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Yuliarsih¹
 Muhammad Darrin Zuhri²
 Sabrina Wahyuli³

APPLICATION OF DEBATE METHOD TO IMPROVE SPEAKING ABILITY OF STUDENTS OF SMAN 1 GALIS PAMEKASAN

Abstract

This study aims to analyze the effectiveness of the debate method in improving the speaking skills of grade XI students at SMAN 1 Galis Pamekasan. Speaking skills are one of the important competencies in education, but they are often overlooked in conventional learning. This study uses a Classroom Action Research (PTK) design which is carried out in two cycles. Each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were 30 grade XI students, with data obtained through observation sheets, speaking skills assessment rubrics, and documentation. Data analysis was carried out using qualitative and quantitative descriptive methods. The results showed that the debate method significantly improved students' speaking skills. The average speaking skill score increased from 65 in the initial condition to 82 after two cycles. This improvement can be seen in the aspects of fluency, clarity, and proper use of vocabulary. Observations also showed that students became more confident and active in participating. The debate method is not only effective in improving speaking skills, but it also encourages students to think critically and work collaboratively. This study concludes that the debate method is an effective learning strategy and can be widely implemented in secondary schools. Teachers are advised to make debate a part of their learning routine, with relevant topics and clear guidance. Further research is recommended to explore the application of debate methods at different levels of education and their impact on long-term communication skills.

Keywords: Debate Methods, Speaking Skills, Classroom Action Research, Interactive Learning, Secondary Education

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas metode debat dalam meningkatkan keterampilan berbicara siswa kelas XI di SMAN 1 Galis Pamekasan. Keterampilan berbicara merupakan salah satu kompetensi penting dalam pendidikan, namun seringkali terabaikan dalam pembelajaran konvensional. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Tiap siklus meliputi tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas XI yang berjumlah 30 orang, dengan data yang diperoleh melalui lembar observasi, rubrik penilaian keterampilan berbicara, dan dokumentasi. Analisis data dilakukan dengan menggunakan metode deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa metode debat meningkatkan keterampilan berbicara siswa secara signifikan. Rata-rata skor keterampilan berbicara meningkat dari 65 pada kondisi awal menjadi 82 setelah dua siklus. Peningkatan tersebut terlihat pada aspek kelancaran, kejelasan, dan penggunaan kosa kata yang tepat. Observasi juga menunjukkan bahwa siswa menjadi lebih percaya diri dan aktif dalam berpartisipasi. Metode debat tidak hanya efektif dalam meningkatkan keterampilan berbicara, namun juga mendorong siswa berpikir kritis dan bekerja sama. Penelitian ini menyimpulkan bahwa metode debat merupakan strategi pembelajaran yang efektif dan dapat diterapkan secara luas di sekolah menengah. Guru disarankan untuk menjadikan debat sebagai bagian dari rutinitas pembelajarannya, dengan topik yang relevan dan pedoman yang jelas. Penelitian lebih lanjut disarankan untuk mengeksplorasi penerapan metode debat di berbagai tingkat pendidikan dan dampaknya terhadap keterampilan komunikasi jangka panjang.

^{1,2,3} English Education, FKIP, Madura University

email: yuliarsih@unira.ac.id, darrin@unira.ac.id, sabrinawahyuli1803@gmail.com

Kata kunci: Metode Debat, Keterampilan Berbicara, Penelitian Tindakan Kelas, Pembelajaran Interaktif, Pendidikan Menengah

INTRODUCTION

Speaking skills are one of the important aspects in the world of education, especially in supporting the development of students' communication skills. Speaking skills not only reflect an individual's understanding of the material, but also become the primary means of conveying ideas effectively in a variety of social and academic (Afri et al., 2021) contexts. In the Indonesian education curriculum, speaking skills are one of the competencies that students must master as part of language learning (Masita et al., 2024). However, in reality, many students still have difficulty developing their speaking skills, especially in a high school setting (Nasution et al., 2019).

Challenges in mastering speaking skills often come from various factors, such as lack of confidence, lack of practice opportunities, and less interactive learning methods. Students tend to be reluctant to speak in public because of the fear of making mistakes or receiving criticism from peers. In addition, conventional learning approaches often emphasize reading and writing skills, while the speaking aspect does not receive adequate attention (Masita et al., 2024). As a result, students' speaking skills develop slowly and suboptimally.

In an effort to overcome these obstacles, the debate method has emerged as one of the relevant and effective learning approaches. The debate method offers students the opportunity to actively participate in learning by arguing, expressing opinions, and listening to the perspectives of others (Tami et al., 2021). In addition, debate can also train students in critical and logical thinking, which is an important skill in the era of globalization (Paradiba & Tarisyah, 2023). Through the debate process, students not only learn to speak effectively but also build their confidence in facing an audience (Gudu, 2015).

The relevance of the debate method as a learning solution is based on its ability to integrate different aspects of speaking skills. The debate preparation process, such as data collection and argument drafting, encourages students to understand the material in depth. When debating, students must be able to convey their ideas clearly and convincingly. More than that, they are also required to listen to the opponent's arguments and give an appropriate response. All of this makes debate a comprehensive method of improving students' speaking skills (Suban, 2021).

Students of SMAN 1 Galis Pamekasan, like students at many other schools, face similar challenges in developing speaking skills. Based on initial observations, most students have good potential, but they need a more interactive and supportive learning approach. The debate method is believed to be the right solution to improve students' speaking skills, as it involves them in learning activities that are interesting, competitive, and relevant to the needs of the times.

The formulation of the problem in this study is how the application of the debate method can improve the speaking skills of students at SMAN 1 Galis Pamekasan. This question arises from the need to explore the extent to which the debate method can be effectively applied in a secondary education setting, particularly in this school. This study aims to analyze the application of the debate method and its effect on the improvement of students' speaking skills. By evaluating the process and results of the application of the debate method, it is hoped that this study can provide deeper insights into the benefits and challenges of the method. This research is expected to provide benefits both practically and theoretically. Practically, the results of this study can be used by teachers as a guide in applying the debate method to improve students' speaking skills. Theoretically, this study can be a reference for the development of further studies related to debate-based learning methods, especially in the context of secondary education in Indonesia.

Speaking Skills in an Educational Context

Speaking skills are one of the important elements in language learning that reflect students' ability to communicate effectively. In an educational context, speaking skills include the ability to convey ideas clearly, use appropriate language structures, and maintain interaction with the audience (Dong, 2022). Aspects of speaking skills include fluency, accuracy, and the use of appropriate vocabulary and intonation. Indicators of speaking skills, such as the ability to respond to questions, convey logical arguments, and maintain the flow of speech, are often used as a benchmark for the success of oral communication-based learning (Afri et al., 2021).

Therefore, mastery of speaking skills is not only a target in language learning, but also a basic need in daily life.

In the school environment, the development of speaking skills is often faced with challenges, especially related to inadequate learning methods. For this reason, it is necessary to implement learning strategies that are able to encourage students to actively participate and interact. One effective approach in this regard is the debate method. By engaging students in competitive speaking activities, this method allows them to practice their speaking skills in a structured and guided manner. Debate not only trains students to speak, but also hones critical thinking skills, which are crucial to facing the challenges of the era of globalization (Susanti et al., 2021).

Debate Method as a Learning Strategy:

The debate method as a learning strategy is based on the theory of constructivism, which emphasizes active learning through social interaction (Bezerra, 2020). In debates, students are required to collect data, formulate arguments, and present their ideas in front of an audience (Werdiningsih, 2018). This process allows students to build knowledge collaboratively and reflectively (Masluha & Swari, 2023). In addition, debates also offer an engaging and real-life relevant learning experience, as they involve actual issues that spur students to think analytically.

The advantage of the debate method lies in its ability to develop various aspects of communication. Through debate, students learn to speak persuasively, respond quickly to opponents' arguments, and pay attention to the effective use of language (Paradiba & Tarisyah, 2023). In addition, this method also strengthens students' confidence in public speaking. With a competitive and dynamic structure, debates are able to create a conducive learning atmosphere, so students feel more motivated to hone their speaking skills.

Previous Research

Several previous studies have proven the effectiveness of the debate method in improving students' speaking skills. For example, research by Supriyadi (Paradiba & Tarisyah, 2023) showed that students who participated in debates experienced significant improvements in aspects of fluency and courage to speak. The study also highlights the importance of teachers' role in providing constructive feedback during the debate process, which can help students correct their mistakes.

In addition, research by Rahmawati and Suyanto (Azima, 2018) revealed that the debate method not only improves speaking skills, but also enriches students' vocabulary. In the study, students stated that debate helped them better understand the use of language in both formal and informal contexts. These results show that debate is a comprehensive learning method, which not only develops speaking skills, but also strengthens overall language competence.

METHOD

This study uses a Classroom Action Research (PTK) design that aims to improve students' speaking skills through the application of debate methods (Arung & Jumardin, 2016). PTK was chosen because it is in accordance with the educational context that demands the improvement of learning practices directly in the classroom (Tarigan & Lubis, 2024). The design of this study refers to a cycle model consisting of four main stages, namely planning, implementation, observation, and reflection (Ramdani, 2023). This model allows researchers to continuously improve learning strategies based on the findings in each cycle.

The subject of this study is grade XI students at SMAN 1 Galis Pamekasan. This class was selected based on the results of initial observations that showed an urgent need to improve students' speaking skills. A total of 30 students were involved in this study, with varying speaking backgrounds. Student participation in this study aims to evaluate the effectiveness of the debate method in the context of a heterogeneous class.

The research procedure is carried out in several cycles which include planning, implementation, observation, and reflection. In the planning stage, the researcher prepares a debate-based learning plan, including materials, debate guides, and implementation schedules. The implementation stage is carried out by applying the debate method in learning. During the process, researchers made observations to record the development of students' speaking skills. At the end of each cycle, reflection is carried out to analyze the results and determine improvement steps for the next cycle.

The research instruments used include observation sheets, speaking skills assessment rubrics, and documentation. Observation sheets are used to record students' activity during debates, while assessment rubrics provide an assessment of aspects of speaking skills such as fluency, clarity, and vocabulary use. Documentation, in the form of photos and videos, is used to supplement the data and provide visual evidence of student development during the study.

The data analysis technique in this study integrates qualitative and quantitative descriptive approaches. Qualitative data were obtained from observation notes and documentation, which were then analyzed to identify patterns of student interaction during debates. Meanwhile, quantitative data in the form of assessment rubric scores were analyzed using descriptive statistics to describe the improvement of students' speaking skills from cycle to cycle. The combination of these two approaches provides a comprehensive overview of the effectiveness of debate methods in learning.

RESULTS AND DISCUSSION

Description of the Implementation of the Debate Method

The implementation of the debate method in learning is carried out through several systematic steps designed to optimize student engagement. The first step is planning, which involves selecting debate topics that are relevant to the curriculum as well as appealing to students. Next, students are divided into pro and con groups to prepare their arguments. The second step is the conduct of debates, where each group is given time to express their opinions, provide rebuttals, and conclude their arguments. This activity was carried out under the guidance of teachers who acted as moderators to ensure that the discussion was conducive and in accordance with the rules. In the final stage, the teacher provides feedback on the student's performance, both in terms of the content of the argument and speaking techniques.

During the debate process, students are given guidance to structure logical arguments and support them with relevant data. Teachers also facilitate pre-debate exercises to help students understand the structure of debates, including how to persuasively express opinions and effectively answer opponents' arguments. In addition, students are encouraged to actively listen to the arguments of the opposing group and provide appropriate responses. Through this approach, debate is not only a forum to practice speaking skills but also a means to improve critical thinking skills.

Observations during implementation show that the debate method is able to increase student participation in learning. Students who were initially less confident began to show courage to speak in front of the class. This can be seen from the increasing number of students who actively give arguments and contribute to discussions. Teachers note that the classroom atmosphere becomes more dynamic, with students engaging in constructive and meaningful interactions.

Improving Speaking Skills

The data from the study showed a significant improvement in students' speaking skills after the application of the debate method. Prior to the implementation of the debate, the average score of students' speaking skills based on the assessment rubric was 65, with most students showing weaknesses in the aspects of fluency and clarity of speaking. After two cycles of debate implementation, the average score increased to 82, with significant improvements in the aspects of fluency, courage, and the use of appropriate vocabulary. In addition, the percentage of students who achieved the "good" category in the speaking skills assessment increased from 40% to 85%.

This improvement was also supported by qualitative data from observations, which noted that students showed greater courage to express their opinions in front of the class. In addition, students are better able to organize their conversation flow and use a more diverse vocabulary. Visual documentation, such as videos during the debate process, shows that students who were initially passive become more active and engaged in the discussion. This improvement not only reflects the effectiveness of the debate method but also shows that this approach is capable of creating an inclusive and supportive learning environment.

Discussion

The analysis of the findings shows that the debate method is very effective in improving students' speaking skills. A key success factor is the interactive and competitive nature of the

debate, which encourages students to practice speaking in a challenging yet supportive atmosphere (Saputra & Lumbanbatu, 2024). In addition, the feedback the teacher gives after the debate helps students correct mistakes and improve their performance in the next cycle. These results are in line with previous research by Snider and Schnurer (Nasution et al., 2019), who stated that debate is one of the most effective learning methods to hone communication skills.

The implications of the results of this study on learning practices are very broad. The debate method can be applied more widely in schools to improve students' speaking skills at different levels. Teachers are advised to make debate part of their regular learning strategy, especially in subjects that require analytical and communication skills. In addition, training for teachers to manage debates effectively is essential to ensure the successful implementation of this method.

The results of this study also highlight the importance of creating a learning environment that supports and motivates students to speak. By providing space for students to practice speaking through debate, teachers can help students develop communication skills that are not only important in educational contexts but also in everyday life. These findings provide a solid basis for the development of further research, including the exploration of the application of debate methods in a broader educational context.

CONCLUSION

This study shows that the debate method is an effective learning strategy in improving students' speaking skills at SMAN 1 Galis Pamekasan. The systematic application of the debate method through the stages of planning, implementation, observation, and reflection resulted in a significant improvement in the aspects of fluency, clarity, and courage of students' speech. Quantitative data showed that the average score of students' speaking skills improved substantially after the implementation of the debate method, while the qualitative data reflected positive changes in students' participation rate and motivation during learning. These results confirm that the debate method not only functions as a communication development tool, but also as a learning tool that is able to create an inclusive, interactive, and supportive learning atmosphere.

Based on these findings, it is recommended that teachers integrate debate methods into the learning process more often, especially in subjects that require the development of critical thinking and communication skills. Teachers need to ensure that the debate topics are relevant to the needs of students and accompanied by clear guidance to maximize the benefits of learning. In addition, additional training for teachers to manage debates effectively can improve the successful implementation of these methods. For further research, it is suggested that debate methods be further explored in different contexts, such as at the primary or higher education level, as well as in other subjects to measure their flexibility and effectiveness in various learning situations. More in-depth research can also examine the long-term impact of debate methods on students' communication skills and confidence.

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