



TEACHING SPEAKING BY USING AUSTRALIA – ASIA DEBATE STRATEGY AT SENIOR HIGH SCHOOL

Solihati¹, Don Narius²

English Department
Faculty of Languages and Arts
State University of Padang
email: Sollihhati@gmail.com

Abstract

Speaking is a basic skill that should be mastered by students besides the other skills. However, they find difficulties to speak English. It is caused lack self-confidence, lack vocabulary, they are difficult to pronounce the words, they have interest to learn English. Therefore, the writer chooses Australia - Asia Debate strategy as a form of speaking practice to encourage students to be active, and confident in a discussion. So, they accustomed to express their ideas in English. In Australia - Asia Debate strategy, students are divided in two teams. They discuss the topic that is given by the teacher. The first team agrees with the topic and the second team disagrees about the topic. Each of team is given an opportunity to tell their ideas and responds the other arguments. By using this strategy, students are expected to improve their ability in speaking.

Key words: Speaking, Australia – Asia Debate strategy

A. INTRODUCTION

Speaking is one of the four language skills English (listening, reading, and writing). Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney in Kayi, 2006). Speaking is an ability to communicate orally. Through speaking, someone can show the ideas, think, information, and feeling to others. Clark (1997) says that speaking is a tool to do communication and to convey information. It is more difficult than other skills because it needs an ability to be performed in public. Then, it also shares the ideas and information spontaneously. In speaking skill, fluency and pronunciation are the most important sub skill to be perfect in English speaking. With good fluency and pronunciation, people are able to share their idea or their feeling smoothly and easy to be understood.

In speaking English, students face some difficulties to speak well. Based on writer's observation during speaking performance, it was found that many students have lack-self-confidence to speak English in front of class. Some students avoid speaking English in the classroom because of feeling afraid and ashamed to make mistake in uttering their ideas. They are also uncomfortable to

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on September 2016

² Lecturer of English Department of FBS Universitas Negeri Padang



speak English. It is caused by their classmate laugh when they do mistake in uttering the ideas. Inconvenience makes them do not participate during learning process. Hence, they are quiet than participate in learning process.

Then, lack vocabulary makes students difficult to share ideas and information. To share the ideas or to give an opinion, they whisper with one another to ask how to tell the words. They think that becoming a good speaker in English should have rich vocabularies. Another, students translate the words from Indonesia into English.

Another problem in speaking English is how to pronounce the words. In English, the pronunciation of the words is different from its written form. The Students often have some mistakes in pronouncing the words. It is caused of lack practice speaking English. However, they are expected to be active in classroom activity during learning process.

In addition, students have less interest to learn English, especially speaking English. They think that speaking is a difficult skill. The problem in speaking does not only come from the students, but it can be from the teacher. The teacher does not understand how to develop their intellectual, social, and personality. Then, the teacher does not understand what a good strategy in teaching English, especially in speaking. There were some studies which had been conducted related to overcome the problems of speaking. One of them was the study conducted by Rahmadevi and Rosa (2012) that focused on the use of everyday life poster in teaching speaking. In this study, to overcome those problems explained, the writer chooses Australia – Asia Debate as a strategy in teaching speaking.

Australia - Asia Debate is a form of academic debate. It is commonly used at school. Australia – Asia debate consists of two teams who debate an issue. Each of team consists of three members. Each of them is named according to their team and speaking position within his / her team. The first team is called affirmative / proposition, and the second team is called negative / opposition. The Affirmative Team agrees with the topic and presents arguments that supported by evidence to convince the truth of the topic. The Negative Team disagrees with the topic and presents arguments that supported by evidence to disproved the truth of the topic.

Australia – Asia Debate is a type of Debate. A debate is a contest in which two teams present the reasons (or ‘arguments’) for and against a topic. According to Pritchard (2009) Debate is a formal discussion, consideration of issues, formal presentation of contrasting ideas. It can be used to reach a decision in their mind. Debate provides reasoned arguments for and against a proposition. It requires two sides involving agree with the topic and against the topic. By using debate, the students have the opportunity to work in collaborative and cooperative group setting.

The first speaker of the affirmative team to speak is called the first Affirmative or proposition. The second speaker of the Affirmative team to speak is called the second Affirmative and so on. Each of the six speakers (three Affirmative and three Negative) speak in series to each other beginning with the Affirmative team. The speaking order is as follows: First Affirmative, first negative, second affirmative, second negative, third affirmative, third negative.

To decide the winner of the debate, the Adjudicator has three roles:

1. To decide which team won the debate
2. To give reason for the decision
3. To give constructive feedback to the debaters.

In formal debating contexts speakers are scored according to three categories:

1. Matter
Matter is the category that assesses the content of a speaker's speech that includes the arguments and evidence that they present to support his/her team's side of the topic.
2. Manner.
Manner is the category that assesses the way in which a speaker presents his/her material and usually includes factors such as eye contact, gesturing and voice projection.
3. Method.
Method is the category that assesses the way in which a speaker structures his/her speech and includes factors such as dynamics (the way that a speaker responds to their opposition's strategy) and rebuttal.

B. DISCUSSION

1. Teacher's Preparation

A professional teacher has a good preparation. The teacher prepares all of the things that support teaching and learning process. There some preparation in teaching speaking. Those are material, media, and lesson plan. In teaching speaking by using Australia – Asia Debate, the teacher has to prepare the topic before coming to the class. Then, the teacher shows the picture that relates to the topic.

a. Teaching Procedure in the Classroom

In teaching procedure consists of three points; pre-teaching, whilst-teaching, post-teaching activity. The first is **pre-teaching activity**. Pre-teaching activity is an activity where the teacher prepares students' readiness before coming into new material or lesson. There are some steps in pre-teaching activity: Preparing the students, the teacher can start the lesson by greeting the students. Greeting is an activity done at the beginning taching and learning process to catch the students attention.

Teacher: Good morning students!

Students: Good morning, miss!

Teacher: how are you?

Students: fine, and you?

Teacher : I am pretty good, thank you.

The teacher checks the students' attendance.

Teacher: well, I would like to check your attendance first, who is absent today?

Students: no absent, miss!

Teacher: that's good.

The teacher checks the students' readiness and previous the lesson.

Teacher: are you ready to study now?

Students: yes, miss.

Teacher: Oke, students. We review our lesson before. Do you still remember?

Students: yes, miss.

The second is **whilst-teaching**. Whilst teaching activity is a core of component in teaching and learning process. The students are involved in discussing the topic. In whilst teaching activity, the teacher designs learning activity to be interactive, inspiring, challenge, and motivates the students to be active at the class. There are three parts of whilst teaching; exploration, elaboration, and confirmation.

1. Exploration

In exploration, the teacher introduces the topic to the students. The teacher calls back the students' background knowledge by showing the picture about the topic. The teacher asks the students about the issue. *Teacher: now, we discuss the topic about (THIS SMOKING SHOULD BE BANNED), you are divided in two teams. The first team is a proposition about the topic. The second team is against of the topic. Then, one of you becomes an adjudicator. The adjudicator has roles to decide the winner of the group. Look at the picture below!.*

THIS SMOKING SHOULD BE BANNED



The teacher and students discuss the topic

above.

2. Elaboration

Elaboration is useful to facilitate the students to speak through discussion, other task, etc. by Australia – Asia Debate strategy can help the teacher in teaching speaking. the teacher gives the topic. The students sit based on their group. The topic is about (**EVERY CHILD SHOULD HAVE A MOBIL PHONE**). Students sit based on their team and discuss the topic.

3. Confirmation

In this part, the teacher gives feedback to the students' achievements in learning process. The teacher also helps the students to solve the problem in learning process, and motivate them to participate in learning process. Then, the teacher gives the correction to the students' presentation. Furthermore, the teacher motivates them in order to be more active in the next activity.

The last step is **post-teaching**. Post teaching activity is the end activity in learning process and teaching activities review. This activity aims to know the students' comprehension about the lesson and evaluate the material. Then, the teacher and the students conclude the material together.

Australia – Asia Debate is one of the strategies that can be used by the teacher to help the students to increase their self-confident in speaking. The teacher gives several times to the students to build their idea. Preparation time is used to organize a speech before it is presented. The students focus on the content of the motion and attention to the arguments, not the person. So, they are not nervous in speaking.

Then, they have an opportunity to work in cooperative in gathering information and supporting idea. In Australia – Asia Debate, the students are divided into two teams. Each of team consists of three members. The affirmative team: the first affirmative, second affirmative, third affirmative. The opposition team: the first negative, second negative, and third negative. The affirmative team agrees or proposition with topic and presents arguments supported evidence to convince the truth of the topic. Then, the opposition team disagrees or against with the topic and presents arguments supported evidence to disprove the truth of the topic. They speak as follow as; 1s affirmative, 1s negative, 2nd affirmative, 2nd negative, 3rd affirmative, and 3rd negative. Each of team helps the members of team. When the first affirmative conveys idea about the topic, the second and the third to give support the truth of the topic. So, the students have self-confident to convey the idea.

Furthermore, they have an opportunity to apply the theories of arguments to increase their knowledge and their proficiency in speaking. There are some advantages Australia – Asia Debate to improve students speaking:

1. Australia – Asia Debate develops proficiency in critical thinking
2. The students have self -confident to convey their ideas.
3. The students work cooperative team, so they can solve the problem in speaking.
4. Then, the students are given several times to prepare their speech.
5. The students are responsible to convey the speech based on their position.

C. CONCLUSION AND SUGGESTION

Based on the discussion before, it can be concluded that Australia – Asia Debate is a cooperative learning that involves students to discuss the topic. It is an academic debate that is used to improve students speaking. Australia - Asia Debate consists of two teams: affirmative or agrees about the topic, and negative or opposite about the topic. Each of team consists of three members; 1s affirmative, 2nd affirmative, 3rd affirmative, 1s negative, 2nd negative, 3rd negative. The affirmative team agrees with the topic and presents arguments supported by evidence to convince the truth of the topic. The negative team disagrees with the topic and presents arguments supported by evidence to disprove the truth of the topic. Each of members has an opportunity to convey the speech. The way of

their speaking is as follows: 1s affirmative, 1s negative, 2nd affirmative, 2nd negative, 3rd affirmative, 3rd negative.

To apply Australia – Asia Debate in teaching speaking, the writer suggests to English teacher to concern some the following points.

1. The teacher decides interesting topic to be discussed in the classroom.
2. Students are divided into two teams; affirmative team and negative team.
3. The teacher gives some minutes to prepare their speech.

Note: This article is written based on the writer's paper under the supervision of her advisor, Drs. Don Narius, M. Si.

BIBLIOGRAPHY

- Badan Standard Nasional Pendidikan. 2007. *PerMenDikNas RI No. 41 tahun 2007*. <http://www.4shared.com/> Retrieved on April 21st, 2016.
- Brown, H. Douglas and Priyanvada Abeywikrama. 2010. *Language Assessment : Principlless and Classroom Practice*. New York: Pearson Edition, Inc.
- Bellon, Dr. Joe and William Abi Smith. 2006. *National Debate Project*. United State: Georgia State University.
- Burgess, Michael. 2010. *Leeds Debating Union Guide to Debating*. First Edition. United Kingdom.
- Coultas, Valerie. 2002. *Second Language Learning in Children: A Model of Language Learning in Social Content*. New York. Cambridge University Press.
- Davies, Paul. 2000. *Success in English Teaching*. Oxford: University Press.
- D'Cruz, Rays. 2003. *The Australia – Asia Debating Guide*. Second Edition. Australia: Australian Federation Debating.
- Departemen Pendidikan Nasional (Depdiknas). 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Depdiknas. Harris, David P. 2002.
- Elsner, Sophie and Grimes Matt. 2009. *Teacher's Guide to Policy Debate*. Second Edition. United State: Brown University.
- Frangenheim, Eric. 2005. *Reflection on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom*. London: Paul Chapman Publishing.
- Freely, Autin J and David L. Steinberg. 2009. *Argumentation and Debate: Critical Thinling for Reasoned Decision Making*: Twelfth Edition. USA: Wadsworth Cengage Learning.
- Kayi, Hayriye. 2006. Teaching Speaking : Activities to Promote Speaking in Second Language. *TESL Journal*. Vol. XII.
- Murcia, Marianne Celce. 2001. *Teaching English as a Second Language or Foreign Language*: Third Edition. USA: Heinle.
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill.
- Pritchard, Rolf. 2009. *The Step by Step Guide to Debate*. Canada: Saskatchewan.

- Rahmadevi, Y & Rosa, R, N. 2012. Using Everyday Life Posters in Teaching Speaking to Elementary School Students. *Journl of English Language Teaching*, 1 (1) Serie B
- Shoyeb, Md. Mahedi Hasan. 2011. *International Debate Rules*, (Online) <http://forum.daffodilvarsity.edu.bd/> / 2011. Retrieved on August 14th, 2016
- Thornburry, Scott. 2005. *How to Teach Speaking*. England: Pearson Education Limited.

