TEACHING SPEAKING SKILL THROUGH DEBATE TO THIRD SEMESTER OF UNDERGRADUATE STUDENTS AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2016/ 2017 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree in English Education Department

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APPROVAL

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PUBLICATION ARTICLE

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THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH DEBATE TO THIRD SEMESTER OF UNDERGRADUATE STUDENTS

Abstract

The purpose of this research is to investigate the implementation of teaching speaking through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. The type of this research is descriptive qualitative research. The participant of this research is the one of speaking lecturers of Department of English Education at Universitas Muhammadiyah Surakarta. The writer collected the data through an interview. The result of this research shows that teaching speaking through debate to the third grade of undergraduate at Universitas Muhammadiyah Surakarta in 2016/2017 academic year: 1) teaching speaking through debate is Challenging, 2) debate is merely a methods, not material 3) AREL (assertion, reasoning, evidence, and link back) is key methods of making argument in teaching speaking through debate

Keyword: Teaching speaking, Debate method, qualitative research.

1. INTRODUCTION

Speaking is the crucial thing that used to express mind or idea to communicate to other people. Teaching speaking should be conducted to the students to make them capable of communicating by using English fluently. There are many techniques or methods that can be used in teaching speaking, but it should be
appropriated to the students. As there are many problems that will be faced by students in learning speaking.

According to Kumaravadivelu (1991), the teacher and the learner have a remarkable degree of flexibility, for they are presented with a set of general learning objectives and problem-solving tasks. Hence, to solve the problems, the teacher and students should determine the techniques that will be used in teaching learning process of speaking. There are many techniques that can be used to make students speak up. Many of techniques only focus on students’ lacks. However, few researches those focus on the lecturer’s techniques. Despite, the most important figure in teaching learning process is centered on lecturer.

The lecturer determines the techniques or methods that will be used during teaching learning process. Wallace (1998) maintains that the lecturers or teachers should choose technique that appropriate with their learners. He explains that:

“Teacher interviews were used to encourage teachers to reflect on their beliefs and language teaching practices. Participant’s perceptions of how language should be taught and how languages are learned were also of interest to the researcher. It was hoped that these might provide the researcher with a possible understanding of the reasons for different language and activity choices made by a teacher”

Therefore, it is not easy to determine what technique or method that will be used in a class at the time. There many techniques/ methods can be used to deliver the material in teaching speaking skill. Debate is one of the alternative techniques/ methods that can be utilized in the teaching speaking skill for undergraduate students. However, every techniques or methods have a lacks or benefit each other’s. So the researcher interests to research teaching speaking skills through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

2. RESEARCH METHOD

This research is about the implementation of teaching speaking skill through debate to the third grade of undergraduate students at Universitas Muhammadiyah
The design of this study is the implementation of teaching speaking skill through debate to third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. This study is aimed at describing the implementation of debate technique in teaching speaking skill to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

3. FINDING AND DISCUSSION

In this section discuss about the data taken from the interview with one of speaking lecturers of Department of English Education at Universitas Muhammadiyah Surakarta. The interview data focus on the implementation of debate technique used in the teaching speaking to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. The emerged data are organized under three big themes that were generated using the methods and approaches.

The collected data for this research is one interview transcript. The interview was conducted to explore how the implementation of debate methods to third grade of speaking class of English department students at Universitas Muhammadiyah Surakarta. From the data collected, the researcher analyzed it and divided into several themes. The themes were stimulated through the researcher’s interpretation of the data collected then to be conferred to the supervisor. Then after it was agreed, it was returned to the research participant to check if these themes resonated with her perceptive of her explanation in the implementation of teaching speaking through debate. There are three themes: Teaching Speaking through Debate is Challenging, Teaching Speaking through Debate Is Merely a Method, and AREL is an Alternative Methods of Teaching Speaking through Debate. The explanation the themes, as follow:

3.1 Teaching Speaking through Debate is Challenging

In the teaching speaking skill, the lecturer exactly found many challenges in the class. The challenges may possibly come from the students, materials, methods, or may be the curriculum of government. The challenges should be controlled by the best handling. The lecturer of UMS found some obstacles in teaching speaking to the
third grade of undergraduate students at UMS. The problems not only come from the students but sometimes also come from the university. As mentioned by the lecturer in the interview, she said:

(Indonesian)
Kalau di speaking 3 ini kan kebetulan kurikulumnya agak membingungkan ya.. jadi setengah semester pertama itu saya menggunakan English for specific purposes yang isinya itu kaya English for front office, english for banking dan sebagainya itu. Jadi memakai metodenya, metode pembelajarannya memakai eee drama atau role playing. Nah baru setelah karna ada ya beberapa masalah disitu. Akhirnya diganti setengah semester kedua saya baru mengganti dengan argumentative speaking sebenarnya bukan debate. (Appendix 3 statement 1)

(English)
The curriculum of the speaking 3 semester rather complicated. Before mid-term test, I used English for specific purposes that contents English for front office, English for banking and etc. Therefore, use a role play or drama as the methods of teaching learning. Then after there is a problem, after mid-term test changes to argumentative speaking. Debate is only as the method. (Appendix 3 statement 1)

The lecturer explained that the teaching speaking in the third student of undergraduate students is complicated. The participant is curriculum transformation from teaching speaking through drama role play to teaching speaking through debate. It was caused by the material conversion from English for specific purposes changes to argumentative speaking. The lecturer also mentioned that the debate is merely a method to deliver the materials to the students.

3.2 Debate Is Merely A Method, not material

The teaching method is a blending of the principles and techniques used by the lecturer to complete the competition learning by students. The methods of teaching must be appropriated to the subject taught and the learners. This is the lecturer’s role to determine the methods or strategies that used in the teaching speaking. As we know, the participants are some methods to teaching speaking skill
for the undergraduate students. The lecturers determined to choose roleplay or debate to deliver the materials to the third for undergraduate students at UMS. The lecturer said that the debate is merely a method in the speaking class of the third grade student of undergraduate students at UMS:

(Indonesian)

Jadi debate itu kan sebenarnya metode pembelajar saja ya. tapi intinya itu kan mengajarkan argumentative speaking. Karna dalam argumentative speaking itu banyak hal yang harus di ketahui terlebih dahulu sebelum praktek. (Appendix 3 statement 2)

(English)

So debate is merely a method of teaching learning. Whereas, the main of teaching speaking material is about argumentative speaking. Because in the argumentative speaking is many things that should be known by the students, before the practice in debate. (Appendix 3 statement 2)

She supposed that debate is only the method to deliver the material in the speaking class of the third grade of undergraduate students at UMS. The main material that should be taught to the students is the argumentative speaking. It is about how the students produce the arguments. Then, the debate is only the methods or box for the arguments.

3.3 AREL (assertion, reasoning, evidence, and link back) is key methods of making argument in teaching speaking through debate

In the argumentative speaking, the participants are main topics that should be mastered by the students. The lecturer called it as AREL. AREL is the acronym of assertion, reasoning, evidence and link back. The lecturer explains it in the interview section, she said:

(Indonesian)

Jadi intinya saya itu memberi mengajarkan arel. Arel itu assertion, reasoning, evidence, link back. Itukan namanya argumen arel itu. Kalau sudah mengikuti itu dengan baik maka argumen itu sebenarnya sudah baik. (Appendix 3 statement 5)

(English)
So the main topic that I taught is AREL. AREL is the acronym of assertion, reasoning, evidence and link back. So it is called as AREL. If the students use it in their argument, their argument is actually good argument. (Appendix 3 statement 5)

The lecturer assumes since the students comprehend AREL, exactly they can make a good argument in debate. AREL will help students to get comprehension in debate because it is the methods to produce an argument. Assertion in AREL is the statement that students should create based on the topics or issues given. The second is reasoning. The students would give the core reason for their assertion. Then, every reason of their assertions would have an evidence, to make the arguments strong. The last is link back. After the students give their assertion completely with the reason and evidences, they must be point out the core ideas in their assertion of debate. Hence, the students can give good arguments if they mastered AREL.

4. CONCLUSION
Based on the research finding and discussion in this study, the writer draws conclusions as follows:

The use of debate method has been promoted in the teaching learning process of speaking subject to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. Naturally, debate is attracted to be implemented to deliver the argumentative speaking to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. The students have more excited in learning speaking through debate than another methods. However, the students learned and read more to produce the arguments to debate.

Teaching speaking through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year is full of challenging. Certainly, the used of debate is more difficult than other methods in teaching speaking. Although, teaching speaking through debate can be enjoyable experience for the teacher and the students. It was showed by the lecturer in the interview section that the students are happier in the teaching speaking through
debate than used the roleplay method. The students’ achievement in the speaking skill also increased as well as the motivation that the lecturer give in the teaching speaking through debate. Teaching speaking through debate interested the third of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

BIBLIOGRAPHY