

**IMPROVING SPEAKING SKILL OF THE ELEVENTH-GRADE STUDENTS  
OF SMAN 8 DENPASAR IN ACADEMIC YEAR 2017/2018  
THROUGH BRITISH PARLIAMENTARY STYLE DEBATE TECHNIQUE**

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**Abstract**

*This classroom action research was done in the area of speaking. It was found that the eleventh grade students of SMAN 8 Denpasar got difficulty in communicating and delivering ideas. The objective of this study was to figure out whether or not speaking skill of the eleventh-grade students of SMAN 8 Denpasar in academic year 2017/2018 could be improved through British Parliamentary Style Debate Technique. The research was undertaken based on the result of the interview with the teacher who taught the students. Pre-test was then carried out, and it was found that the subjects' speaking skill was low. In order to settle down the problem, British Parliamentary Style Debate Technique was implemented as the technique to improve the subjects' speaking skill. The study was conducted in two cycles. Furthermore, the result of post-test in each cycle showed that there were significant improvements on the subjects' speaking skill after British Parliamentary Style Debate technique was applied. After the treatment of pre-test, the reflection or post-test was administered. The mean figure of the reflection or post-test scores obtained by the subjects under study in cycle I was 70.52. and in cycle II was 78.34. In addition, based on the data of the questionnaire, the subjects' responses towards the application of the technique was positive. Therefore, it could be concluded that speaking skill of the eleventh- grade students of SMAN 8 Denpasar in academic year 2017/2018 could be improved through British Parliamentary Style Debate Technique.*

**Keywords:** *Improving, Speaking, British Parliamentary Style Debate Technique*

**I. INTRODUCTION**

Speaking is one component of four major language skills which is really important to be mastered in teaching and learning process because speaking is the basis of communication which becomes a function of language learning. Speaking involves interaction with one or more participants (Harmer, 2001:271). Speaking takes place everywhere and has become parts of our daily activities. In modern era, speaking English is a universal thing to do so that it can make people easier to be interact and communicate even though we are from different countries; another positive thing about speaking English is that it makes it easier for people to look for jobs because spoken English is usually one of the qualifications to obtain the job.

Moreover, Richards (2008:19) argues that the mastery of speaking skill in English is a priority goal for many foreign language learners. Consequently, speaking is considered as the most important skill to master so that the purpose of learning language should primarily be for communicating and using the language well. Learners often evaluate their success in English by measuring how much they feel that they have improved their spoken language performance. Supported by Hybel (2001:45) who asserts that speaking is any processes in which people share information, ideas and feeling; speaking skill involves all of body language mannerism and style or anything that adds meaning to a message. Speaking skill is very important because with its mastery, people can carry out conversation with others, give ideas and exchange information with them.

Speaking is also described by Luoma (2004:1) as an important part of the curriculum of language teaching. However, the students face several problems in learning speaking skill such as lack of motivation, afraid of making mistakes, or even limited vocabularies in their speaking activities. Moreover, the teacher's way of teaching English in the class also can be a problem for the students in learning English. This means that the teachers must find a way to solve this problem so that they

can necessarily improve the students' speaking skill. The teachers have to find an appropriate technique to improve the students' speaking skill in the teaching learning process.

Since speaking is highly important, the language teachers in any way should pay special attention to the learning of speaking. Generally, students often find a number of difficulties in practicing speaking such as the difficulties in expressing their ideas or opinions and in understanding grammatical forms of spoken language. Furthermore, they did not feel confident to speak English since they are afraid of making mistakes. Therefore, teaching speaking should be focused on giving students as much opportunity as possible to speak and practice their English rather than on emphasizing what English is. In every activity of learning speaking, the students should be encouraged to fully use English to express their ideas and opinions. However, against such ideal there is still a common practice in which the teacher frequently does not let the students do speaking activities meaningfully in appropriate contexts.

Based on the observation as well as the interview done with the English teacher it was found that the teacher often used monotonous technique, namely the conventional technique of asking and answering questions, which made most students easily get bored. In this technique the teacher just presented the teaching material, and explained it, which was then followed by asking and answering question activities. This technique made the students passive, that is, not to perform necessary activities for exploiting their full potential in analyzing the information or facts in the question and answer session; thus, this technique led to boredom when done repeatedly. Ironically, it just became part of the daily routine.

In the teaching learning process, especially that based on 2013 curriculum, the teacher should assume the role as the facilitator that stimulates the students to become more spontaneous and active in communicating among themselves in order to achieve the learning objectives. Based on the interview with the English teacher and the observation in the class, the researcher figured out that the students had difficulties mostly in terms of fluency, comprehension and grammar as shown when they practiced speaking in front of the class in which they lost confidence.

Low proficiency observable in the speaking skill of the eleventh-grade students of SMAN 8 Denpasar in academic year 2017/2018 was likely because they did not become interested in the monotonous technique applied in the class. According to the interview done to a teacher, it was found that the teacher only gave the students limited opportunity to speak the language under concern. In their performance in front of the class they seemed just to read the dialogue or memorize the dialogue without necessarily analyzing it. These caused the students to be unconfident in delivering their own ideas when speaking in English. This was the main problem faced by students in improving their speaking skill. The students did not have enough opportunity to express their own ideas which resulted in their low ability in speaking and their loss in the middle of a conversation due to their losing the words, language expressions or sentences they had memorized before or to their forgetting what they had written before as soon as they performed in front of the class.

In order to settle down the problem, therefore, it was urgently needed to adopt an appropriate technique, which could provide students necessary opportunities to learn and practice speaking at the same time. To such need stated above, the British Parliamentary Style Debate Technique seems to be good to adopt because it could provide some opportunities for students to be more active in the classroom activities or in their learning environment. The students would have deeper understanding in their speaking activity since this technique uses logical and critical thinking skill and whole class discussion. There are some strengths inherent in the British Parliamentary Style Debate Technique, such as the opportunity for the students become motivated and interested in speaking activity since this technique allowed them to practice actively which in turn allowed them to use their logical and deeper analysis of how to speak English correctly in an enjoyable classroom atmosphere. All students became concentrated or stayed focused on their activities and followed the class attentively, all allowing them some comfortable feeling during the lesson.

Hence, based on such elaboration presented above, the researcher was motivated to implement the British Parliamentary Style Debate Technique in order to improve the speaking skill of the eleventh-grade students of SMAN 8 Denpasar. As there were many kinds of debate Style, the researcher focused on adopting the British Parliamentary Style debate due to its capability to involve more subjects to speak in one debate session. In addition, the remaining students who were not involved in

the debate could have verbal adjudication, and they could take side whether or not the students propose or oppose the government or opposition bench to win the debate by comparing them.

## II. RESEARCH METHOD

The kind of the research used in this study was classroom action research. Classroom action research is the study which concerns the progression of the students' achievement in a particular subject based on the implementation of a certain technique. Furthermore, there are a number of experts who have put their ideas on defining what action research is and how it works. Ary et al. (2010:514) define that action research is a planned, systematic, cyclical approach in order to develop the critical reflection and open-mindedness in which students and educator work together participating as members of the process of the study. In addition, there are usually independent variable and dependent variable in which independent variable makes changes to dependent variable. The study was conducted at SMAN 8 Denpasar in the academic year 2017/2018. The eleventh-grade students of IPS 1 were selected as the subjects of the study which consisted of 29 students. Based on the interview which was undertaken to the teacher who taught the subjects, the subjects still found speaking difficult because they were particularly confused in developing ideas. Therefore, they needed an appropriate technique in order to improve their speaking skill. There were two instruments used in this study in order to obtain the valid data; they were tests and questionnaire. The purposes of the tests were to know the subjects' achievement, particularly that in speaking, while the questionnaire was used to obtain the supporting data whereby to know the subjects' responses toward the implementation of the technique. The data obtained through the two research instruments would be further analyzed. In order to get the mean score of the subjects doing the test, first of all the score of all subjects were added up; this, furthermore, would be divided by the number of the subjects. To analyze the data of the questionnaire, each item of the questionnaire was calculated by summing up all of the subjects' answers in each item (i.e. whether strongly agree/5, agree/4, undecided/3, disagree/2 or strongly disagree/1) and divided by the total items selected.

## III. FINDINGS AND DISCUSSION

### 3.1 FINDINGS

The research findings in the present classroom action were the result of the implementation of the British Parliamentary Style Debate Technique as the technique capable of improving the speaking skill of the eleventh-grade students of SMAN 8 Denpasar. The findings, furthermore, showed the process of the implementation of the technique. The process of the classroom action research was mainly divided into three cycles: pre-cycle, cycle I and cycle II. The success of this study was indicated by the significant improvement of the subjects' scores, which was the main description in this chapter.

#### Pre-Cycle

The objective of the Pre-cycle phase was to know the pre-existing ability of the subjects before the technique under concern was implemented. In this phase, the researcher conducted the interview to an English teacher who taught the subjects, the eleventh-grade students of SMAN 8 Denpasar. The interview was administered in order to gain the information about the prior ability of the subjects in the speaking skill and the problems that they faced. On the other hand, the researcher also conducted the observation in the classroom during the teaching and learning process. At the end of the cycle, pre-test was administered to obtain the subjects' scores before the technique was applied.

In order to gain further information on the ability of the subjects in speaking the researcher conducted the pre-test. There were 29 subjects who took the pre-test. In the pre-test, the subjects were asked to do speaking performance based on the selected motion. The topics were about hot issues. The subjects were asked to do the speaking performance within 2 to 3 minutes. The result of the pre-test showed that the mean score of the subjects was 58.76 which showed that the speaking skill of the subjects was 'low'. Furthermore, only 5 out of 29 subjects obtained the minimum passing grade; hence, their speaking skill was in need of improvement. Their problems were that they found it difficult to express their ideas and arguments.

Based on the result of the pre-test, it was found that the speaking ability of the subjects were still low. It might be caused by the conventional technique applied by the teacher; therefore, the researcher took further action to implement the British Parliamentary Style Debate Technique as the

technique to improve the speaking ability of the subjects. The motions for each cycle would be different.

### Cycle I

Cycle I was administered based on the result of the pre-test. In the present study, cycle I was divided into two sessions, and the sessions were arranged into interrelated activities. In order to make the study run smoothly, planning was essential to do. In planning, the researcher prepared the lesson plan, materials, worksheet, post-test and some supporting tools and media. The materials were about the definition and generic structure of analytical exposition, the British Parliamentary Style Debate Technique and linguistic features of analytical exposition. Some supporting tools and media were also provided here, such as the power point and board marker.

After the plan was carefully prepared, the action was carried out. The action took two sessions in which the subjects were engaged in the debate using the British Parliamentary Style Debate Technique. After the teaching and learning process was conducted, the post-test was administered in which the subjects were asked to perform speaking monologue based on the given and selected motion or topic. There were 29 subjects who took the test. Based on the result of the post-test 1 which was scored using analytic scoring rubric the mean score of the subjects was 70.52 which revealed that their speaking skill was categorized 'good'. It was found that 17 out of the 29 subjects could achieve the minimum passing grade compared to the pre-test. It could be seen that there was very significant improvement of the subjects' ability in the speaking skill after the British Parliamentary Style Debate Technique was implemented. Meanwhile, the study needed to be continued since the total number of the subjects who achieved the minimum passing grade were less than the success indicator. Hence, the researcher should continue the research to cycle II.

### Cycle II

Cycle II was aimed at giving more improvement to the speaking and arguing skill of the subjects. In other words, cycle II was carried out to get still better result. The researcher then made some changes; therefore, the strengths and weaknesses in the previous cycle were identified. The strengths were kept while the weaknesses were revised. On the other hand, the phase of cycle II was similar to that of the previous cycle. The cycle was conducted in two sessions. Being similar to the previous cycle, planning was needed. Here, the researcher prepared a revised lesson plan, materials, worksheet, post-test 2, questionnaire, and videos. The lesson plan would be implemented in two sessions lasting 180 minutes. The researcher also made changes on the lesson plan. Before discussing the main activity, the researcher provided a debate simulation. The debate simulation was used in order to help the subjects imagine better about the motion and make the learning situation more interactive.

The action was then carried out after the planning was carefully arranged and revised. In the action, the researcher made some changes that the subjects were provided interesting topics or motions in order to make them more analytical and fluent in delivering their arguments. It was found that the subjects were more eager to ask questions and ask in detail about how to deliver arguments in British Parliamentary debate technique as well as how to make their speaking performance smooth and comprehensive. Furthermore, the subjects sitting at the rear part looked more serious and began to raise their hands and control themselves for not to be busy with their own business while the materials were explained. In addition, the researcher also found that the subjects found the British parliamentary debate technique helpful in their speaking performance. After the teaching and learning process was conducted, post-test 2 was administered. The result of the post-test in cycle II showed that the mean score of the subjects was a figure of 78.34; therefore, their speaking skill was also categorized 'good'. Furthermore, it was found that 28 out of the 29 subjects could achieve the minimum passing grade. The data revealed that the speaking skill of the subjects was significantly improved through the application of the British Parliamentary Debate which was indicated by the improvement of the subjects' mean scores from pre-test to post-tests cycles which were as follows: pre-test cycle (58.76), post-test 1 (70.52) and post-test 2 (78.34). Since the study had already reached the success indicator that required that at least 23 of the subjects should pass the minimum passing grade, the present study could be ended. Furthermore, in cycle II the questionnaire was administered in order to know the subjects' responses towards the application of the British

parliamentary style debate technique in improving their speaking skill. It was found that the percentage of the subjects who strongly agreed was 36.55%, those who agreed 62.00%, those undecided 1.45%, those who disagreed 0%, and those strongly disagreed 0%. Therefore, it could be concluded that more than 90% of the subjects obviously agreed that British Parliamentary Style Debate Technique was an effective technique to improve their speaking skill.

### 3.2 DISCUSSION

The preliminary aim of the present study was to figure out whether or not the speaking skill of the eleventh-grade students of SMAN 8 Denpasar in academic year 2017/2018 could be improved through British Parliamentary Style Debate Technique. The subjects' speaking skill which was assessed in the pre-test and post-tests were scored using the scoring rubric which was adapted from Brown (2007) in which the rubric focused on three criteria such as comprehension, fluency and Grammar. The main problems of the students were to get and arrange the ideas. After the British Parliamentary Style Debate Technique was applied, their speaking ability significantly got improved which was indicated by their ability to deliver ideas well.

In addition, a questionnaire which was in the form of a structured one in which the alternative choices were fairly analyzed by using Likert rating scale ranging from five (5) to one (1) was also administered to the students in order to know their responses towards the application of the British Parliamentary Style Debate Technique to improve their speaking skill. The data of questionnaire revealed that the subjects responded positively towards the application of the British Parliamentary Style Debate Technique in which more than 90% of them agreed that the British Parliamentary Style Debate Technique could improve their speaking skill.

During the teaching and learning process, it was found that most of the students paid attention to the material delivered and they also actively participated, indicated by the fact that they were eager to ask and answer questions. Moreover, when they were given time to practice speaking, they seemed to be ready and confident to do so since they could use British Parliamentary Style Debate Technique to help themselves in delivering their arguments. In other words, they had positive attitude towards the implementation of the technique.

## IV. CONCLUSION

This study used classroom action research design which revealed that the speaking skill of the eleventh-grade students of SMAN 8 Denpasar in the academic year 2017/2018 could be improved through the British Parliamentary Style Debate Technique. The improvement could be seen through the subjects' mean score which significantly increased. In addition, the result of the questionnaire also revealed that the subjects had positive attitude towards the implementation of the technique. Therefore, it is suggested to the teachers that the British Parliamentary debate system be implemented in improving the students' speaking and reasoning skills.

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