THE OBSTACLE IN TEACHING SPEAKING BY USING DEBATE TECHNIQUE

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Abstract
The study highlighted the obstacles of teaching Speaking using debate technique at higher education students at Abulyatama University under the course named Critical Speaking. The aim of this study was to identify the obstacles found in teaching speaking by using debate techniques in higher education. the study was designed using the descriptive qualitative method where the data was collected through interviewing the designated lecturer who taught the course and then analyzed through three basic steps, they are data condensation, data display, and data conclusion. The lecturer described her difficulties in teaching speaking using debate technique that related to the limitation of time, participation, critical thinking ability, and the speaking ability. Hence, the lecturer applied some solution to the challenges, such as obligating the case-building process even to the audiences, assigning the students to enhance their knowledge on the current issues and starting the debate by the very basic motion.

Keywords: *Obstacle, Speaking, Debate Technique*

INTRODUCTION

Speaking is a fundamental component of the English language to stimulate other skills. Thus, it is an essential element in communicating ideas, concept, knowledge and information to other people. Despite its importance, *speaking* has been considered to express an expression to listeners, how to spell word well, and how to persuade the others to trust what we are talking about.

Speaking is a way of communication, whenever communication takes place; there are a speaker and a listener. Communication among the speaker is an extremely complex and ever-changing phenomenon. Richard and Renandya (2002:2014) defined that effective oral communication requires the ability to use the language appropriately in social interaction, it is involved not only verbal communication but also paralinguistic elements (such as pitch, stress, and intonation).

To communicate in foreign language, especially English language, it is required some elements of speaking, there are pronunciation, fluency, comprehension, grammar and vocabulary to improve the ability to speak.

In designing speaking, teachers are expected to plan and implement the appropriate technique in order to make interactive learning in the classroom. As stated by Brown (2001:271), there are some types of classroom speaking performance that the teachers or lecturers should investigate. They are: (1) Imitative is drilling type where students simply repeat word, phrases or sentences, (2) Intensive is an imitative of any speaking performance for practicing some phonological or grammatical aspect of language, (3) Responsive is short replies of questions or comments held between teacher and students and its' performance includes interaction and comprehension, (4) Transactional is aimed at conveying or

exchanging the specific information (5) Interpersonal (dialogue) is carried out for the purpose of maintaining social relationship than for transmission of fact and information, it can be an interview, role play, discussion, and (6) Extensive is monologue form for advanced level, it can be oral reports, summaries or short speech.

Speaking in a different language is not easy, there is some differences rule in speaking systems and these difference make the student have some difficulties in speaking and also make some obstacle for the lecturer during teaching-learning process. According to Hornby (2009:50), the difficulty is the state or quality of being hard to do or to understand. In other words, the difficulty is doubtful or problem question, a thing hard to understand or something that is not easy to do or to deal with.

Moreover, teaching speaking is teaching about all of the points that are important to know when we want to have a good teaching. The successful of teaching speaking is depending on the lecturer because he/she is a model in the class. If the lecturer used an interesting method, it is leading the students in catching the lesson well. For instance, the lecturer asked students to practice speaking in the class, certainly, students will practice it and followed the lecturer instructions. Knowing the characteristics of students is the first step that will help the lecturer in teaching-learning process and ease the lecturer to facilitate them.

According to Nunan (2003:23), teaching speaking is selecting the appropriate words and sentences based on the social setting, audience, situation and subject matter. It means a lecturer should be able to choose the appropriate words which are simplifying to remember by

students and the comfortable atmosphere of learning as what they are expected during the learning process. In designing speaking in the classroom, the lecturer is expected to plan and implement the appropriate technique to make the interactive learning process in the classroom. One of the techniques that can be applied in teaching speaking is debate.

The debate is a speaking situation in which every debater has to present point of view about an issue. This is the action to persuade and entertain audiences by using gesture and voice, also for sweeping the adjudicator that our argument is rational for acceptable in their side. According to Akerman and Neale (2011: 9), the debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue. Using debate in speaking encourage students to improve their communication skill because they are able sending their specific purpose. The experience or information which is obtained really helps them in sharing their background knowledge. Therefore, the teacher should provide students' opportunity to share their own mind to solve one issue problem.

As a communication and interaction technique, the debate can be integrated into the classroom context. By seeing and watching debate exhibition in-classroom students can improve their speaking skill automatically. The debate has many advantages according to Barkley (2005: 126), as follows: (1) This kind of teaching technique also can give a great contribution to increasing motivation. (2) The students can develop critical thinking, improve communication proficiency and attract in-depth multiple persuasive analysis of issues. (3) The debate may help students in

encouraging students to challenge their existing assumptions, moving them beyond simple dualistic thinking, deepening their understanding of an issue, helping to recognize the range of persuasive inherent in complex topics, building appreciation for diversity and developing a tolerance for other viewpoints. (4) The debate is appropriate to be applied as medium of teaching English mainly speaking skill.

METHOD
Research Design

The study used a qualitative approach to analyze the difficulties found during the process of teaching and learning speaking by using debate technique which is in line with the statement of Arikunto (2010:15) that emphasize the study in qualitative focuses on the process rather than the output. Moreover, according to Miles & Huberman (1994), the result of the qualitative study was displayed in form of words and transcription rather than numbers and diagram. This study was conducted in form of case study. According to Hancock & Algozzine (2006: 15), case study research sometimes focuses on an individual representative of a group, more often it addresses a phenomenon.

Participant

The participant in this study was selected based on the materials compatibility to the debate technique. After analyzing the related document, the researcher concluded that the most appropriate subject to this study is critical speaking. Hence, the study chooses the lecturer of critical speaking subject in the 4th semester of English Department in Abulyatama University.

Data Collection Method

The data were obtained through an interview guide that consists of two questions that purposely created to find the answers to the research questions. the researcher used in-depth interview which is in line with the statement of Seidman (2006) that stated that the purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to "evaluate" as the term is normally used.

Data Analysis Method

According to Miles, Huberman & Saldana (2014), the qualitative study analyzed the data through three sequential steps. They are data condensation, data display, and data conclusion.
1. Data condensation

Data condensation is the phase where the data was selected and filtered due to the need of the research to answer its research questions.
2. Data display

In this phase, the filtered data were displayed based on the information that required to answer the research question. Since it was a qualitative research, the data displayed in form of transcription.
3. Data conclusion

After displaying, the transcripted and displayed data were concluded and formulated to answer the research questions.

RESULT AND DISCUSSION

The results of the study were categorized into three parts. They are the obstacles in the students' capability, students' interest, students' participation, and time allocation.

The first obstacle is the students' capability on three points. They are students' English fluency, critical thinking and students' background knowledge on

the current issue. The interviewee stated that the lack of

"Our main problem in applying the debate technique is the matter mastery. Which mean that the challenges faced by the students are not only the language capability and fluency problems but also the critical thinking ability which is still far from the expectation".

"what I mean. The debate requires us to select the various motions in order to enrich students' capability in speaking in various setting. But the problem is, students do not have that background knowledge since the debate is not merely about their area of interest. So, it is hard for them to debate".

The second obstacles found during the application of debate technique in teaching speaking is the obstacles regarding the students' interest. The interviewee stated that the students' interest influenced the eagerness of students to involve in the debate and master the matter of the debate.

"they are slothful to read the subject that aimed to be discussed in the debate because it is out of their interest. For example, yesterday. I was asking them to debate on the theme of politic, at the moment, the debate was very low in quality, their speech was getting worse at that time"

The third obstacles found in this study was the challenge on the students' participation during the debate technique used in teaching speaking. The interviewee stated that the debate technique could not cover the large number or participation in the process. Since the number of active participation in the debate technique was only eight students. The technique could not share an equal opportunity to each

student to participate in the debate technique.

"but another biggest obstacle in the application of the debate technique which only covers 8 participants and it let others to only listen without having the same portion of the involvement. This cause an unequal share of opportunity to the students"

The last obstacle found in the study is the time allocation. This problem is related to time and meeting that was provided by the university. The interviewee stated that she expected more meetings on the critical speaking to habituate the English spoken atmosphere.

"another obstacle in this course is the limited meetings assigned by the university to the meeting so I will only be able to assign 3 to 4 meetings using debate technique. I know it was not enough. But that the most meetings that I can deploy to this cause".

The above results show the discussion on the problem mentioned by the interviewee was an obstacle in students' capability on English fluency, Critical thinking, and students' background knowledge. Moreover, the interviewee also faced the obstacles on students' interest, students' participation and time allocation that assigned by the university decision makers.

CONCLUSION

As the conclusion, the obstacles found by the lecturer in teaching speaking using debate technique in Abulyatama University is an obstacle in students' capability on English fluency, Critical thinking, and students' background

knowledge. Moreover, the interviewee also faced the obstacles on students' interest, students' participation and time allocation that assigned by the university decision makers.

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