STUDENTS’ PERCEPTION ON THE INFLUENCE OF JOINING ENGLISH DEBATE CLASS TOWARD STUDENTS’ SPEAKING SKILL: A CASE STUDY AT STUDENTS OF ENGLISH EDUCATION PROGRAM WHO JOIN UKM ARGUMENT ACADEMIC YEAR 2016

AN ARTICLE

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RATIFICATION

An article entitled “Students’ Perception on The Influence of Joining English Debate Class Toward Students’ Speaking Skill: A Case Study at Students of English Education Program Who Join UKM Argument Academic Year 2016” by Sri Trisna Yanti (E1D112118) has been approved as partial fulfillment of the requirements for Bachelor Degree in English Department Faculty of Teacher Training and Education University of Mataram.
STUDENTS’ PERCEPTION ON THE INFLUENCE OF JOINING ENGLISH DEBATE CLASS TOWARD STUDENTS’ SPEAKING SKILL: A CASE STUDY AT STUDENTS OF ENGLISH EDUCATION PROGRAM STUDENTS WHO JOIN UKM ARGUMENT ACADEMIC YEAR 2016

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ABSTRACT

The aim of this study is to find out the students’ perception of English education program who join UKM argUMent on the influence of joining English debate class toward their speaking skill. The design of this study is case study. The sample technique is used by population sampling which consist of 13 students from English education program who join UKM argUMent (English debate class of Mataram University). In collecting the data, the research used questionnaire and interview. The result shows that the majority of the students answer that joining debate improve their fluency such as they are able to speak with few long pauses and widely range expression, more than half of the students said that debate help their accuracy in speaking in which enhance their vocabulary, pronunciation, and grammar, most of all the students perceive that debate help them to convey their purpose clearly in speaking, and all the students claim that debate help them build their self-confidence and critical thinking. In addition, these students’ perceptions are relevant with the real condition of their speaking that can be seen during the interview.

Key words: perception, influence, English debate class, speaking skill.
PERSEPSI SISWA ATAS PENGARUH MENGIKUTI KELAS DEBAT BAHASA INGGRIS TERHADAP KEMAMPUAN BERBICARA SISWA. STUDI KASUS TERHADAP MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS YANG MENGIKUTI UKM ARGUMENT TAHUN AJARAN 2016

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa dari program studi pendidikan bahasa inggris yang mengikuti UKM argUMent dalam pengaruh mengikuti kelas debat bahasa inggris terhadap kemampuan berbicara. Metode penelitian yang digunakan adalah studi kasus. Dalam pengambilan sample, peneliti menggunakan tekhnik sample populasi yang terdiri dari 13 mahasiswa program studi bahasa inggris yang mengikuti UKM argUMent (kelas debat bahasa inggris di Universitas Mataram). Dalam mengumpulkan data, peneliti menggunakan qievesionair dan interview. Hasil dari penelitian menunjukkan bahwa mayoritas dari seluruh siswa menjawab bahwa mengikuti kelas debat meningkatkan kelancaran mereka dalam berbicara, seperti mereka mampu berbicara tanpa terbata-bata dan dengan menggunakan ekspressi yang beragam, lebih dari setengah siswa mengatakan bahwa debate membantu mereka berbicara dengan akurat dimana meningkatkan kosakata, pengucapan, dan tata bahasa, hampir dari seluruh siswa berpendapat bahwa debat membantu mereka menyampaikan tujuan dengan jelas dalam berbicara, dan seluruh siswa mengklaim bahwa debate meningkatkan kepercayaan diri dan pemikiran kritis siswa. Selanjutnya, persepsi siswa tersebut relavan dengan kemampuan berbicarayang di tunjukkan ketika interview.

Kata kunci: persepsi, pengaruh, kelas debat bahasa inggris, kemampuan berbicara.
I. BACKGROUND OF STUDY

Harmer (2007) stated in the practice of English language teaching, English has become a lingua franca which means a language that is used widely by the people who do not share the same first language. People might have different purpose in uttering English such as economical, educational, and political purposes but the importance is that to gain his/her own goal. It means that English has a vital role to gain the purpose between the speakers. This might be the reason why people need to study about English.

In learning the language, there are two kinds of language skills which are needed; those are receptive and productive skill as stated by Harmer (2007). If we consider on the necessary of English language is communicating, it can be inferred that speaking skill is the main skill which is learned by the students.

There are three main problems that have to be faced by the students in learning speaking as stated by Kanwal and Khurshid (2012), the first one is anxiety in making grammatical mistake. If they focus on the grammar or structure the learner will hesitate in their speaking. The anxiety show up because the students feel insecure or embarrass of their current level of English. The second is that they do not know how to speak because of the lack of vocabulary or other things that necessary in producing the language. The last is that there is no idea what they will talk about even though teacher has already taught them how they would speak; therefore teacher need to pick up a certain topic to be the learners speaking material.

Harmer (2007) states that one of the effective classroom speaking activities to increase students speaking skill is debate which students are given time to prepare before delivering their argument in certain point of time. In debate activity, students are not only being taught how to deliver their argument but also they will give a motion to be debated. Debate is not only used in teaching leaning process but also an English club which is usually called English debate club. The aim of English debate club is to facilitate those who are interested in improving their speaking skill or debate skill. It means that the expectation of the students who join English debate club is to foster their ability in speaking English. Therefore, the researcher is going to explore the students perception in joining English debate class towards their speaking skill at students of English education program who join UKM argument (English debate club in
Mataram University) in order to find out what is the students perception. The researcher chooses UKM argument since it’s the only debate club in Mataram University which the goal is to provide the place for those who are interested in English debate and increase their speaking ability. In addition, there are two classes in argUMent which are English debate class and intensive English class. The researcher only focuses on the students who join English debate class.

II. REVIEW OF RELATED LITERATURE

There are some views dealing with the definition of speaking. Brown (2001: 267) in Putra (2015) cites that when someone is be able speak a language which indicates that he or she can carry on a conversation reasonably competently. They are many elements of speaking that must be mastered by students in order to be a good speaker connected speech, expressive devices, lexis and grammar, and negotiation language. In learning speaking students need to know about the types of speaking. As stated by Brown (2003) in Putra (2015), there are several types of speaking. Those are imitative, intensive, responsive, interactive, and extensive. In learning English, speaking skill is defined in different ways. As stated by Azem, M. &Dogar, M. H., (2011) in Rubiati (2010) “Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at the first and involves more than just pronouncing words.” Speaking skill is divided into three categories such as fluency, accuracy, and clarity.

In improving students speaking skill, there are some communicative speaking activities that can be used. Those are role play, discussion, class survey, monologue presentation, information gap and debate. Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The use of debate in teaching speaking not only can be found in teaching learning process but also in the activity of English club or debate club. According to webb (2000) in putra (2015), it is a good thing to have a club in which the students meet regularly to practice their English. Motion, definition, theme line, argument, rebuttal, and sum-up or closing are the items in debate. In English debate class, there two common procedures of debate that is known. Those are APS and BPS. APS stands for Australian Parliamentary Style, while BPS stands for British Parliamentary Style. In university
level, it usually uses BPS procedure. In BPS, the students will be divided into 4 teams in which each of team consist two speakers. The effect of using debate toward students speaking is that develops students’ communication skill since the debater spend lot times in assembling and practicing of public speeches, it enhance students’ vocabulary, critical thinking, and self-confidence.

III. RESEARCH DESIGN AND METHODOLOGY

The goal of present research is to find out the students perception on the influence of joining English debate class toward their speaking skill. The samples of this research are the 13 students of English education program who join UKM argUMent. In collecting the data, the researcher use triangulation technique which requires multiple collecting data procedures. Therefore, the researcher uses both of questionnaire and interview. The data is analyzed qualitatively. In analyzing the data collection, the researcher does steps such as identification, classification, description, and explanation.

IV. RESEARCH FINDING AND DISCUSSION

The researcher found on the result of the questionnaire that the students’ perception of the influence in joining English debate club as follows. Firstly, almost half of the students agree if debate help them speak accurately while the rests are unable to specify their answer about it. Second, the majority of students agree if debate help them speak English fluently. Third, the students agree that debate help them convey the general idea of their purpose clearly in speaking. Last, almost all of the students strongly agree if debate increases their self-confidence and build their critical thinking.

On the interview the students said as follows:
1. Most of the students said that they are unconfident to talk in front of many people because of some reasons such as fell anxious in making mistake not prepare the material.

2. There are some benefits that students gain by joining debate English club. Such as enhancing the students’ vocabulary, increasing students’ critical thinking and self-confidence, speaking with well organized, and improve the students’ pronunciation.

3. The students said that debate is a challenging activity since they have different motion in every meeting of debate club.

4. While others students claimed that they do not really like debate.

5. Most of the students said that debate should be implemented in teaching speaking by considering some factors that may influence the debate activity.

6. Since the students obtain a lot of benefits by joining debate, they recommend other students to join English debate club.

The findings of questionnaire and interview show that students believe on the influence of joining English debate club toward fluency, accuracy, and clarity in speaking skill, and they assume that by joining English debate they achieve some benefits which foster the language skill.

Firstly, the students’ undoubtedly believe that by joining English debate club improves their fluency in speaking English. The questionnaire shows that there are 10 (77 %) from 13 students agree that English debate makes them speak with few or no long pauses while the rests strongly agree with the statement It is supported by the result of their interview which said that in
delivering their argument, they are provided with certain point of time such as 5-7 minutes length, which indirectly help them speak without feeling anxious about making mistake in grammar. In the interview show that most all of students speak without many great efforts, many unnatural pause.

However, the result seems bit different on the accuracy aspect; there are 11 of the students that think the activity on debate club improving their vocabulary. This is because the debaters (the students who join English debate class) are provided with different motion or topic to be debated. On the other hand, it is disputable for improving students’ grammar. It can be inferred from the interview that debate activity only focuses on how well the students can elaborate their idea. The data on the questionnaire also show that there are few students (23 %) disagree if debate improves their grammar. While there are 3 (31 %) students who feel ambivalent about the effect on joining English debate club toward their grammar mastery. Furthermore, there are more than half of students agree that their pronunciations are getting better after joining English debate club. in the interview, the researcher found out that the students’ pronunciation is slightly influenced by the mother tongue and speak with few grammatical errors.

Furthermore speaking is not only about fluency or accuracy but it is also about how clear you are in conveying your purpose in speaking. The finding is related to the students’ experience when they talk or have a presentation in English with other students. Almost half of the students or there are 46 % who think that their partner understand what are their aims when they speak. It indicates that English debate club helps them convey the main purpose on their speaking since debate does not focus on how accurate or well you are in speaking but how others can be persuaded to agree with your proposal.
The students also perceive that they obtain some benefits from joining debate club. On the questionnaire, there are 12 (93%) from 13 students who strongly agree if their self-confidence is getting better after joining the debate club. There are 85% of the students who strongly agree if debate club builds their critical thinking. The next advantage is that the students can fight their own fear in speaking English. There are 9 (62%) students who strongly agree on it. Besides all those benefits, the students suggest that debate should be one of the methods that teacher or lecture use in teaching speaking. It indicates that debate is strongly influencing students speaking skill. They claim that if a debate is used as one of classroom activities, the teacher should consider the students’ English level, grade, the number of students, the material and how the procedure of debate is used. In emphasizing the benefits of joining English debate club, the students said that they are definitely happy to recommend others who do not join debate to participate in it.

V. CONCLUSION AND SUGGESTION

CONCLUSION

The researcher takes the conclusion based on the result of the finding and discussion on the previous chapter. The conclusions are drawn as follows: Students perceive that by joining debate club it help them speak English fluently because they have more practice. It helps them speak English quietly accurate. They could convey general aim in speaking. In addition, the students are custom to speak English because they have more opportunity to practice their English in debate class, indirectly it helps them against their fear in speaking English, build their self-confidence and their critical thinking. During the interview, the researcher found that students speak with few grammatical errors, not much great efforts, pronunciation slightly
influence by the mother tongue, few long pauses, and only few clarifications and interruptions are needed.

**SUGGESTION**

Based on the result of the research, it is found that most of the students obtain the positive things by joining English debate club toward students’ speaking skill. Therefore, the researcher suggests that

1. For the teacher or lecturer, the researcher suggest that debate can be used as one of the technique in teaching speaking in order to foster the students’ speaking skill and give a lot of opportunities for them to speak English. In implementing debate technique, the lecturer or teacher should consider of the students’ English level, the material, the number of students and how to run the activity in order to be appropriated for teaching speaking.

2. For the students, the researcher also highly recommends those students who are not joining English debate club to join in it. Since it can be one of the alternative ways to practice their speaking which enhances the students speaking skill.
REFERENCES


