

TEACHING SPEAKING THROUGH DEBATE

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ABSTRACT

Background of the problem is that Student often think that English is difficult to learn. They do not understand how to speak English well. In addition, they are afraid of making a mistake in speaking English. They always think about structure when they are going to speak. They are confused with how to use simple present tense, simple past tense, future tense, present perfect tense, etc. So, they choose to keep silent better than to try practice. Based on the reality described above and the final goal of teaching and learning process in language, teacher should find a technique to make their students able to speak in the target language. The writer is interested to discuss about teaching speaking through debate as the effective way to improve and increase student motivation in speaking English. Because, in debate student will face contrary views about a topic in which their perspective is different from each other's. So, they must tell and support their opinion. It can be concluded that teaching speaking through debate can increase the students' self-confidence.

Key words: Teaching Speaking, Debate.

INTRODUCTION

English, as an international language, has developed rapidly in Indonesia. It has been taught as one of the compulsory subjects from the first year of junior high school until university level.

To master English as a foreign language, there are four skills that should be acquired by the students. They are listening, speaking, reading, and writing. These skills are related each other and cannot be separated. As skill of speaking, we can learn a lot of English component such as vocabulary, grammatical structures, intonation, accent and fluency. As a teacher we should find the solution to make the student easy to learn English skill.

Teaching speaking through debate is suitable in the advanced level because, in debate students are demanded to have much vocabulary, and ability in making long sentence and they are also hoped to have ability to express idea clearly and speak fluently so, the students in advanced level are demanded to have all of that

Speaking is the productive skill in the oral mode. It, like the other skill, is more

complicated than it seems at first and involves more than just pronouncing words.

Thornbury (2005) also states that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning.

Heaton (1978,p.5) says that mastering grammar knowledge will help one in speaking English, because she will know how to arrange words in a sentence, what tense will be used, how to use appropriate utterances.consciously or unconsciously.

Nunan (2000) states that in the learning English, the students should master all the word.

Harris (1989, p.81) states that fluency is ease and speed of flow of speed. Therefore, it exerts a significant influence of communication between the speaker and listener.

Brown (1997) says that in comprehension is also one of the components that involves in speaking skill.

When one speaks to interlocutor, they should pay attention to it.

Debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consist of three or five students. It is “pro” group and “contra” group. Debate caused a feeling of confident, can give motivation to convey learner’s opinion and respond the argument by using English language.

Inoue (2004) also supports opinion of Thompson (1971), he stated that debate is of contrasted with discussion. The distinction in their use in referring to decision-making process may be outlined as follows:

1. In debate, participants argue for and against the prefixed proposition. In discussion, participants look for a solution to a problem.
2. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.
3. Debate is usually regulated by strict rules about the time and order of speeches. Discussion is constructed more freely with less formal rules.

In debate, the decision is made by a third party based on the arguments presented by the affirmative and the negative sides.

THE PROCEDURE OF TEACHING SPEAKING THROUGH DEBATE

Pre-Teaching Activities

1. The teacher presents the list of vocabulary of expressing disagreement and debate language
2. The teachers ask the student to make example of sentence by using expressing disagreement
3. The teacher presents the list of vocabulary that will be used in debate and presents the topic for debate
 - a. Law : Face of Political in Indonesia Today : Reformation, there are some of the vocabulary.
 - b. Education: Education Curriculum in Indonesia, there are some of the vocabulary
 - c. Culture: Youth as Agent of Change and Era Globalization, there are some of the vocabulary.
 - d.

Whilst-Teaching Activities

The debate format was adopted from the existing format of the debate:

Australian parliament system ; and these instructions below (Debating SA Incorporated 1991-2014):

- A. The teacher groups the students. The groups or teams consist of two parties with opposing views (pros and cons) about a topic. For the big class the teacher can arrange some groups for the next section.
- B. The teacher arranges the position of debaters and give the topic before debate is started.
- C. The teacher invites the students to start the debate.
- D. Debate keepers (time keepers) take the time when the spekers speech.
- E. The student start the debate with First speaker
- F. The first speaker of proposition:

Example : “poor education system in Indonesia makes the deteriorating quality of students that resulted in decreased levels of

achievement in international.”

Post-teaching Activities

a. The teacher asks the students from each group (pro-con) to explain the summary of debate

The teacher adds the summary and discusses them.

CONCLUSION AND SUGGESTIONS

Conclusions

The writer has some conclusions that teaching speaking is an active productive skill in which the students play very active part in conducting the overall message that is exchanged between listeners and speakers. Student often think that speaking is difficult to learn.

Teaching speaking through debate is important and beneficial for the students who Wants to speak in target language. By using debate, it helps students to build confidence and develop language fluency and academic study skills. And also it can train students to critical thinking

Suggestion

This paper is hoped to give contributions to speaking activity. In this paper, the writer gives some

suggestions for teachers related to teaching speaking for learners namely; firstly is in applying the technique to the teaching-learning process, the teachers should pay close attention to several aspects.

Then, the teacher should not force the learners to speak English if they cannot do that. It is better to build their confidence to begin speak English. Better motivate them to increase their confidence to start speaking English. and the authors suggest to teachers to use debate techniques to motivate the students to speak English, so that they can guide the students to speak English well. Finally, the writer hopes that the teacher helps the students to build their speaking better by having an English club. Here the students can practice more than in the classroom. They can apply and continue whatever they get from the regular class of speaking.

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