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ԹԵՄԱ՝ Debate as a Means of Developing Communicative Skills

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ABSTRACT

The article considers general tendencies in world and national education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language at school.

The article views some essential issues of this competence including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behavior.

Speaking skill plays an important role in communication. Speaking skill is needed not only in our daily language, also we need it to use it using an international language. Speaking skill is not easy, especially for vocational high school. In addition, teacher needs to find the solution to help the students to master of it. Teacher should be creative and use elective strategy that still can supervise students individually, so students can learn and teacher can focus on the students even though in a group. To keep students from boredom while improving their speaking skill, teacher can use a small group debate in learning to invite students to talk more and critics more. Small group discussion is one of way for teacher and students to use it while the students learn how to improve their speaking skill and teachers easily to focus on students and help the teacher to give feedback for students individually.

This research aimed to identify students' improvement on their speaking mastery after learning using small group discussion in the classroom. The participant of this study is students of high school. Data gathered through questionnaire. The result of this research that using small group discussion in improving speaking skill to be effective, because in small group students more confidence to deliver their idea than criticize to think and matches the characteristics of children as learners.

Keywords: communicative skills, debate, teaching foreign language small-group discussion, speaking skill, teaching strategy.

INTRODUCTION

Speaking skill is one of the most important communication skills in the world. People use it to convey important information about another person. If we speak English in particular, when we need to communicate with other people in another country, we need to learn and use it. Teaching speaking is important for students to teach language skills in school so that they can improve their skills in the future. They learned to express something with their friends. This is the most important way for them to establish relationships with some foreigners in this era of globalization. Listening is about understanding, understanding what others are saying and self-expression are about using language to express thoughts and feelings, including responding to spoken language. English occupies a very important position in almost all areas of life: business, trade, learning, tourism, etc. Argawati (2014) states that speaking is an activity used by someone to communicate with others. Meanwhile, Mart (2012) defines speaking is being capable of speech, express or exchange thoughts through using language.

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. By speaking, students can share information, expressing their ideas and their feeling. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication. Imam Fauzi (2017) stated that active speaking abilities can be developed gradually through the correctness and efficacy of listening skill. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.

However, their difficulties in using a foreign language alongside their native language, their feelings of shyness and fear in participating in an English conversation, or even problems arising from teachers who do not frequently speak English in the classroom are all common issues. Moreover, speaking skill goals could not be reached if there are not any treatments. So, to solve those problems, teachers must be able to find out the solutions. To promote this skill, Celce (2001) said that discussion, debates, speeches, role-plays, conversation, and

another accuracy –based activities can be implemented to increase students speaking skills. In this research I have used small group discussion debate to help students to increase students possess communicative and functional in speaking skill using English. As stated by Brown (1994) speaking skill can be practices when students have a class work in the class. Therefore, the goal of small groups is to promote student cooperation and communication for educational reasons, as well as to provide a social setting for individual investigation and involvement.

Hamer (2001) stated that some of pair work is not sufficient, and that in some occasions, work pairs is not works well. So, regarding to this case, small group debate can help the teacher to organize them in teaching language activity through groups story or role play. Similarly, Hammer (1998) asserts that in small group discussion, students have a lot of opportunities where students can express their opinions, ideas and the interaction between them can build without realizing them to discuss the material together. Expressing their ideas without embarrassing can develop their ability because students will learn how to complete the task by sharing and correct the ideas form one student to other students (Ur. 1996). Moreover, Individual elements such as

1. topical knowledge,
2. incentive to talk,
3. instructor feedback during speaking activities,
4. self-confidence,
5. pressure to perform well, and
6. time for preparation influence interaction tactics, according to Lalu Bohari (2019).

Taking into account the aforementioned factors, students' speaking skills are developed based on aspects of struggle to make such as pronunciation, structure, vocabulary, content, and fluency. Small-group debate is a teaching method in which teacher divide the class into groups. Each group can consist of four to five students. The students divided into groups, sat opposite each other, and talk freely. This situation creates free communication and students can use their language freely in class without hesitation. In conducting group discussions,

there are some aspects that need to be taken seriously. These aspects are factors in the roles of students, classes and teacher. For group discussions, teachers need to know how to organize classes. In a group discussion, there is a leader and a group member. In order for the discussion to proceed smoothly and be successful, every student needs to understand their role in the group.

Discussions can take place after content-based lessons for a variety of reasons. Students may try to reach a conclusion, share opinions about an event, or identify a solution in their discussion groups. The teacher must determine the aim of the discussion activity prior to the discussion. As a result, discussion points are relevant to this goal, and students don't waste time talking about unrelated things (Hayriye Kai, 2006). Because silent students may avoid contributing in large groups, it is usually preferable to avoid forming large groups for effective group discussion. Finally, students should always be encouraged to raise questions, paraphrase ideas, show support, and seek clarification, regardless of the purpose of class or group discussions. In fact, students' perceptions are also one of the factors that can influence on students to improve their speaking skills. According to students' perception if they need a proper treatment to help them to improve their skill especially in speaking. Small group debate is a treatment that can observe them not in a big group but in small group that consist of 4-5 students, so they know how to increase their skills based on their problem. How teachers interact with students, encourage speech exercises, and relate them to their personal interests and needs are all important aspects in improving speech in speaking lessons.

METHOD

This research has taken place at high school. In this research participated by 26 students on one class. The goal of action research is to provide practical assessments in real-world settings, as well as the validity of scientific truth testing and their use in assisting students in acting more wisely and skillfully in their speaking abilities (Wahyudin, A. 2015).

Recently, action research has been used to address issues such as curriculum development and service learning, particularly in the area of self-evaluation (Arikunto, 2006:57). The implementation of this research uses offline classroom action. The data of this research is using qualitative design using questionnaire through Google Form. "Qualitative is the process of enquiry," says Creswell, as quoted by Herdiansyah (2010). Of comprehension based on several methodological approaches from investigations that look into human issues. The researcher creates a sophisticated and comprehensive image, analyses words, and writes reports. "An in-depth look at the data, as well as performing research in natural settings". So, in this research, I have used close-ended questionnaire to collect the data. This questionnaire was adapted form one of the newest journals by Mohammed and Ahmed (2021). I also have given the students some questions of interview to support the result of this data. The purpose of the interview was to gather information regarding students' perceptions of the small group discussion model as well as suggestions on how to improve students speaking skill.

Open questions about evaluation, efficacy, students learning objectives, and learning model enhancement are included in the interview guidance. After receiving treatment for cooperative and traditional learning, the students' achievement revealed a range of speaking abilities. In the interview participated by 5 students. Here are some questions that provide students and this interview question is adapted by Damurki, at.al (2017).

Question 1: Do you think small group discussion invite the students to be more active, creative and cooperate in group?

Question 2: Does the students dared to speak either in group or in front of the class?

Question 3: Do you think students were pleased when the learning process begins with lot of practices in group?

Question 4: Do you think small group discussion help the students to make sure either well-prepared or unprepared public speaking?

Question 5: Do you think this small group debate could empower the students to think critically in speaking in group or in front of the class during the presentation?

RESULT AND DISCUSSION

In the brief result, according to the interpretation of the data result of questionnaire, I can say that students' response in positive result. In the first statement, there are 20 students, who agreed, that debates can develop classroom activities. There will be unexpected interaction that will be happened during the discussion each student. Small group discussion also may engage students to complete all assignment and speaking project from the teachers. Therefore, this way also helps the students to be confident to give and to deliver their answer to their group, same as with the seventeenth statement.

Moreover, in the second statement, they will think carefully about their assumption when they want to share it. It means that students will learn how to investigate their ideas and deliver it after think it carefully. As well as with the statements number thirteenth, while students can recognize and investigate, their assumptions they also learn how to solve the problem and find the solution of the problem. Moreover, in fourteenth statement small group discussion also teach students to take a decision in small discussion with their friends, so students also learn other skill while they improve their speaking skills. The other side, in the third statement, students are not only learned academically but also non academically. Unexpectedly, they learn how to respect to listening other student's perspectives. There are 23 students that agree if students can increase their respectful listening and encourage their attentive in speaking. However, in the fourth statement, there are 20 students said "Yes" small group discussion encourage students' intellectual agility in suing a language during speaking. While there are 6 students that still say "No". It means that, the result of the data, can be accepted if group discussion can increase students' intellectual agility when they used a language while they are speaking.

Teachers also need to add the time commitment in the class so, student have to do it with peers electronically or on collaborative work. Same as with the third statement 26 of students say "Yes" students can easily to connect with the topic using group discussion because of there will be a correction from other students. However, there are still 4 students that say "No". As well as with the fourth statement group discussion will help the students to be easier to connect to the topic of the learning. There are 24 students that say "Yes" related

to this statement and 6 students that say “No” the way students discuss the topic during the discussion students can relate the material. In the sixteenth statement, students also agree that during debate, the intellectual agility using language can be increased. Teacher can see the way students use the language to deliver their topic, another benefit of students’ agility in using language is the increasing of students’ vocabulary in speaking skill. As well as in the sixth and twelve statements, small group discussion also help the students to explore the diversity of perspectives (Yudha and Mandasari, 2021). There are 25 students whose say “Yes” and 4 students say “No”, it means that students would be deal with diversity of perspectives. The perspectives itself, it does not come from their group but also students can learn from another groups.as well as with the statement of number seventh and eighth, students also increase students respect and democratic to group discussion while teacher help students to improve students speaking skill. In statement of number ninth, there are 26 students say “Yes” and there are 4 students say “No”. It means that students are agree if small group discussion helps students to develops habits of collaborative learning, same as with 10 statements. Students increase their confidence during increasing students speaking skill, students also increase their collaborative learning (Sinaga and Pustika, 2021).

More often, the result of the interview shows positive responses, while using small group discussion to improve students speaking skill. Students were enthusiastic about using a cooperative approach to teach speaking. They felt more confident in executing one of innovative learning. These encouraging answers suggested that the cooperative approach to the development of a spoken learning model at the university level was well received. Acceptance of cooperative learning in speaking instruction is predicted to result in improved speaking instruction in the future, particularly at the high school level. Students who are hesitant to speak in front of the class will enjoy and dare to speak in front of others as a result of cooperative learning. They will shift their perceptions of speaking as a challenging skill to one that’s easy. In addition, due to the students’ responses, debates also empower students in critically thinking and expressing their idea in a group or in front of the class. So, the researcher can conclude that if small group discussion most got the good response from the student.

CONCLUSSION

In conclusion, the purpose of this research is to develop students' communicative skills through small group discussion. According to the data results, students had positive responses when teacher use small group discussion to develop speaking skills of students. Students' majority responses recognized some of benefits of utilizing of debates increasingly of students' speaking skill. Students have also been acknowledged that debates are simple way to help develop communicative skills: students deliver their ideas and responsethe use of small group in the class also can increase students' confidence and students thinking in critically to criticize the arguments. Most of the students was excited and some of them was unexcited because in some reasons.

Moreover, to support this strategy, teachers are needed to help students and give feedback about their performance.

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