

# **A STUDY ON THE TEACHING METHOD OF SPEAKING ENGLISH BY USING DEBAT AS USED BY DEBAT COACH AT ILF OF THE UNIVERSITY OF MUHAMMADIYAH MALANG**

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***Abstract:** Speaking is one of the most demanding language skills in globalization era. Many people use English as means of communication with others globally. Therefore, learning speaking through debating is appropriate to fulfill the demand of new reference in teaching speaking. The objective of this study is to gain some information about teaching speaking through debate.*

*This research employed qualitative method. The main focus of this research was the teaching speaking method used by the senior debate coach in teaching speaking in ILF (International Language Forum) debate class. The data was collected by using observation and interview.*

*The result showed that the methods used by the coach were; direct method and community language learning. Those methods were implemented with a systematic procedure of teaching steps; they were pre-activity, main activity and post activity. The implementation of the methods was applied well in class. Besides, the researcher also depicted the process of teaching speaking through debate that was used by the coach in class.*

**Keywords:** *Teaching Speaking, Teaching Method, Debate 26*

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## INTRODUCTION

Being able to speak in the target language is considered as one of the indicators that every learner is mastering the target language. Likewise in English, the learners are called to acquire the language well if they are able to produce some words orally and communicate English properly. In line with the important of spoken language, Omoniyi (2010: 23) has stated, "Proficiency in English as a communication skill is perceived as a crucial skill for survival", the demand of mastering English speaking ability not only comes from the internal place of education where the study took place but also comes from the external factors of educational sector.

Nowadays there are lots of methods used to teach speaking such as using Total physical response, the silent way, Community language learning, suggestopedia, group discussion, speaking games, role play and debating. Each method has different strength to interest learners to learn speaking. First, group discussion is a good practice to study together and courage learners' bravery to work and share their idea with others. Second, speaking games has it strength to package a process of teaching and learning in fun way. Third, role play has it powers of asking students in performing and action and creates an interesting act while they are learning. According to the above examples, then, debate has its power to develop students' critical thinking and also speaking by working in a group.

Most of the method has its power to develop learners speaking ability and some of the techniques have been proven its effectiveness to develop learners speaking ability. For the example, the research on group discussion held by Ibnu Wahyu at

Bahasa Indonesia ESP class in the University of Muhammadiyah Malang (2009). Ibnu's research shows that group discussion may improve the student's fluency in speaking.

According to Steinberg (2008: 6) debate is “ process of inquiry and advocacy, a way of arriving at a reasoned judgment to preposition”. People debate by explaining a concept of idea using a persuasive manner through his ability of speaking. The concept of debate is not only focus in developing the critical thinking but it does also can be expanded to the field of educational aspect in which teaching English skills especially speaking.

In students' unit activity, the process of teaching academic debating is completely different compare with the teaching academic debating that used by lecturer to teach in class. This could happen because students' unit activity which has debating club only focused on teaching debating, while in a real class we cannot use only one method to teach learners because real class has more heterogenic learners and interest and they are not focus in only learning debating. This fact can implicitly show us that the academic debating method that is used by debating club to teach English especially speaking is more varieties and specific compare to the academic debating method used in the regular English majoring class.

Recently, debate is being popular in Indonesia. This popularity is proved by the increase in number of debating club and debating event in the last three years. The learners interest in joining debating raise up because many of learners want to have a good English ability. ILF (International Language Forum) is the one of the student's unit activity which has known as the most

active and proficient English debating club at the University of Muhammadiyah Malang. Furthermore, ILF has various activities to develop their members' English skill, such as debating, conversation, news casting, speech and scrabble. From several activities that ILF provides to increase their member's English skill, debating is the most dominant activity that is followed most by the members. The member's interest in joining debating class gradually increases because they were motivated to have good English like the registered debating class member. Furthermore many learners want to get achievements from debating because ILF debater's often won in several debating competition.

There were several researches which had been conducted. One of them is Nafsiyah's research held in ILF at the University of Muhammadiyah Malang. In her research, Nafsiyah (2011) focused on language style used by debaters. In the research, it was found that debaters used several language styles, such as formal style, consultative, intimate style, casual and frozen.

The researcher formulated two research questions: 1) What is the teaching speaking method used by debating coach in debating class at ILF (International Language Forum)? And 2) How is the implementation of the teaching speaking method used by debate coach in debating class at ILF (International Language Forum)?

## **DEBATE**

Debate is inevitable activity in our lives. People can hear debate not only in a formal place like government hall or meeting but in many others places surround them such as school, home,

street, masque, church, and cafeteria. Indirectly, many people do this activity with or without their consent because it has been the part of people live since a long time ago. Debate is important aspects in our live, it can give people a chance to make their best decision possible based on their own reasoning. Steinberg (2008: 6) has stated, "Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment to preposition." Furthermore, debating is not only an activity that is done without any purpose. In education field many lectures use this technique to teach English speaking to their learners. Ellis (2011:10-16) have stated, "Debating can improve learner's English skills" such as reading, listening, critical thinking, writing and speaking.

From the various debating system among different countries, Shuster (2002: 9-16) has stated "parliamentary debate format are the famous one compare with others and inside of the parliamentary debate. There are two kind of debate system that commonly used; they are American Format and British Format".

#### 1) The American Format

According to Shuster(2002: 10), American parliamentary debate is, "a debate which include two teams, one on side of proposition which support the motion (the motions known as the topic of the debate) and another side in side of opposition which against the motion". For each debate, a motion is announced and teams are given a period of time to prepare the debate. The typical time for preparation is thirty minutes, although there are variations in several debate tournaments. The debate started when the preparation time is ended.

There are six speeches in the debate. The first four speeches, known as constructive speeches, form and formation of the debate and the latest two speakers are the rebuttal speeches which each side getting one speech to summarize. To close the debate, each teams need to prepare the reply speakers that can be selected from the first or second speaker. The job of the reply speakers is to summarizing the debate by showing bias arguments that promote the winning of one side of the team.

## 2) The British Format

According to Shuster (2002: 13) British parliamentary is ,”is a debate in which each debates involves of four teams on each side of the motion”. The teams inside of the debate are divided into two teams in affirmative side and two teams in negative side. For each debate, a motion is announced and teams are given a period of time to prepare the debate. The typical time for preparation is fifteen minutes. The debate started when the preparation time is ended.

In British format, each speaker in each team has a different role of speaking. The first proposition team has an obligation to open the debate by presenting the direction of the debate by defining the theme of the debate (motion) into a clear and fair definition. The first opposition is a little bit similar with the first proposition, the difference is; the first opposition does not need to define the theme but he only need to rebut the arguments that is brought by the first proposition before delivering his arguments. The second proposition or opposition has the same rule; both of them must provide an extension of the original arguments of the previous first speaker in his team. The second speaker refutes this new arguments direction. The final speakers of each team in British parliamentary are much likely rebut all of

the arguments that is brought by their opponents without bring any arguments in his substantial's speech.

## **TEACHING ENGLISH**

According to Richards (2001: 22), the theory of teaching English is represent to “the process of how language are learned, How knowledge of language is represented and organized in memory or how language itself is structured”. This process will elaborate principles and theoretically accountable approach to the design of language teaching programs. In describing the theory of language teaching at the level of theory, principles and a set of derived procedure for teaching a language, the process conceptualization and organization will be termed into several terms namely; Approach, Method and Technique.

According to Freeman (2000: 121),” Communicative Language Teaching is an approach that apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language communication". In this method, everything that is done by the learner is using a communicative intent. Learners use the language a great deal through communicative activities such as role play, game, and problem solving task. In Communicative approach, lecturer role is primarily to facilitate communications and secondarily to correct errors.

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Teaching method is also needed to accomplish the process of education, in his book Jain (2008: 71) has stated, "Teaching method is a systematic and scientific way of teaching any subject. It guide lecturers" How to teach" and "How his teaching may be effective". With a good and proper teaching method, lecturer can know what materials that needs to be prepared, what item that suitable to be used to teach and what technique that is fit with students' condition. In his book Freeman (2000) explain that there are several method that is commonly used to teach ; Grammar translation method, direct method, audio lingual method, The silent way, Community language learning, and suggestopedia.

## **TEACHING SPEAKING**

Speaking is a part of daily live that we take it for granted. The average person produces ten thousands of words a day, although some people may produce even more than that. In fact, even there are a lot of people are able to speak in English well but there are people that are not capable to use this language. The problem of incapability to speak English well may be caused by many factors. Thornbury (2007: 27-28) said that " the problem of speaking ability come from the personal themselves; such as problem in expressing an idea, always repeating the same sentence, limiting vocabulary and lack of confidence".

Many of learners began to learn English by studying the grammatical rule, reading and writing before they practice their speaking. Rybold (2006) in his book said that" speaking is not easy as easy writing and other passive skills because English

speaking require confidants of learners to speak in public and sharing their idea to others”. This practical skill unfortunately is not owned by all of English learners because many of learners still cannot overcome the fear of speaking. To overcome this problem many of people join in a class where the academic debating is taught. Based on Tucker (2002), teaching academic debating refers to “trains and develop students in the core academic skill of the language arts; reading comprehension, critical thinking, and communication skills.

## **RESEARCH METHOD**

The researcher investigates the activity of personal, which is the teaching method used by the debate coach at ILF (International Language Forum). The researcher does not describe the teaching method by studying the cause and effect and prove it with numerical data to show its effectiveness in class, but the researcher describes the teaching method by capturing the process of teaching and learning and describes it in a detail narrative description and interpretation. Based on this reason, the researcher applies qualitative as the research method.

In choosing the coach observed, researcher need to determine several criteria that debate coach need to acquire, those are; debate coach still active in teaching debate, and debate coach that have enough experience in debate and coaching debate. Researcher could not choose random person such as a lecturer from a regular speaking class, or another people who teach speaking. This consideration was taken because those people did not focus on teaching speaking using debating technique. This study uses observation and interview as the data collection techniques.

## FINDINGS

Based on the observation done on June 19, 2013, it was found that the first method used by the coach in teaching debate was direct method. This evidence was proven from the quotation that researcher take from the observation in the debate class where the coach teach.

The second method used by the coach in teaching debate was community language learning method. This evidence was proven from the researcher quotation that researcher take from the observation in the debate class where the coach teach;

From the data, it could be said that the coach used community language learning to teach their students. The evidence documented from the observation and the interview quotation that the researcher quotes above.

Direct method was the one from several methods that the coach used in teaching the students. In describing the implementation of this method, the researcher required to summarize the activities of teaching and learning process in class. It was found that the coach used community language learning method in her class. Below were the steps that the coach used to teach;

- Coach open the meeting than explaining the lesson that she will teach at that day
- Coach gives a task right after she finished her explanation, but before that she asks her students understanding about the lesson that she already teach.
- Coach let their students to work in a group with a purpose to make them learn something from other students.
- Coach directly asks their students to perform their task in

front of the class after the time and limitation that the coach gives is over.

- During the class, the coach allow other students to help their friend to translate a word from “bahasa” to English if they does not know the translation, but its only allowed to translate in chunk not full sentences.
- Coach evaluates her students after they finish perform their task.
- Coach closes the meeting.

It can said that there are similarities in several activities. Those are the same with the activity used in the community language learning which are; first, the coach sensitivity in measuring the student's level of confidence by allowing other students in class helping their friend in term of translating the word that they did not know (giving what they need) to make them success. Second, the coach makes the students learn language from the other students in class. This process makes students feel the sense of community and teach them to learn from others who had more information as well as the teacher.

## **CONCLUSION**

From 4 times observation done, the researcher may highlight that there are three teaching methods that is used by the coach; grammar translation method, direct method and community language learning. All of the teaching methods was managed and applied well in the class. There are two parameters that make the researcher able to say that the method was managed and applied well in class; first, supported with some experts' theory, second, it is able to accommodate all of the students need in learning language.

First is the expertise support. The process of teaching and learning that the coach did in class was the same with the process that expertise state in theory, such as; pre activities, whilst activities and the evaluation process. Second, the coach was able to accommodate the students that want to learn language. The teaching process that the coach implemented was suitable with the characteristics of students in class. The coach knows students need a direct practice and comfortable environment of learning. Under that reason the coach use various teaching method that able to make the students feeling excited, motivate and enjoy learning.

The problem faced in this present studies is the student's attendance in class. The researcher felt a bit hard to see all of the students come to class completely, because there are always some of them skip the class. This problem rose because their schedule of study was crash with the training schedule. The solution is offered by the coach to overcome the problem of crash schedule. The solutions prepared are by arranging the new schedule of training and evaluate the coach's way of teaching.

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