brought them into challenging learning activity in which they tend to be active in front of the class as presenters. Moreover, these advanced learners are also required to be ready for performing the speaking skill in front of other people with discussion, debating interaction, interactive communication having in touch with the real work activity. The preparation for two weeks and the tense of debating performance in front of the class support the students to do the best for challenge to compete with others. This debating activity, for them, builds the confidence when uttering the arguments in English. Moreover, they stated that the topics can be found easily in many cases in their life so during the research of topic, they only developed the descriptions for speech and arguments and later translated its points for the presentation. The college students in this level didn't have strong difficulty to process their English speech and arguments. Nevertheless, they kept doing the final check by asking the lecturer in order to know errors of some speaking skills and its correction, give the best presentation, and certainly get the good score.

For some college students having the lack of English skill, especially vocabularies and speaking, they have big effort to present the best debating performance even though they are also lack of confidence. However, they gave comments that in the classroom when the time of presenting speech and arguments happened, the other students in the same team gave some hints or clues to his/her friends to catch up the English vocabularies in order to save their team. They admitted that debating method could be the way of English lesson for them to learn by mistakes and correction in front of the class even though the real debating competition doesn't have a rule for it. If they are difficult to learn English in their fifth semester with several lacks of English skills while they are having enthusiasm to master English, they understand that they should push themselves in challenging learning activity to build both their confidence and enthusiasm and also improve efficiently their English skills, especially advanced speaking skill in their level of education.

CONCLUSION

A. *Students' score of speaking skill in debating performance*

1. From the fluency aspect, there are 5% students scored 50, 18 % students scored 60, 42% students scored 70, and 32% students scored 80.
2. From the accuracy aspect, there are 12% scored 50, 25% students scored 60, 35% students scored 70, and 28% students scored 80.
3. From the pronunciation aspect, there are 10% students scored 50, 22% students scored 60, and 38% students scored 70, and 30% students scored 80.
4. From the intonation aspect, there are 10% students scored 50, 30% students scored 60, 40% students scored 70, and 20 % students scored 80.

B. Efficiency of Debating Method in Teaching Advanced Speaking Skill

1. From Lecturer's Point of View

English debating method is acceptable and efficient for college students of STMIK Sinar Nusantara in fifth semester as non English Department students to learn advanced English speaking.

2. From Students' Point of View

English debating activity brought college students of STMIK Sinar Nusantara in fifth semester as the non English Department students into challenging learning activity to learn English in which they are required to be active in front of the class as presenters.

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