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## FOUR CORNERS DEBATE TOWARD STUDENTS' SPEAKING SKILL OF THE SECOND SEMESTER AT ENGLISH EDUCATION PROGRAM STKIP PGRI LUBUKLINGGAU

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### *Abstract*

This research is aimed to investigate whether or not there is any significant effect four corners debate toward students speaking skill of the second semester at English education program STKIP PGRI Lubuklinggau. Four Corners Debate is one of an instructional strategy in speaking skill. This strategy can be used to solve students difficult in speaking skill and also can help students active in speaking activates especially in class. The subject of this investigation was all students of second semester. The purposive sampling was used in this investigation. The design of this research is quasi-experimental method. The data were collected by using oral test. After data were collected, the researcher used t-test analysis to find any significant effect of corner debate toward speaking skill. The result of this research showed that the mean score of pre-test was 65.05 and the mean score of post-test was 77.11. T-test value was 3.90, at the level of significance 0.05 with df 30, the value of t-table was 1.697. It known that t-test value was higher that t-table indicated that the research hypothesis ( $H_a$ ) was accepted where there was significant effect four corner debate toward students' speaking skill. In summary, four corner debate strategies can help students more active in using English specially in speaking skill.

**Keywords:** *Speaking, Four Corners Debate*

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### **1. INTRODUCTION**

According to Widowson (1994:21), speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively. Moreover, Brown (1994:11) says that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact each other, which aims at maintaining social relationship. Speaking is natural skill which a person begins to develop the first years of life. Speaking is ability to express, to convey ideas or feeling orally. Cameron (2001:40), state that speaking is the active use of language to express meaning so that other people can make sense of them. Speaking is a productive skill. When a person speaks, he or she sends information or ideas.

According to Lado (1987:240), speaking is an ability to converse or to express a sequence of ideas fluently. Tarigan states that (1982:5), speaking as an instrument of the language and the primary aim of speaking as an instrument of the language. For students, effective speaking is an important measure of academic success.

It is fact that Indonesian students often find difficult to speak in English. For example, the students cannot pronounce the words correctly and they do not know what to talk and how to talk. There are some reasons why the students have such difficulties: (1) they lack of vocabulary mastery, (2) they do not have ideas, (3) they afraid of making mistakes because they lack English grammar mastery.

In order to help the students know how to speak well, the teacher should have an effective technique or strategy in teaching speaking. The writer used Four Corners Debate. Four Corners Debate is collaborative strategy requires students to work and think together. The writer hoped the students get involved, creative, and collaborative in speaking.

Based on the description above the writer conducted a research entitled "Four Corners Debate Toward Students' Speaking Skill of the Second Semester at English Education Program STKIP PGRI Lubuklinggau"

## 2. LITERATURE REVIEW

### *Concepts of Speaking*

Language is a social activity, it takes place in the society; its use involves more than one person for communication, it means the language is important for people to communicate to each other. According to Valletta (1977:80), speaking however is than pronunciation and intonation. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct idiomatic use of the target language.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney and Burk, 1998:9). Speaking is an essential part of language besides listening, reading and writing. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should teach students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

It can be summarized that speaking is defined as the active use of language to express the ideas, thoughts and messages to other people than they can make sense of them.

### *The Concept of Debate*

#### *Debate*

According to Kidd (2002:1), a debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. Unlike the arguments debate might have with their family or friends however, each person is allocated a time they are allowed to speak for and any interjections are carefully controlled. The subject of the dispute is often prearranged so they may find themselves having to support opinions with which they do not normally agree. They also have to argue as part of a team, being careful not to contradict what others on their side have said.

#### *Component in Debate*

##### *Style*

Style is the manner in which in communicating in argument. This is the most basic part of debating to master. Content and strategy are worth little unless students deliver their material in a confident and persuasive way.

##### *Speed*

It is vital to talk at a pace which is fast enough to sound intelligent and allow students time to say what you want, but slow enough to be easily understood.

##### *Tone*

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

##### *Volume*

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need speak any more loudly than the volume at which everyone in the room can comfortably hear you. Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

##### *Clarity*

The ability to concisely and clearly express complex issues is what debating is all about. The main reason people begin to sound unclear is usually because they lose the "stream

of thought” which is keeping them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible (Kidd (2002:2-3).

#### *The Debate Evaluation Criteria*

According to (Leuser:1999:30) the debate has some criteria that must be inserted in evaluation as follows :

##### *Substance idea: (60%).*

1. Mastery theory debate themes related
2. Mastery kosntitusi related to the theme of the debate
3. Mastery of other legislation related to the theme of the debate
4. Mastery of empirical facts and dynamics of corruption related to the theme of the debate
5. The novelty idea of the theme presented
6. Solutions and recommendations offered

##### *How the language of delivery (30%).*

1. Ethical debate and mastery of the stage
2. Use a good Indonesian
3. Assessment and accuracy of the use of foreign terms
4. Systematics think the groove in constructing arguments debate
5. Appropriateness.

##### *Teamwork (10%).*

1. Good reasoning team
2. Support and ability to add to or strengthen the argument teammates  
Mastery substantial proportionality between team members  
Winner determination made by the jury composition.

#### *The Concept of Four Corners Debate*

According to Jaishree (1990:8), four corners debate is an instructional strategy that asks students to make a decision in regards to a question asked or a problem presented. Students must decide if they agree, strongly agree, disagree or strongly disagree with statement. The teaching strategy, four corner debate an engaging activity that allows students to focus their thinking about a topic as well, it gives them an opportunity to present their ideas to a smaller audience.

In addition, according to Bennett and Rolheiser (2001:18), four corner debates is a useful tactic that precedes debate. Student debate has the capacity to both deeply engage the students in relevant learning, and to encourage students to be deep thinkers. A debate is more than simply arguing. It has structure and rules that are designed to keep both sides calm.

From the explanation above the writer take the conclusion that four corners debates is a strategy requires students to work and think together. It is hoped will involving in teaching and learning by debating.

#### *The Step of Four Corners Debate*

According Bennett and Rolheiser (2001:18), teaching speaking through four corners debate was implemented as follows:

1. The teacher prepare a statement, issue or question
2. Label students' corners: Agree, Strongly Agree, Disagree, Strongly Disagree.
3. The students are given a specified period of quiet time in which to make up their minds.
4. Students then report on their reason from each corner.

### **3. HYPOTHESES TESTING**

In this study there are two hypotheses: the null hypothesis (Ho) and the alternative hypothesis (Ha).

H0: The null hypothesis (Ho) stated that it was not effect four corner debate toward students' speaking skill. In summary, four corner debate strategies can help students more active in using English specially in speaking skill.

Ha: The alternative hypothesis (Ha) states that it was effect four corner debate toward students' speaking skill. In summary, four corner debate strategies can help students more active in using English specially in speaking skill.

The hypotheses were tested by using empirical data. The result of the matched t-test was compared to the coefficient of critical value of t-table. The sample of this study was based on the degree of freedom (df) it is 29 (30-1). The coefficient of critical value of was based on t-table for the significance level of 0.05. If the result of the  $t_{obtained}$  was higher than or exceeded t-table (1.697), the null hypothesis is rejected and consequently, the alternative hypothesis is accepted for the significance level of 0.05.

#### 4. RESEARCH METHOD

##### *Research Design*

In this research, the writer applied a quasi experimental method with one group pre-test post-test design. Isaac and Michael (1984:14) state that "a quasi experimental is to approximate the condition of all relevant variables and involved in the experiment. In doing this study, the writer used one group pre-test and post-test design. In other words, it does not use two groups, but only one group or one class. The diagram of one group of this design is as follow; (see Hatch and Farhady, 1982:64).

**Table 1. One Group Pretest-Post-test Design**

Groups	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>

According to Charles, C.M in (Latief, 2012:11), variable is characteristics that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure. There are two variables to be involved in this study, the independent variable and dependent variable. The independent variable is the major variable to be investigated. It is variable that will be selected, manipulated, and measured by the researcher. On the other hand, the dependent variable is what the writer observes and measures to determine the influence of independent variable, the independent variable of this research will use Four corners debate which the subjects belong the experimental group. On the other hand, the dependent variable is the students' speaking skill by using Four Corner Debates.

##### *Pouplation and sample*

Richards, et. al. (1992:223) state that the population is any set of items, individuals etc. which share some common and observable characteristics and from which a sample can be taken. In addition, according to Arikunto (2006:108), population is the whole subject of investigation. The population of this study was all of all the second semester of english education program.

McMillan (1992:60) states that sample is the group of elements, or a single element from which data are obtained. It is smaller number of elements that have been selected for the study from the total number of element contained in population. The sample of this investigation, the writer use the purposive sampling that consist of 31 students.

*Technique for Collecting the Data*

The writer collected the data by using oral test that was given twice, pre-test and post-test. Pre-test was used as the starting point of the investigation. The post-test was given after treatment activity. In the pre-test and the post-test, the writer used oral test. The students were asked to present speaking test. The writer records students' speaking.

*Technique for Analyzing the Data*

To analyze the data, the writer used four technique bellow: 1). individual score, 2). Comparison to Minimum Mastery Criteria, 3). The Normality Test, and 4). Matched t-test.

*Individual Score*

To analyze the data the student's speaking score were obtained based on six aspects of speaking in the scoring scale. They were: Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Task Completion. The following table shows scale of speaking score categories.

**Table 2. The Standard of Speaking Skill**

Speaking component	Score
<b>Grammar</b>	<b>5</b>
<b>Pronunciation</b>	<b>5</b>
<b>Vocabulary</b>	<b>5</b>
<b>Fluency</b>	<b>5</b>
<b>Comprehension</b>	<b>5</b>
<b>Task Completion</b>	<b>5</b>
<b>Total</b>	<b>30</b>

To get individual score, the following formula was used:

$$IS = \frac{SO}{TS} \times 100$$

IS : Individual Score

SO : Score Obtained

TS: Total Maximum Score is 30

*The Normality Test*

To prove the data obtains are normal, the writer calculated normality of the test either in the pre-test. The normality of the data are often tests in ferential statistics analysis for one until more than one sample group. It is as sums that the normality of the data become requisite to determine what kinds of statistics used in analyzing the next data. And the writer show the students' data of the pre-test in speaking score.

The normality of the data estimats by Subana and Sudrajat (2005:161). The following is normality distribution formula (Chi Square)

$$\chi^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

Where :

**O<sub>i</sub>** = the Observation Frequency

**E<sub>i</sub>** = the Expertise Frequency

*4.4.3 The Matched t-test*

To score between the students' achievement in pre-test and post-test, the match t-test is applied (see Hatch and Farhady, 1982:96).

$$t = \frac{\bar{X} - \mu_0}{SD}$$

Where:

- $t$  : T-obtained
- $X_1$  : The students' Mean Score in the Post-Test
- $\mu_0$  : Minimum Mastery Criteria
- $\overline{SD}$  : The Standard Errors of Differences

(Source: Hatch and Farhady, 1982:116)

The formula of  $\overline{SD}$  is:

$$\overline{SD} = \frac{SD}{\sqrt{n}}$$

Where:

$\overline{SD}$  = Standard Errors of Difference

SD = Standard Deviation

n = Number of Students

Where the formula of SD is:

$$SD = \frac{\sqrt{\sum D^2 - (1/n)(\sum D)^2}}{n-1}$$

SD = Standard Deviation

D = the differences of mean before and after treatment

n = Number of Students

## 5. FINDINGS

The following were some findings of this study; they were (1) the result of Pre Test, (2) the the result of post-test, (3) the result of normality testing, and (4) the result of the matched t-test calculation between the students average scores in the pre-test and those in the post-test,

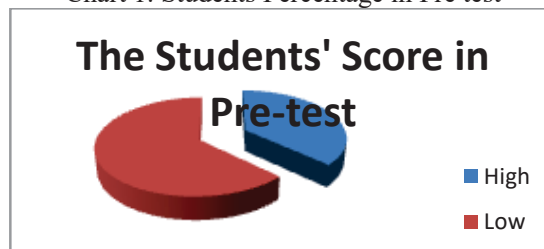
### *The Students' Score in the Pre-Test*

According to Brown (2004:172-173) the criteria of scoring for speaking skill can be divided into six components; 1) grammar, 2) vocabulary, 3) comprehension, 4) fluency, 5) pronunciation, and 6) ask completion.

The result of pre-test calculation revealed that the highest score was 83.33 which was obtained by 5 students and the lowest score was 33.33, which was reached by 1 student. Finally, it was found out that the average score of pre-test was 65.05. This average score was considered "low" qualification. Having comparison the students' score to criterion of students valu, the writer categorized that there were 11 students who were included in "high" qualification. However, there were still 19 students who were included in "low" qualification.

In order to make the students' qualification become eligible, then the writer formed the qualification into percentages. The following chart shows the students' percentage categories:

Chart 1. Students Percentage in Pre test



Referring to the percentage of the students' score above, it is shown that there were 11 students (36.67%) who were included in the "high" qualification, in contrary, there were still 19 students (63.33%) who were included in the "low" qualification. It was noted that the students' average score was 65.05. It means that the average of students ability of the speaking English still low qualification.

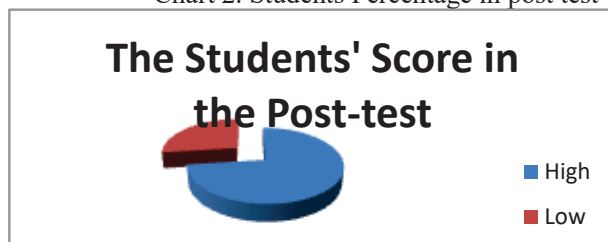
#### *The Students' Average Score in the Post-Test*

Accordinh to Brown (2004:172-173), the criteria of scoring for speaking skill can be divided into six components; 1) grammar, 2) vocabulary, 3) comprehension, 4) fluency, 5) pronunciation, and 6) task completion. In addition, in this research, the writer also used inter-rater in analyzing the data.

The result of post-test calculation shows that the highest score was 90 which was obtained by 1 student and the lowest score was 35, which was also obtain by 1 student. As a result, it was found out that the average score of post-test was 77.11. Furthermore, the average score of the pre-test was 65.05. This average score of prst test was considered "high" qualification. Having comparison the students' score to criterian of students value, the writer categorized that there were 22 students who were included in "high" qualification. However, there were still 8 students who were included in "low" qualification.

In order to make the students' qualification become eligible, then the writer formed the qualification into percentages. The following chart shows the students' percentage categories

Chart 2. Students Percentage in post test



Referring to the percentage of the students' score above, it is shown that there were 22 students (73.33%) who were included in the "High" qualification, in contrary, there were still 8 students (26.67%) who were included in the "low" qualification. It was noted that the students' average score was 77.11. It means that the average ability of the students in speaking skill was "High" qualification.

#### *The Result of Normality Testing*

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It is assumed that the normality of the data become a requisite to determine what kinds of statistics was used in analyzing the next data. And the writer would like to show the students' data of the pre-test in speaking mastery.

#### *The Normality of Pre-test*

Before calculating the normality, the writer found that the highest score was 83.33, which were obtained by 1 student, and the lowest score was 33.33, which were obtained by 2 students. Based on the calculation of normality in the pre-test, the writer find out that  $\chi^2_{obtained} = 1.813$  with degree of freedom (df) = 5 (6-1). Since level is 95% (0.05), and the  $\chi^2_{table} = 11.070$ . The data were normal, because  $\chi^2_{obtained} < \chi^2_{table}$ .

#### *The Normality of Post-test*

Before calculating the normality, the writer found that the highest score in the post-test was 90, which was obtained by 1 student, and the lowest score was 43.33, which were obtained by 1 student as well. Based on the calculation of normality in the post-test at appendix 8, the writer find out that

$\chi^2_{obtained} = 10.0921$  with degree of freedom (df) = 5 (6-1). Since level is 83.33% (0.05), and the  $\chi^2_{table} = 11.070$ . The data were normal, because  $\chi^2_{obtained} \leq \chi^2_{table}$ .

#### *The Result of the Matched t-test Calculation*

Based on the students' score obtained both in the pre-test and those in the post-test, the writer calculated the matched t-test to find out whether or not it was significantly effective Four Corners Debate Toward Students' Speaking Skill of the Second Semester at English Education Program STKIP PGRI Lubuklinggau.

By using the students' score that the writer got in the pre-test and those in the post-test the writer found that the result of matched t-test for the whole class was 3.90. Meanwhile, the critical value of 83.33% (30-1) significance level was 1.697. It means that the t-obtained (3.90) exceeded the t-critical value (1.697).

From the appendix 9 can be seen the comparison between the score of pre-test and post-test, it was found that the number of students (N) was 30, and the writer difference between the scores of the pre-test and post-test ( $\sum D$ ) was 235.33, the scores in quadrate ( $\sum D^2$ ) was 1403.62. Then, the writer tried to find out the number of standard deviation (SD),  $\overline{SD}$ , and  $t_{obtained}$ , can be seen in the appendix 10.

it was found that t-obtained was 3.90. The critical value of the t-table was 1.697. With the significance of 0.05 for df=29 (30-1). So, the t-obtained was higher than the coefficient of t-value in the t-table. It means that the alternative hypothesis (Ha) which was stated that it was effective Four Corners Debate Toward Students' Speaking Skill of the Second Semester at English Education Program STKIP PGRI Lubuklinggau was accepted and the null hypothesis (Ho) was rejected.

## **6. DISCUSSIONS**

Based on finding above, the writer interpreted that after doing this research by Four Corners Debate, the students' achievement were increased. It can be seen from the difference between the students' score before treatment and after treatment. Before treatment, the students' average score was 65.05, while the students' average score after treatment was 77.11. In the pre-test the students still did some errors in accuracy, fluency, and comprehensibility. Since they did not know how to speak English well, they still used ungrammatical sentence, but after the writer gave treatment using Four Corners Debate, the students could minimize their errors; especially they could teach their speaking skill and express their ideas in guest handling material.

Based on the result of the test given to the students, it was found that : First, Four Corners Debate was proved as a strategy that can teach speaking achievement of the experimental group. This strategy involved the students to share their information. Furthermore, the students experimental group or the sample had been guided to teach their speaking by using enjoyable activity. Second, the students' treatment happened because students had much time, and fun to practice their English with friends through the Four Corners Debate. This opinion was also supported by Suyatno (2009:69) that stated Four Corners Debate as students in teaching and learning activities with this strategy, students share information at the same time. This strategy can be used in some subjects, such as social sciences, religion, mathematics, and language. Learning materials are most suitable for use with this strategy is a material that requires the exchange of experiences, thoughts, and information between students.

Lie (2008:67-68) states that there are advantages of this strategy. First, there is a clear structure and allows students to share with a different partner with a brief and orderly. In addition, students work with fellow students in an atmosphere of mutual help and have many opportunities to process information and improving communication skills. Third, Four Corners Debate can be used for large levels of students.

Furthermore, the students also had been given the chance to express what they think. This condition facilitated them more active in speaking English. According to Bonwell, & Eison, (1991:2), Active learning is any class activity that "involves students in doing things and thinking about the things they



are doing", so that active learning activities may help the students to increased their skill. Besides, that the students who frequently experience active learning in their classes may also have more time available for participation in learning process because they feel have fun and that they are able to spend less time on course preparation and studying for examinations. In addition, active learning activities may directly influence social integration with their classmate.

Finally, the writer also noticed that the students' skill in speaking increased because the students enjoy in studying English and they did not feel bored in learning speaking because of the Four Corners Debate. In other sides, the students also can express their idea, and give their opinions of the problems that might attract them.

The differences between the score of pre-test and post-test showed that Four Corners Debate has; positive effect towards the students speaking ability. in teach speaking skill could also be proved from the result of matched t-test calculation, since the writer got the data from pre-test and post-test, then the writer calculated the matched t-test and the writer found that the coefficient of t-obtained 3.90. It exceeded the coefficient of t-table (1.697) for significance of 0.05 for  $df=29$  (30-1)

Shortly, based on the discussion that had been elaborated above, it can be inferred that the students can share information, keep their mutual friendship, enjoy the activities while speaking like Four Corners Debate, and can give

## 7. CONCLUSION

The writer concluded that it was effective Four Corners Debate Toward Students' Speaking Skill of the Second Semester at English Education Program STKIP PGRI Lubuklinggau. It can be proved by the significant difference between the two means of scores both in the pre-test and post-test. The students' average score in the pre-test was 65.05 and the students' average score in the post-test is 77.11. It means that there was significant difference between the students' ability in speaking after they had been taught by using Four Corners Debate.

Moreover, the different scores between the pre-test and post-test was found through the matched t-test calculation. Based on the statistical analyses, as described in chapter IV, the writer found out that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected since the result of the calculation of the matched t-test was higher than the t-critical value. The t-obtained was 3.90, it was in fact higher than 1.697 as its critical value.

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