

Improving Student's Speaking Ability Through Alley Debates Strategy

Afore Tahir Harefa¹, Roi Jefri Ndruru²

^{1,2}Prodi Pendidikan Bahasa Inggris, FKIP, Universitas Nias, Indonesia

*Corresponding-Author. Email: aforetahirharefa@gmail.com

Abstrak

Silabus Kurikulum 2013 (K-13) SMA menyiratkan bahwa berbicara dikategorikan sebagai keterampilan. Berdasarkan observasi dan wawancara peneliti dengan bahasa Inggris di kelas XI SMA N 1 Ulunoyo peneliti menemukan beberapa masalah yang berhubungan dengan keterampilan bahasa ini, yaitu siswa tidak dapat menyusun beberapa ungkapan dalam memberikan pendapat, siswa tidak dapat mengucapkan kata-kata. kata-kata memberikan pendapat dan pemikiran, dan siswa kekurangan kosakata. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengatasi permasalahan tersebut. Peneliti telah menerapkan Penelitian Tindakan Kelas (PTK) untuk mengukur dampak strategi alley debate pada siswa kelas XI SMA Negeri 1 Ulunoyo. Peneliti telah melakukan dua siklus dan setiap siklus dilakukan sebanyak 2 kali pertemuan. Rata-rata nilai siswa pada siklus I adalah 56,25, nilai terendah 50 dan nilai tertinggi 75. Dengan demikian, sebagian besar siswa tidak mencapai PKS yang telah ditentukan dengan nilai 75, dan dilanjutkan pada siklus berikutnya. Rata-rata nilai siswa pada siklus II adalah 79. Nilai terendah pada siklus II adalah 75 dan nilai tertinggi adalah 90. Dengan demikian, siswa mencapai MMC yang ditentukan, peneliti menemukan kemampuan siswa meningkat. Akhirnya, peneliti menyarankan kepada guru bahasa Inggris untuk menerapkan strategi ini dalam mengajar keterampilan berbicara. Hal ini mampu mendorong siswa untuk berbicara, mendorong, dan melibatkan motivasi tinggi siswa selama proses belajar mengajar.

Kata kunci: kemampuan berbicara, alley debate, strategi

Abstract

The syllabus of curriculum 2013 (K-13) of SMA implied that speaking categorized as a skill. Based on researcher's observation and interview with the English at the eleventh grade of SMA N 1 Ulunoyo the researcher found some problems dealt with this language skill, namely the students are unable to compose some expressions in giving opinion, the students are not able to pronounce the words provide opinions and thought, and the students are lack of vocabularies. Therefore, the purpose of this research is to overcome those problems. The researcher has applied Classroom Action Research (CAR) to measure the Alley Debates Strategy impact at the eleventh grade of SMA Negeri 1 Ulunoyo. The researcher has conducted two cycles and every cycle was in 2 meetings. Average of students' score in cycle I is 56.25, the lowest mark is 50 and the highest mark is 75. Thus, most of the students' do not achieve the MCC that have been decided with score 75, and continued to conduct next cycles. The averages of the students' score in cycle II was 79. The lowest mark in Cycle II is 75 and the highest mark is 90. Thus, the students achieve the MMC decided, the researcher has found the students' ability increased. Finally, the researcher suggested to the English teachers to apply this strategy in teaching speaking skill. It is able to encourage the students to speak encourage, and engaged the students high motivation during the teaching and learning process.

Keywords: Speaking ability, alley debates, strategy

INTRODUCTION

Speaking is generally thought to be the most important of the four skills. Speaking is a way of communicating with other people orally. Speaking is a key of communication and fundamental to people communication. It implies that speaking is basic of people life to express the taught and feeling to the other people in order to get the thing that people want (Harefa, 2021; Novalinda et al., 2020).

People talk in order to have some effects on their listeners. It is the result of the teaching-learning process. Students' skill in speaking is a core aspect in teaching speaking. It becomes vitally aspect in language teaching learning success if language function as a system for expressing meaning, moreover the success in speaking is measured through the ability to carry out a conversation in the language. Therefore, it is important for the students to master the speaking ability in any language they learned, in order to do communication and share the information (Harefa, 2018; Masril et al., 2020; Timor et al., 2020).

Speaking is a process through which students can explore and discover their thoughts, constructing the meaning of what they are talking about and assessing it at the same time (Dakhi, 2022; Fajra et al., 2020; Zagoto et al., 2019; Zagoto & Dakhi, 2018). Furthermore, students can communicate or express what he or she wants from others and respond to another speaker. In order to express students' ideas, the students must also attend the aspect of speaking, in order that the message is understandable to the listener (Harefa, 2020; Tyera et al., 2022; Zagoto, 2022).

In syllabus-13 (Kurikulum tahun 2013) that is used in SMA Negeri 1 Ulunoyo, especially for the eleventh grade, competence core in syllabus, misunderstanding, applying and analyzing factual, conceptual, procedural, and cognitive knowledge based on curiosity about events, knowledge, technology, arts, culture, and humanities with knowledge of

humanity, nationality, statehood, and civil cognition based on curiosity about events, knowledge, technology, arts, culture, and humanities with knowledge of humanity, nationality, statehood, and civilization based on curiosity about events, knowledge, and processes that are based on the knowledge and processes that are based on the knowledge and knowledge of the students.

While basic competence is Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving requests for information related to opinions and thoughts, and context with (Pay attention to their use. Linguistics I think, I suppose, in my opinion) Compose transactional interaction text, oral and written, short and simple, which involves the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structures, correct linguistics, and contextual elements. The indicators are expected the students must be able to express their idea, opinion, and thoughts based on the picture, video, and observation orally.

Based on researcher's observation and interview with the English at the eleventh grade of SMA N 1 Ulunoyo the researcher found some problems such as, The students were unable to apply some expressions in opinion, The students were not able to pronounce the words, and The students were lack of vocabularies. It caused the students did not often practice the English language, especially in express their knowledge about opinions and thoughts. Thus, the speaking result of students appropriate from teacher expectation of the syllabus of the 2013 curriculum. Therefore, to overcome the problem above, the researcher would use Classroom Action Research (CAR) by implementing the Alley Debates Strategy at the eleventh grade of SMA Negeri 1 Ulunoyo. According to Harefa (2021),

“Alley Debates is given a topic to talk about, then let students identify the problem to be discussed in front of the class. It can be short and simple, or more in-depth and involving homework and extra research, should be done in-group”. Furthermore, Waruwu (2022) says Alley Debates are a fun and quick way to introduce debating to a class or to a debating society.

Review of Literature

1. The Definition of Speaking

One of the skills that should be taught to the students is speaking skills. According to Reza et al. (2017:42), says “Speaking is very important because by mastering speaking ability, people can easily doing conversations with others, share the opinions, ideas, and exchange the information”. In addition, Tahir (2015: 174) stated indicator of success in learning a language is the ability to speak that language. Therefore, when students speak with their language learn, students mastered in speaking. In the speaking skill, there are many types of speaking. There are, six categories of speaking skill areas. Those six categories are as follows: imitative, responsive, intensive, transactional, interpersonal, and extensive.

It is concluded that, the students conduct their speaking ability by using Alley Debates strategy there after process it in their mind and apply, so that the students are able to speak in their class. Among the six types of speaking mention before, the researcher used interpersonally through Alley Debate. So when the students present the material and issue the students have been ready and prepare for the activity, they can use the language appropriately.

2. Definition of Alley Debates Strategy

Typically students promote a topic up to a set point (e.g., drugs, the end of a section). Then they discuss and “Alley Debates” about what they’ve known to their partner. They may, for example: start from what is drugs; identify a key point; make a

connection to their own work; share their thinking about a new idea or raise a question about a concept or strategy presented. At this point, the researcher can combine 6-7 to have students engage in group discussion, have them repeat the process to the next stopping point, or bring the conversation back to the class as a whole. The researcher wants to help students learn how to speak fluently so that they can become independent speakers. Alley Debates are a fun and quick way to introduce debating to a class or to a debating society (Hendrika, 2022; Nurqaidah & Hendra, 2022).

This activity provides students with an opportunity to engage with a topic and then respond to it in a certain situation. It can be used as a tool to build further activities. This is also a great activity on those days where no-one seems to have done to speak you planned your lesson around. Alley debates are to be able to structure an argument using a point & explanation.

Procedures of Alley Debates Strategy as follows: 1). ask participants to make groups debates consist of two teams and stand a two-line; 2). the facilitator introduces the topic. All debates start with a topic, or resolution; 3). the facilitator Assign the Affirmative and the Negative. There are two sides to any debate; 4). give time for research. Your students will need time to research the issue. 5). then ask the first speaker in the other line why you make agreement and disagreement about the topic and repeat the process; and 6). the teacher should work their way down the lines until they reach the final speaker.

Based on the theory above, the researcher concludes that Alley Debates Strategy is the teacher or the researcher and students create a text together. This strategy provides effective modelling and scaffolding as students learn about the speaking process. The students learn to brainstorm ideas, start to, express their opinion, and respond to an opinion from the

other a final version. They can also learn to distinguish the "schema" or plan of various types of speaking and to assess their speaking as they produce it.

3. The Relationship between Alley Debates Strategy and Speaking

This strategy can be done by the English teacher in teaching speaking, because this strategy guides the students' speaking ability to expressing their opinions, idea and thoughts. This statement supported that during the Alley Debates process, students and the teacher talk about what they are going to speak about. The teacher serves as the facilitator of the discussion guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the children's ideas. As the actual speaking begins, many opportunities for specific teaching are available. The goal is to get the students' thoughts on paper, discussing the topic and the process of speaking, dealing with the conventions of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice.

Based on the theory above, it is concluded that Alley Debates Strategy has a relationship with speaking. Based on the expert theory that is the "Alley Debates process, the students and the researcher talk about what they are going to speak". So, the researcher says that Alley Debates Strategy has a relationship between speaking.

METHOD

The researcher applied Classroom Action Research (CAR) which helped the teacher to be more effective at what they care more about their teaching and the development of their students. This is a new of action research suggest that is a means where by teachers can improve their professional action by reflecting on it a more structured way that would normally the case. In other words, CAR is reflective research done by the teacher in which the

result can be used as a tool to develop the teachers' teaching ability and also to improve the quality of learning practice. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Action research helps the teachers to develop professionally through systematic collection and analysis of relevant data and then the use of results as the basis for a decision about further professional action. Action-research also provides many benefits for practicing the teachers says Bell (2014:36). In other words through action research, the teachers become aware of what is really happening in their own classroom. Action research also helps the teacher gains an understanding of attitudes about language and learning. Basically, action research gives the teachers to access information about a wide range of classroom.

In line with the previous explanation, Classroom Action Research (CAR) can be inferred as a systematic approach is used in solving the problem of people in their professional life and improving classroom practice. The object of the research is the students' ability in speaking skills through the Alley Debates Strategy at the eleventh grade of SMA Negeri 1 Ulunoyo.

In conducting the research, the researcher has collaborated with an English teacher as a teacher collaborator to help himself to observe the students' activities and the researcher's activities during the teaching and learning process when conducted the research. The beginner researcher should collaborate with the English teacher in conducting Classroom Action Research. In other words that the English teacher helps the researcher in planning, action, observation, and reflection. So it is possible for the researcher to ask many suggestions from the English teacher in conducting the research.

In doing the research, the researcher searched the students of SMA Negeri 1 Ulunoyo. The school is located in North Nias regency, sub-district Ulunoyo. It is about 58 km from Gunungsitoli town. In that school, there were seven classes. The tenth grade consisted of two classes, the eleventh grade consisted of three classes, and the twelfth grade consists of two classes. The total number of teachers in SMA Negeri 1 Ulunoyo is 15 persons. Besides, it had a teacher's office, a headmaster's office, a canteen, and five rooms of toilets.

The total number of teachers is 15 persons. The English teacher are 1 person. The total number of students is 198 persons. The tenth grade consisted of 40 persons, the eleventh grade consisted of 75 persons, and the twelfth grade consisted of 83 persons. In the research, the researcher searches the students of the eight grades. The subject of the research is XI-MIPA 1 which consists of 20 students..

Table 1. The Total Number Of The Students At The Eleventh Grade Of Sma Negeri 1 Ulunoyo In 2019/2020.

No	Class	Total
1	XI- IPA	20 Students
2	XI- IPS	Students

Ferrance (2010:9) remarks the procedure for action research can be described as a cycle in four stages, namely: 1). planning is used to plan the action had been done in search. In the research, the researcher is going to prepare everything, which is needed during doing the research such as lesson plan, materials, observation sheet, and evaluation sheet; 2). action is the realization of theory and teaching techniques. It is aimed to improve the problem; 3. observation is an activity of collecting data and information that can be used as the input in doing reflection toward what has been done in action; and 4). reflection is an activity of analysing, interpretation and explaining all of the information gotten from the observation of what has been done in the action. In the

reflection, the researcher is taking the conclusion that the problem has been overcome. The researcher has a duration in 2 x 45 minutes only for each meeting.

In this research, the researcher has analyzed the data of the students. In analyzing the data, the researcher has analyzed qualitative and quantitative data. The qualitative data was obtained from the observation sheet and field notes. In analyzing qualitative data, the researcher has processed it by some steps, as follows: The reduction of data was evaluating and classifying the data based on the information and must be organized according to the statements of this research. Explanation of data is all the data that have organized by the researcher must be classified to get the meaning.

The conclusion is after the explanation of the data made, the researcher took some conclusions about the data in a statement of formula form. The quantitative data is necessary to analyze for knowing the students' ability in speaking skill or not. The quantitative data was obtained from the handy cam. To decide the student's level, the researcher has used a score level according to Permendikbud (2014 in Wachidah, et al (2017).

Table 2. The Score Level

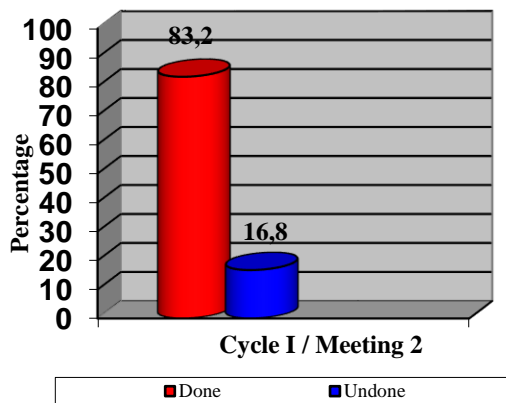
No	Score Level	Categories
1	86-100	Very Good (A)
2	71-85	Good (B)
3	56-70	Enough (C)
4	≤ 55	Bad (D)

FINDINGS AND DISCUSSIONS

In the first meeting of Cycle I, there were 232 activities (77.3%) who did the activities and there were 68 activities (22.7%) who did not do the activities. This result was poor but comprehensible because the students were applying this strategy for the first time. In the first meeting of Cycle I, the students got difficulties.

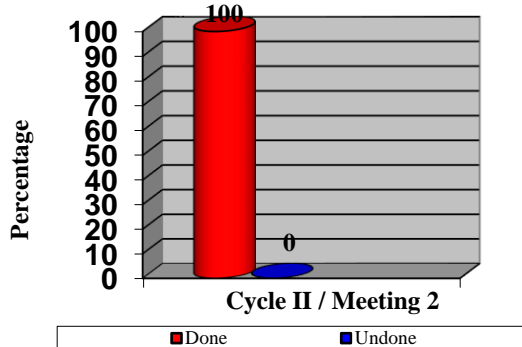
After improving all the weaknesses in the first meeting of Cycle I, the researcher

continued to conduct the research in the second meeting of Cycle I. The result of the second meeting showed that there were 5 students got level of fluency 2 (25%), 11 students got level of fluency 2+ (55%), 3 students got level of fluency 3 (15%), and 1 student got level of fluency 3+ (5%). Also, the successful students from the data above were 5 % while unsuccessful students were 95 %.



Graphic 1. The Student's Activities In The Second Meeting Of Cycle I'

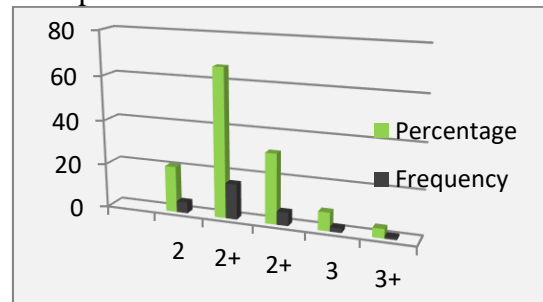
Because the result of the observation and evaluation in Cycle I was unsuccessful, the researcher continued the research in Cycle II by improving some weaknesses. First meeting of Cycle II was stated that all of activities done by the students.



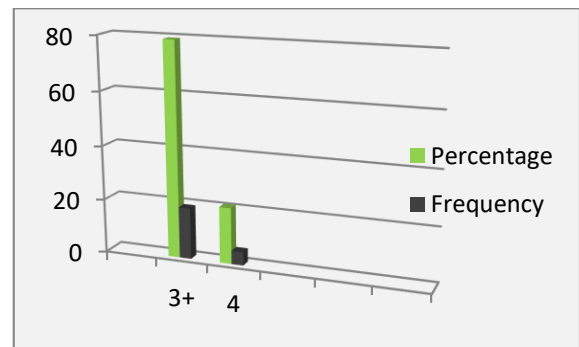
Graphic 2. The Students' Activities In The Second Meeting Of Cycle II

Furthermore, the researcher continued the research in the second meeting. In the second meeting of Cycle II, there were 280 activities (100%) who did the activities and there were no activities who did not do by the students. In the second meeting of Cycle II, the researcher has conducted the test to know whether there was increasing

of the students' ability in speaking or not. From evaluation result, there were 17 students got level of fluency 3+ (85%), 3 students got level of fluency 4 (15%). Also, the successful students from the data above were 100 % and there were no unsuccessful students. In addition, the average of the students' value was 79%. In this meeting, the entire students got value \geq Minimum Competence Criterion (MCC) 75 that has been specified.



Graphic 3. The Student's Ability In Speaking In Cycle I



Graphic 4. The Students' Speaking In Cycle II Ability In Speaking

Table 3. Student's Activities Of All Cycles

No	Cycle	Criteria	Frequency Activities	%
1.	I	Done	232	77.3
		Undone	68	22.7
		Done	233	83.2
		Undone	47	16.8
2.	II	Done	263	87.6
		Undone	37	37

	Done	280	100
	Undone	-	-

The problem in this research was “How does the Alley Debates Strategy increase the students’ ability in Speaking at the Eleventh Grade of SMA Negeri 1 Ulunoyo in 2019/2020?” In this research, the common response was Alley Debates Strategy could increase the students’ ability in speaking especially at eleventh grade of SMA Negeri 1 Ulunoyo.

Furthermore, some external factors influencing this research was, the researcher should use the Indonesian language in giving materials and instruction for students because the students cannot understand the materials and instructions if the researcher uses full English, the researcher repeats words or sentences while repetition drills are used for familiarizing students quickly with a specific structure formulaic expression. Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

Another external factors was the researcher motivated the students states that several studies of SLA consider motivation as one of the main factors which affects the success of the language learner.

CONCLUSION

In cycle I, the students’ ability in speaking skill especially in delivering opinion and thoughts is not satisfying. The average of the students’ value at Cycle I from the first meeting, no students’ (0%) in very Good level, 1 students’ (5%) good level, 3 students’ (15%) in enough level, 11 students’ (55%) fail level, 5student s’ (25%) in less level. Moreover in cycle II, the students’ ability got improvements. The students’ ability in speaking skill especially in delivering opinion and thoughts is

satisfying. There are no students categorized low.

The average of the students’ value 90 and the lowest value is 75. There were 3 students’ (15%) in very Good students, and 17 students’ (85%) good level. The observation paper result draws that the students’ activities get a significant improvement meeting by meeting. In the cycle I, the activities has done is 232 (77.3%) in first meeting, the activities has done is 233 (83.2%) in second meeting. While in the cycle II, the activities has done is 263 (87.6%) in first meeting, 280 (100%) in last meeting. Based on the analysis of the research findings, the researcher found the students’ ability in speaking by Alley Debates Strategy was increased. All the students achieved the MCC and their ability is categorized into good level (79).

Based on the findings of researcher using Alley Debates Strategy compared with Cooperative Learning, the researcher has suggested; English teachers to apply Alley Debates Strategy especially in increasing students’ speaking because it has a better improvements on students' abilities and motivates students to learn in a more fun way, moreover it can combine by using English Oxford dictionary for the students because with Oxford dictionary could help the students to get definition and more information of a word, how to pronounce and intonation.

The picture which are given by the teacher in class should not be too easy.,giving challenging theme, encourage students to find the new vocabulary. So their vocabulary will be increased, the teacher should give appreciation or reward to the students who can guess the words. The teacher should say “good, that’s right, excellent or give applause when the students do their job well. Then the teacher also needed to explain the purpose of the strategy and the most important thing the teacher should make the students deep understanding that a good result comes from hardworking, a good cooperation and

trials and errors. So the students are motivated to do honestly.

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