The Effect of English Debate on Increasing Communication Skill

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Abstract

The Problem in this research students who have learnt English for six or more years are not as succesfull as the government expects especially in communication. This study intended to understand the impact of Debate in English on improving communication skills, especially oral communication. The type of this research was an experimental study with a pre-experimental design using one-group pre-test-post-test. The population in this research was 60 people divided in to two groups they were experimental and control groups and consisted of 30 people. The data were collected by using observation technique and documentation technique Many studies have reported how practical debate-based English learning activities are in improving overall English. The author found few results of studies that tried to understand the impact of debate-based English training and learning methods on improving and strengthening verbal communication skills. For this reason, we experimented with one of the study groups to prove the extent of the impact of debate-based learning in English and the improvement of communication skills. Our simple step is to experiment by designing the study into two groups; the first is the treatment group, and the other is the control group. We carried out this experiment with two classes of English students at the South Tapanuli educational institute. We have done a series of pretests in both groups.After seven face-to-face meetings for the next treatment class, at the eighth meeting, we gave a final test, also called a posttest, for both groups of students. We have carried out a series of data analyses, and surprisingly the treatment group has a very significant impact compared to the control group. In other words, there has been a change in improving oral communication skills in treating students. The hypothesis testing was done to demonstrate the outcome of the analysis. The null hypothesis was rejected in this example because t0 (3.14) was more significant than the value of the t-table from the table at the significance level of 0.05. (2.000). Consequently, the idea that English discussion significantly influences improving communication skills was developed. This was proven in this study. Hopefully, these findings will contribute new ideas to improving English learning with the discharge activity approach.

Keywords: Impact, English Debate, Improvement, Communication Skills

Abstrak

Penelitian ini bertujuan untuk memahami dampak Debat dalam Bahasa Inggris terhadap peningkatan keterampilan komunikasi, khususnya komunikasi lisan. Jenis penelitian ini adalah penelitian eksperimen dengan rancangan pra-eksperimen menggunakan one-group pre-test-post-test. Populasi dalam penelitian ini adalah 60 orang yang dibagi menjadi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol yang berjumlah 30 orang. Data dikumpulkan dengan menggunakan teknik observasi dan teknik dokumentasi Banyak penelitian telah melaporkan bagaimana kegiatan pembelajaran bahasa Inggris berbasis debat praktis dalam meningkatkan bahasa Inggris secara keseluruhan. Eksperimen ini kami lakukan dengan dua kelas siswa bahasa Inggris di lembaga pendidikan Tapanuli Selatan. Kami telah melakukan serangkaian pretest pada kedua kelompok. Setelah tujuh pertemuan tatap muka untuk kelas perlakuan selanjutnya, pada pertemuan kedelapan, kami memberikan tes akhir, disebut juga posttest, untuk kedua kelompok siswa tersebut. Kami telah melakukan serangkaian analisis data, dan secara mengejutkan kelompok perlakuan memiliki dampak yang sangat signifikan dibandingkan dengan kelompok kontrol. Dengan kata lain, telah terjadi perubahan peningkatan keterampilan komunikasi lisan dalam memperlakukan siswa. Pengujian hipotesis dilakukan untuk menunjukkan hasil analisis. Hipotesis nol ditolak dalam contoh ini karena t0 (3,14) lebih signifikan daripada nilai t-tabel dari tabel pada taraf signifikansi 0,05. (2.000). Akibatnya, gagasan bahwa diskusi bahasa Inggris secara signifikan mempengaruhi peningkatan keterampilan komunikasi dikembangkan. Hal itu terbukti dalam penelitian ini. Semoga temuan ini akan menyumbangkan ide-ide baru untuk meningkatkan pembelajaran bahasa Inggris dengan pendekatan kegiatan pelepasan.

Kata Kunci: Dampak, Debat Bahasa Inggris, Peningkatan, Keterampilan Komunikasi

INTRODUCTION

A language is an essential tool of communication for human beings in their life. They cannot survive without the presence of language and cannot be separated from other aspects of human activities (Sirbu, 2015). By using language, we can communicate with other people from other countries. Language is primarily human and non-intrinsic in communicating ideas, emotions, and desires through voluntarily produced symbols. Language is the best means of self-expression, emotion, and feelings. Though they store knowledge, transmit massage, transfer knowledge and expression (Sharma, 2021).

When studying English, students must acquire the four-language skills hearing, reading, speaking, and writing. Because English is often taught from the primary level of school and beyond, it is expected that students would be able to utilize it in simple, oral, or written communication as the foundation for further study (Leong & Ahmadi, 2017). A channel of communication is required to make the encounter productive because communication plays a significant part in expressing some ideas, feelings, thoughts, and objectives (Göktürk ET AL., 2020). As a result, it does not appear easy to engage without utilizing communication. For example, a teacher and students in the classroom communicate to carry out a teaching-learning process, a seller and buyer at the market also communicate to process some matters, and executives in the office communicate in making interaction. So, communication is not separated from human life (Guirdham & Guirdham, 2017).

However, students who have studied English for six or more years are less effective than the government anticipates, particularly in communication. That is why most students need help to interact well. Interaction can be successfully done if good communication between the speaker and the heater exists. Interaction in the communication process is significant in the learning and teaching processes (Aziz & Kashinathan, 2021).

English Debate will give a contribution to communication. English Debate can encourage the student's motivation to communicate in class (Bsharat & Barahmeh, 2020). Therefore, the teaching-learning process can be successful. Bean & Melzer (2021) declares that the debate discipline has three objectives: (1) The discipline of critical thinking has three goals: (1) the development of critical thinking and reasoning abilities; (2) academic progression of development; and (3) the promotion of communication skills for young children, with a concentration on the development of oral communication skills. To increase students' communication skills, the teacher can apply English Debate by inviting them to debate their arguments, opinions, or ideas directly in English (Corbett, 2022). In this case, English Debate always motivates the students to communicate well. As a result, when teaching speaking, the instructor and the pupils may be more engaged in expressing their ideas or opinions, This indicates that English discussion can provide appropriate solutions for teachers and students to ensure the success of their education (Alharbi, 2015). The application of the debate method in the learning process has changed students and has a positive impact. For example, students belonging to the experimental group showed higher scores in grammar and vocabulary. This is in line

with previous research where there was an increase in linguistic aspects after learning by utilizing debate techniques (Widarmana et al., 2015; Zainuddin, 2018). In addition, students are encouraged to participate in class because students conduct debates. They seemed enthusiastic in discussion sessions, motivated to win debates, and active in their groups. The debate can increase student involvement in the learning process and respect differences and tolerance of other people's points of view (Musfirah, 2019; Pradana, 2017). The study also found that students' involvement in class increased as they became more enthusiastic and enjoyed teamwork activities. Tianame et al. (2019) mention that in addition to improving critical and problem-solving skills, using debate can also improve collaborative skills.

The purpose of this study was to see the improvement of students' English speaking skills. Therefore, the writer is interested in researching teaching speaking English through the application of the debate method.

METHOD

The purpose of this study was to determine the influence of discussion in English on enhancing communication abilities, particularly oral communication. Numerous researches have shown that practical debate-based English learning activities improve overall English proficiency (Kumar, 2021). The author discovered limited findings from research that attempted to comprehend the influence of debate-based English instruction and learning techniques on enhancing and strengthening verbal communication abilities. The study was carried out utilizing an experimental design. That indicates there were two groups, experimental and control (Hamadameen & Najim, 2020). The experimental group received treatment via employing English Debate, whereas the control group received treatment by memorizing the conversation. The research design may be summarized as follows (Muhassin et al., 2021).

Table 1. Study Design

No	Groups	Pretest	Treatment	Posttest
1	X	√	√	√
2	Y	√	-	√

The research design is described in the table above. The letters X and Y represent the experimental and control groups, respectively. Before the therapy, both groups were given a pretest (Achen, 2021). The experimental groups were treated with English Debate, while the control group did not receive therapy. Students were asked to remember the conversation to improve their communication abilities. The posttest is administered to both groups following the treatments (Hussain Al-Qahtani, 2019).

The Test's Validity and Reliability

The extent to which the outcome of an evaluation technique suited its intended purpose was referred to as validity. So, the validity of a test is the degree to which it measures what it is supposed

to measure (Loewenthal & Lewis, 2018). In this study, the following formula may be used to determine the validity of the test.

$$R^{xy} = \frac{\sum XY - \frac{\sum X.\sum Y}{N}}{\sqrt{\left\{\sum X^2 - \left(\frac{\sum X^2}{N}\right)\right\}\left\{\sum Y^2 - \left(\frac{\sum Y^2}{N}\right)\right\}}}$$

Where:

R_{xy}: reliability of the test

$\sum X$: sum of the score of X

$\sum Y$: sum of the score of Y

$\sum XY$: the total sum of X and Y

$\sum X2$: sum of quadrant score of X

$\sum Y2$: sum of quadrant score of Y

     N: total sample

Based Arikunto (1993: 230) states that:

0.0   - 0.20: no correlation

0.21 – 0.40: low correlation

0.41 – 0.60: fair correlation

0.61 – 0.80: high correlation

0.81 – 1.00: complete correlation

The Test's Dependability

One of the hallmarks of good testing was reliability. It was referring to the measurement's consistency. The test's internal consistency reliability was chosen in this study since it reflected the consistency of test scores across different parts of the exam. According to Best (1981: 154), dependability is the attribute of consistency that the instruments of procedures display throughout time. It was consistent in its determinations (Nguyen, 2018).

Moreover, Tinambunan (1988: 13) defined dependability as the constancy of test scores. As a result, it is determined that dependability is defined as the consistency of test measurement outputs across various persons and times. So, to obtain the reliability of the test, the researcher used Kuder Richardson formula 21 as follows (Sürücü & MASLAKÇI, 2020):

$$(KR_{21}) = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K.S^2}\right]$$

Where: K is the number of questions

       M : is the Mean of the test score

       S : is the Standard Deviation

Morsi et al. (2018) states that:

0.0 – 0.20: empty

0.20 – 0.40: low

0.40 – 0.60: fair

0.60 – 0.80: good

0.80 – 1.00: very good

The Instruments of the Research

The data collection instruments were a test. The test was of the conversational variety. The teacher instructed the pupils to generate a discourse by displaying the Debate over Indonesia's Election Day. In this instance, the pupils were divided into groups (Haseski & 2019). Each group comprised five students, comprising six experimental and control groups. This exam was administered as a pre and posttest. A pretest and a posttest were administered to each group of pupils.

Pretest

A pretest is performed to determine the homogeneity of the sample, and the results are accessible to organize the group as desired. The purpose of the pretest is to determine each student's ability in the experimental and control groups before treatment (Sailer & Homner, 2020).

Teaching Procedures

The experimental and control groups were taught the same material but received different treatments. It means that in the experimental groups, communication skills were increased by utilizing English Debate, but in the control groups, communication skills were increased by remembering the conversation (Kaleli, 2020). The therapy was administered in 5 (five) appointments, which included a before and posttest. Each gathering had a different theme. The following table shows the issues that were discussed:

Table 1. Teaching procedure based based Debate

Experimental group	Controlled group
Pretest The teacher gave a conversation to the students to test.	Pretest The teacher gave a conversation test to the students
Treatment 1 Step1. The teacher asked the students to show their arguments about *improving their English.*	Step 1. The teacher gave a mini dialogue entitled *improve our English*
Step 2. The teacher made two groups Debate and showed their argument. Step 3. The teacher asked the groups to debate to express their own ideas or opinion to influence the hearers by showing some	Step 2. The teacher asked the students to memorize the dialogue individually. Step 3. The teacher asked the students to share information about the dialogue by conversing with their member group.

arguments.	
Treatment 2	
Step 1.	Step 1.
The teacher requested the pupils to present their ideas for why they should be good teachers.	The teacher gave a mini dialogue entitled *to be a good teacher*
Step 2.	Step 2.
The teacher made two groups debate to show their argument.	The teacher asked the students to memorize the dialogue individually.
Step 3.	Step 3.
The teacher asked the group debate to express their ideas or opinion to influence the hearer by showing some arguments.	The teacher requested the pupils to express themselves on the Debate by conversing with their member group.
Treatment 3	
Step 1.	Step 1.
The teacher requested that pupils present their reasoning for receiving the scholarship.	The teacher gave a mini dialogue entitled *getting the scholarship.*
Step 2.	Step 2.
The teacher made two groups debate to show their arguments.	The teacher asked the students to memorize the dialogue individually.
Step 3.	Step 3.
The teacher asked the groups to debate to express their ideas or opinion to influence the hearer by showing some arguments.	The teacher requested the pupils to express themselves on the Debate by conversing with their member group.
Posttest	Posttest
The teacher gave a conversation to the students to test.	The teacher gave a conversation test to the students
	(Zein et al., 2020).

Posttest-Posttest

All subjects are given a posttest, similar to the pretest. After teaching the interpersonal persuasion approach (treatment), the posttest determines each student's aptitude. It signifies that the effect of therapy is more important in the experimental group than in the control group. The posttest result is precisely rectified.

Data Analysis

The researcher utilized the t-test procedure to determine the difference between pupils who were taught via English Debate and those who memorized the dialogue:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb - 2}} \frac{1}{Na} + \frac{1}{Nb}}$$

Where: Ma = the average of the experimental group
                        Mb = the average of the control group
                        da = the experimental score's standard Deviation
                        db = the Standard Deviation of control's
                        Na = the total number of experimental group samples
                        Nb = the total number of control group samples

RESULT AND DISCUSSION

The information came from the kids' conversation exam. The pupils' grades were determined by their vocabulary, correctness, pronunciation, and fluency. In this example, the researcher obtained the learners' scores after administering the posttest to the experimental and control groups. In the experimental group, the lowest pretest score is 25 and the highest is 75, whereas the lowest posttest score is 30 and the highest is 90. In this situation, the students' speaking scores are computed based on the oral exam scores, including vocabulary, accuracy, pronunciation, and fluency. In control groups reveals that the lowest score for the pretest in the control group is 25, and the maximum score is 75, whereas the lowest score for the posttest is 23, and the highest score is 80. By comparing student scores in pre and posttests from both groups, it is clear that there is a change in students' abilities after therapy. Additionally, the researcher used the t-test to determine scores. Its goal is to highlight the distinctions between the two groups. The following example shows how to use the formula.

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb - 2}} \frac{1}{Na} + \frac{1}{Nb}}$$

The Calculation of the Test

Deviation of the test (d) = posttest (T_2) – pre-test (T_1)

Deviation of the experimental group (da) = Deviation of the test – mean

Mean of the test =   Sum of Deviation

                                  Total number of the students

So, the Mean of experimental groups was:

$$Ma \quad = \frac{336}{30}$$

$$= 11.2$$

The Mean score of experimental group is 11.2.

Mb $= \dfrac{64}{30}$

   $= 2.1$

  The Mean of the control group is 2.1,based on the information on the calculation test, it is possible to conclude: Ma= 11.2   Mb= 2.1

da^2= 725.6   db^2= 231.2

Na= 30   Nb= 30

The researcher then used the t-test formula as follows:

$$t = \frac{11.2 - 2.1}{\sqrt{\frac{725.6 + 231.2}{30 + 30 - 2} \; \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{9.1}{\sqrt{\frac{494.4}{30 + 30 - 2} \, x \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{9.1}{\sqrt{\frac{49.4}{58} \, x \frac{2}{30}}}$$

$$t = \frac{9.1}{2.9}$$

$$t = 3.14$$

The Test's Validity and Reliability

Validity of the Test

Table 2. Validity of the Test

No	X	Y	X^2	Y^2	YX
1	65	70	4225	4900	4550
2	75	55	5625	3025	4125
3	75	60	5625	3600	4500
4	80	40	6400	1600	3200
5	75	80	5625	6400	6000
6	75	40	5625	6400	3000
7	65	70	4225	4900	4550
8	75	60	5625	3600	4500
9	75	65	5625	4225	4875
10	75	80	5625	6400	6000
11	70	70	4900	4900	4900
12	75	70	5625	4900	5250
13	70	80	4900	6400	5600
14	80	40	6400	1600	3200

15	80	60	6400	3600	4000
16	90	90	8100	8100	8100
17	70	75	4900	5625	5250
18	60	65	3600	4225	3900
19	60	60	3600	3600	3600
20	80	70	6400	4900	5600
21	65	60	4225	3600	3900
22	60	70	3600	4900	4200
23	80	75	6400	5625	6000
24	75	70	5625	4900	5250
25	60	65	3600	4225	3900
26	60	65	3600	4225	3900
27	85	80	7225	6400	6800
28	60	65	3600	4225	3900
29	60	70	3600	4900	4200
30	65	70	4225	4900	4550
Total	$\sum X =$ 2140	$\sum Y =$ 1990	$\sum X^2 =$ 154750	$\sum Y^2 =$ 140800	$\sum XY =$ 145546

From Table 1, it can be calculated the validity of the test as in the Following:

$$R^{xy} = \frac{\sum XY - \frac{\sum X . \sum Y}{N}}{\sqrt{\left\{\sum X^2 - \left(\frac{\sum X}{N}\right)\right\}\left\{\sum Y^2 - \left(\frac{\sum Y^2}{N}\right)\right\}}}$$

$$= \frac{145546 - \frac{2140 \ x \ 1990}{30}}{\sqrt{\left\{154750 - \left(\frac{2140^2}{30}\right)\right\}\left\{140800 - \left(\frac{1990^2}{30}\right)\right\}}}$$

$$= \frac{145546 - \frac{4258660}{30}}{\sqrt{\{154750 - 50879689\}\{140800 - 43996689\}}}$$

$$= \frac{145546 - 141953.33}{\sqrt{\{154750 - 50879689\}\{140800 - 43996689\}}}$$

$$= \frac{133592.67}{\sqrt{\{-50724939\}\{-43855889\}}}$$

$$= \frac{133592.67}{160955.02}$$

$$R^{xy} = 0.83$$

Based on the result of the Calculation, the validity of the test was 0.83. it was categorized as a complete correlation. It was related to Arikunto (1993:230) states that:

0.0 – 0.20: no correlation

0.21 – 0.40: low correlation

0.41 – 0.60: fair correlation

0.61 – 0.80: high correlation

0.81–1.00: complete correlation

Reliability of the Test

The test's reliability was determined using the Kuder-Richardson formula 21. The reliability computation is presented below to determine the test's dependability.

K=20   M=77.3   S=63.8

$$(KR_{21})r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K.S^2}\right]$$

$$= \frac{20}{20-1}\left[1 - \frac{77.33(20-77.33)}{20(63.8)^2}\right]$$

$$= \frac{20}{19}[1 - 0.17]$$

$$= 1.05 \times 0.83$$

$$= 0.87$$

The computation revealed that the test's coefficient dependability is 0.87. This coefficient was quite good. It was linked to Arikunto (2003:75), who stated:

0.0 - 0.20: empty

0.20 – 0.40: low

0.40 – 0.60: fair

0.60 – 0.80: good

0.80–1.00: very good

The hypothesis testing was done to demonstrate the outcome of the analysis. The null hypothesis was rejected in this example because t0 (3.14) was more significant than the value of the t-table from the table at the significance level of 0.05. (2.000). Consequently, the idea that English

discussion significantly influences improving communication skills was developed. This was proven in this study.

Based on the data, it was discovered that there was a substantial influence on the students' success taught via English Debate rather than memorizing the dialogue in enhancing communication abilities.

CONCLUSION

After analyzing the data, the following conclusions can be drawn about the study:

1. English Debate helps students improve their ability to speak English fluently. It encourages students to speak or express their opinions freely and fosters better teamwork, enhancing critical, logical, and democratic thinking.

2. English Debate has some effects on improving communication skills. These are:

    a. To encourage students to be more involved in teaching speaking in the classroom;

    b. To improve the students' ability to speak fluently;

    c. To inspire students to be brave enough to speak up;

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