

DEVELOPING TEACHING MATERIAL FOR DEBATE ACTIVITY IN SPEAKING CLASS

Sherly Citra Putri

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia

Email: sherlycitraputri@gmail.com

Abstract

The aim of this study was to develop teaching material for debate activity in speaking class. The design of this research was Research and Development (R&D). The subject of this research were 27 students in 4th semester of English Department, Teacher Training and Education Faculty in Mayjend Sungkono University. The procedure of developing the teaching material for debate activity in speaking class was done through some steps adapted from Borg and Gall (1989). There were need analysis, material development, expert validation and revision, try out and revision, then product finalization. The researcher developed teaching material for debate activity in speaking class based on the interview to the lecturer and questionnaire to the students. The result of the interview and questionnaire was used to develop teaching material for debate activity in speaking class before having validation from the experts. The material developed by adapting debate guidance from debate seminar and workshop, also from debate database book and guidance. The researcher added some parts of debate scripts examples, motion bank and debate website tournaments. There were 2 experts as validators. The first expert focused on the content of the product. The second validator focused on layout and the application of the product. After getting the validation and suggestions from both experts, the researcher revised the product.

Keywords: developing teaching material, teaching speaking, debate

INTRODUCTION

Preliminary observation with the lecturer revealed that even if the student's competence in speaking well enough, they have lack of confidence in expressing their idea and speechless moments. English Department students in Mayjend Sungkono University of Mojokerto faced particular cases whereas the students have good potential in speaking skill but not confident, hesitated to speak, and lack of idea. The lecturer need innovative teaching materials for debate in speaking class to ease the students apply debate technique and improve their speaking skill. Meanwhile, there was not complete, detail and specific teaching material for debate activity to be applied. This research would propose teaching material for debate activity in speaking

class. This research product would be in the form of debate material for the teacher to be applied to the students in speaking class. It would provide the format of debate and how to perform a debate. The significance of this research findings would give contribution in teaching debate for speaking class.

Researches reported the successful story of applying debate to improve student's speaking skill. Commonly they applied it in term of Classroom Action Research and took the material from different types of sources. They faced classical common problems in speaking activity such as student's speaking skill was low (Cahyono, 2009), the students reluctant to speak because they afraid of making mistakes and failing to find suitable words to express their thought (Mintowati, 2010). Along with those research reports, the same condition happens in speaking class students of English Department in Mayjend Sungkono University of Mojokerto.

Brimble (2011) state debating is a form of communication in which two opposing arguments are tested through public discussion. This can range from informal discussions to formal international competition. Debating has been a popular and important activity in all societies, from Ancient Greece to modern Parliaments, and remains a critical tool for citizens in a participatory democracy. Suyanto (2007 : 29) writes debate is defined as a discussion involving opposing points, the "pro" side and the "con" side. Debate is defined as a formal contest of argumentation in which two opposing teams defend and attack a given proposition.

The syllabus of Speaking 3 course has been set up especially in eight meetings to get to know well about debate system and apply it effectively. So, the objective of this research was to develop teaching materials for debate activity within eight meetings in speaking class.

METHOD

This research takes Research and Development (R & D) as its type since the aim of this research was to develop teaching material for debate activity in speaking class. According to Latief (2014: 173), Research & Development is a research design aimed at developing educational products like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. The need analysis was taken from guided interview data. It explored the specification of the product that would be developed. The validation took two experts in content and application of this product. The tryout has been conducted in speaking 3 course for 4th semester students in English Department of Mayjend Sungkono University. The revision has been done after the experts gave their opinion toward the product. The final product was in term of teaching material for debate activity in speaking class along with its syllabus and lesson plan for eight meetings.

RESULTS

The final product was consisted of eight main topics, basic knowledge and additional information about debate. Basic knowledge about debate discussed about the debate system, debate format, room mapping, and structure of debate speech (argumentation, rebuttal, reply speech, POI). Some of the criteria of teaching material for debate activity in speaking class were consisted of the debate systems, speakers' roles in debate, example of debater's script, adjudication, example of adjudication script, argumentation arrangement, motion bank and debate tournament website. It was also added by real picture of the debate format and performance, debate room mapping, mind mapping and debate tournament flyers. The debate system information was adapted from debate association. The time allotment was reduced from seven minutes for substantive speech became five minutes and five minutes for reply speech became three minutes. It was done because the time allotment in speaking class was only ninety minutes. In fact, the whole processes of debate round spend more than an hour and a half. The researcher also developed debater's script that more simple and easier for the students rather than the ones in database debater.

DISCUSSION

This research product mainly has different aspect and content compare to the other book about debate. While another book focus on debate speech structure and some theory about the debate system, this product added those previous parts with some detail and specific components. There where debater's main roles along with the speech template and example, additional information and knowledge about the adjudication, coaching and committing debate tournament.

CONCLUSION

This product has strength on its specification. One of the strength of this product was it provided by information for adjudicator, debate coach, and also committee of debate tournament. It also was provided by mind mapping of the motion, motion bank as independent exercise, and debate event information. Those things were never been found in previous or other product of debate material.

One of the weaknesses of this product was it needed more detail instruction and examples about the motion breakdown. The consideration of putting general instruction for each meeting and topics was to give wide opportunity for the user to apply the debate indoor and outdoor or for any situations that could be happened as like competition preparation or extensive debate practice. The application of this

product needed more time and chance for the students to have practices. This research was limited to specific subject of research which had many specific conditions too. Future research could expand the media into digital or software whereas the user could learn debate easily by using certain application.

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