IMPLEMENTATION OF DEBATE TECHNIQUE IN TEACHING SPEAKING AT THE SECOND GRADE OF SMA YP UNILA BANDAR LAMPUNG

BY

Intan Hamzah, Hery Yufrizal, Rosita Simbolon, Hartati Hasan
Email: intanhamzah91@gmail.com
Mobile Phone: +6285768115722
Institution: Lampung University

Abstract: The objectives of this research are to describe the procedures of Debate technique which are implemented in speaking class and to analyze the interaction activities in term of Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model and interview to gain the data. The subject of this research is the second grade students of SMA YP Unila Bandar Lampung. The result of this research is Debate technique is implemented well in speaking class. It can stimulate the students to speak in English through five debate sessions. Student Elicitation dominates the interaction by having 43 interactions or 46.74% of the total interaction. The second highest is Teacher Elicitation by having 20 interactions or 21.74% of the total interaction. The third is Teacher Informing by having 12 interactions or 13.05%. The fourth and fifth percentages are Student Informing and Checking by having 8 interactions or 8.69%. And the rest is Teacher Directing by having 1 interaction or 1.09% of the total interaction. The result of the interview shows that students enjoy the teaching learning process. The conclusion of this research is Debate technique can stimulate the students to speak up and interact with each other.

Keywords: Debate, analysis, interaction.

IMPLEMENTASI TEKNIK DEBATE DALAM MENGAJAR BERBICARA DI KELAS DUA SMA YP UNILA BANDAR LAMPUNG

Oleh
Intan Hamzah, Hery Yufrizal, Rosita Simbolon, Hartati Hasan
Email: intanhamzah91@gmail.com
Mobile Phone: +6285768115722
Institution: Lampung University

Abstrak: Tujuan penelitian ini adalah untuk menjelaskan prosedur teknik debate yang diimplementasikan dalam kelas berbicara dan untuk menganalisa aktivitas interaksi dalam konteks model Sinclair and Coulthard Initiation-Responsive-Feedback (IRF) dan interview untuk mendapatkan data. Subjek penelitian ini adalah siswa kelas dua SMA YP Unila Bandar Lampung. Hasil dari penelitian ini adalah teknik debate diimplementasi dengan baik dalam kelas berbicara. Debate dapat menstimulasi siswa untuk berbicara dalam bahasa inggris melalui lima sesi debate. Student Elicitation mendominasi interaksi dengan 43 interaksi atau 46.74% dari total interaksi. Tertinggi kedua adalah Teacher Elicitation dengan 20 interaksi atau 21.74% dari total interaksi. Ketiga adalah Teacher Informing dengan 12 interaksi atau 13.05%. Persentase keempat dan kelima adalah Student Informing dan Checking dengan 8 interaksi atau 8.69%. Dan sisanya adalah Teacher Directing dengan 1 interaksi atau 1.09% dari total interaksi. Hasil dari interview menunjukkan bahwa siswa menikmati proses belajar mengajar. Kesimpulan dari penelitian ini adalah teknik debate dapat menstimulasi siswa untuk berbicara dan berinteraksi satu sama lain.

Kata kunci: Debate, analisis, interaksi.

INTRODUCTION

Speaking belongs to one of an important skill in learning English which is compulsorily learnt from elementary school until university level. By achieving and mastering speaking skill, the students can conduct communication regarding delivering the ideas and maintaining social relationship easily. The aim of learning is to speak. It means that being able to speak in English communicatively becomes the parameter whether the learning process is success or not.

According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak.

Byrne (1977:10) says that the senior high school students often have difficulties in speaking although they have studied English for three years in junior high school. Some senior high school students have weakness in oral communication or speaking. Even it becomes the most difficult skill from the other skills. This condition may be caused by some reasons. The first is students' lack of participation in the classroom. They carry out a passive learning in which the teacher has dominant role in learning process. As a result, the students will never be trained to speak up and do not have a chance to practice speaking English. Consequently, they do not feel confident when they have to speak English.

The second is the way on how the teacher presents the materials. The teacher depends on the text book. Their orientation in learning language is mastering the

grammar by answering the question provided on the book. Even the speaking skill which should be done through oral practice ends up with reading written text. By those conditions, the class will not be interesting for the students. It can make them feel bored. When the students find that they are always given such activity in which it seems to be the same with the previous one, they will be lazy to attend the class and it can cause the gap or unclosed relationship between the students and the teacher.

Debate is a teaching strategy to improve verbal communication and critical thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with them. This strategy can involve all students to be active, not only debate performer.

Debate is implemented on the second year of SMA YP Unila Bandar Lampung in teaching speaking. The teaching learning process aims to enable the students speak the target language. The researcher assumes that class XI Science 2 is appropriate to conduct classroom interaction because based on the curriculum; Hortatory Exposition Text is taught at the second grade of senior high school, also there are some students who have joint debate competition and some students of this class got difficulty to speak English because they are afraid of doing mistakes in producing utterances. So, by conducting classroom interaction through debate in this class, those who have experienced in debating and speaking in front of

many people and those who got difficulty in speaking class can interact each other.

One of the guidelines to analyze debate implementing in speaking class is by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. This model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 37). Furthermore, Hannah (2003: 218) has explained that IRF model is an extremely valuable and comprehensive tool in systematically allowing teachers to analyze the nature and functions of interactive exchange happening in the classroom. It goes the same line with White (2003) who states that by examining the individual parts in classroom using IRF model, teachers can understand about the language as a medium in interaction. Then, they can have a greater awareness in evaluating the teaching procedures in the classroom. This advantage is expanded by Atkins (2001: 11), the exercise of analyzing IRF model is a very valuable activity for teachers who wish to gain a greater understanding of the classroom they teach in.

METHOD

This research is classroom interaction analysis. In this research, the researcher analyzes the interaction categories and interactions pattern occurs when the students are communicating in English.

The researcher uses five methods to gain the data; they are:

1. **Classroom Observation**

   Observation is the act of collecting data about the performance of a subject through the five sense; sight, smelling, hearing, touching and taste (Arikunto,

2002:133). In this research, the writer focuses on knowing the patterns and the process in speaking classroom interaction made by the teacher and the students during the teaching and learning process activity. What the researcher hopes, then, by administering this procedure, information about the learners' activities during the lesson can be gathered specifically to know the pattern and the procedure of classroom interaction.

2. **Recording**

The researcher records the activities and interactions occur during the teaching learning process in speaking class. Video recorder is used as the recording tool. It goes the same line with Yu (2009) who said a choice has to be made whether to record with video or only video. The choice depends very much on the purpose of the research. If turn-taking mechanism in the interaction is the focus of the research, then many of the relevant information is lost in an audio recording. The video recorder is put in front of the class so the teacher and students are shot. Next, the researcher makes the transcription and categorizes

3. **Transcription**

After getting the recording, the researcher then transcribes the interaction that happen during the class. The recording is aimed to get more valid of the data so that the research will give the real data from the students activity.

4. **Coding**

After getting the transcription, the researcher then categorizes the data by giving a code the transcription into the kinds of interaction categories and

interaction patterns based on Sinclair and Coulthard Initiation-Response-Feedback (IRF).

5. **Analyzing**

After coding the transcription, the researcher analyzes the data based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) model to see the pattern of interaction during implementing Debate in speaking class.

In conducting the research, the researcher uses the following procedures:

1. **Planning**

Before applying the procedures of the research, the researcher does some planning, they are: determining the subject of the research, preparing the materials, making lesson plan and discussing the procedures of applying debate in speaking class.

2. **Application**

In the application, debate technique is applied in speaking class. The researcher teaches the students while the recording is done by other people. During the teaching learning process, the researcher also observes the students' activities. The first and the second meeting are used to implement debate in the class, the third meeting is for interview session. The last steps on this research are:

a. Transcribing the conversation based on recording

b. Coding the transcription into the kinds of interaction categories and interaction patterns. In this case, the researcher uses the coding system

based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

c. Analyzing the data by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model and making the report of the research.

d. Reporting the result of the findings.

The analysis of data needs creative and careful thinking. Data analysis is the process of data organization in order to achieve the necessity of a research. The researcher provides analysis of the data by using the steps proposed by Moleong (1994) as follows:

1. Making the abstraction of the collected data to be treated in one unit. The data is gained from observing and recording is transcribed. The researcher interprets all data available by selecting them into an abstraction.

2. Identifying the data into a unity meaning that the researcher pays attention to the term the students use to distinct the activities in the process.

3. Categorizing the data by giving a code for each data. The researcher classifies the data in speaking class by using Initiation-Response-Feedback (IR) model and put them into table as follows.

RESULT AND DISCUSSION

In analyzing the interaction from the speaking class, the researcher applied Sinclair and Coulthard IRF Model, focusing on the teaching exchange, since in this exchange, the move of Initiation (I), Response (R) and Feedback (F) happened. The result of quantitative data from teaching exchange pattern is shown in the following table.

Quantities and Percentage in Teaching Exchange Patterns

Teaching Exchange Patterns	Predicted Moves	Observation During Debate Technique in Teaching Speaking	
		Quantity	%
Teacher Inform	Initiation (I)	12	13.05 %
Teacher Direct	Initiation Response Feedback (IRF)	1	1.09 %
Teacher Elicit	Initiation Response Feedback (IR)	20	21.74 %
Student Elicit	Initiation Response (IR)	43	46.74 %
Student Inform	Initiation Response (IF)	8	8.69 %
Check	Initiation-Response-Feedback (IRF)	8	8.69 %
Total		**92**	**100 %**

The percentage of teaching exchange pattern is also presented by the following graph.
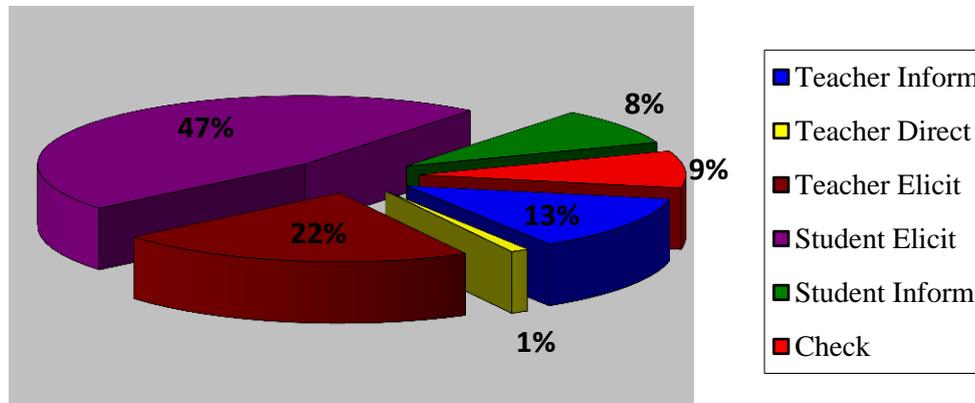
Teaching Exchange Patterns

Based on the graph shown above, there are six teaching exchanges patterns on the first observation; namely: Teacher Inform (Initiation/I), Teacher Direct (Initiation-Response-Feedback/IRF), Teacher Elicit (Initiation-Response-Feedback/IRF), Student Elicit (Initiation-Response/IR), and Student Inform (Initiation-Feedback/IF).

The highest percentage of student Elicit happened because during the teaching and learning process, the activities were dominated by the students during debate in front of the class. They brought many different kinds of arguments.

CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, the conclusions and suggestions are:

1.   The debate technique enables the students to debate based on its procedure in the terms of motion, definition, speaker, arguments, theme line, team

split, rebuttal, POI, and adjudication. The students can do the job description of each aspect as well. It can be said that the students can understand well about the technique though it is their first experience for some students in doing debate.

2. The interaction activities in term of Sinclair and Coulthard Initiation-Responsive-Feedback (IRF) Model. The model consists of six teaching exchange patterns, namely: Student Elicitation, Teacher Elicitation, Teacher Informing, Student Informing, Checking, and Teacher Directing. Student Elicitation dominates the interaction by having 43 interactions or 46.74% of the total interaction. The second highest is Teacher Elicitation by having 20 interactions or 21.74% of the total interaction. The third is Teacher Informing by having 12 interactions or 13.05%. The fourth and fifth percentages are Student Informing and Checking by having 8 interactions or 8.69%. And the rest is Teacher Directing by having 1 interaction or 1.09% of the total interaction. It can be assumed that Debate Technique can stimulate the students to speak up and make interaction by themselves.

3. Concerning their assessment from the teacher and the interview, debate can encourage the students to speak in English in front of the class.

Considering the results of the research, suggestions might be given as follows:

1. Debate technique is recommended to be used as the formats to create the students interaction in the classroom. Since the students practice speaking in case building and finally hold debate session, they will be active to speak based on their personal arguments.

2.   The teacher should guide the students to be more critical in arguing about the motion in order to make them able to respond to the speaker critically. The motion is taken from their social topic which is familiar for them. It is expected that the students will understand on how to find the best argument related to the motion, whether they support the motion or oppose it.

3.   Debate technique is applicable to be conducted in speaking class. For further researcher on the same field, it is suggested to apply Debate technique at any different level of education by using more interesting motion which can stimulate the students' interaction.

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