

SPEAKING WITH DEBATE METHODS: CLASS ACTION RESEARCH STUDY

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ABSTRACT

The purpose of this study is to describe the improvement in speaking skills of students using the debate method in class V of SDN 10 Sapiran Bukittinggi. The types of research are PTK, qualitative and quantitative approaches. The research subjects were teachers and 26 fifth grade students of SDN 10 Sapiran Bukittinggi. Planning cycle I obtained a percentage of 82.14%, cycle II 92.85%. The implementation of the first cycle was 81.25%, the second cycle was 95%. Speaking skills in cycle I 78.54%, cycle II 93.15%. Thus, the debate method can improve the speaking skills of fifth grade students of SDN 10 Sapiran Bukittinggi.

Keywords: Speaking Skills, Debate Methods, Elementary School

INTRODUCTION

Learning in elementary schools should invite students to interact between students and teachers. Current learning is centered on the teacher and students only follow what is taught by the teacher (Kus, 2015). One of the important aspects in learning Indonesian. Speaking skills must be well mastered by students, in order to communicate well in everyday life. Students can speak effectively with their speaking skills (Srikaew *et al.*, 2015). One of the speaking skills can be applied using the debate method. The debate method applied in learning aims to make students dare to express and maintain their opinions and ideas correctly and logically (Lungu, 2015). Good speaking or communication skills are very important. If someone does not have good speaking skills, he will have difficulty in facing life (Khan and Ali, 2010). Speaking skills are indispensable for personal self, education, and career In the world of education

and the world of work good speaking skills are needed to develop one's ideas, knowledge, and opinions (Herbein *et al.*, 2018). To improve students' speaking skills, teachers can ask challenging questions and assignments, so that students can give more opportunities to talk (Afshar and Rahimi, 2014).

There are several skills that must be mastered by students, namely communication skills including listening, asking, writing, inviting, and displaying. Furthermore, interpersonal skills such as group work (Benghazi *et al.*, 2010). Primary school children need to be given a public speaking training program to improve their ability to speak in public and reduce their insecurity when speaking (Herbein *et al.*, 2018). Public speaking is a skill students must master in elementary school. However, this is still rarely found in elementary schools. For this reason, it is necessary to develop public speaking skills training in elementary schools (Herbein *et al.*, 2018).

METHOD

This study uses a type of classroom action research using qualitative and quantitative data analysis with research subjects in fifth grade students of Sapiran Bukittinggi 10 Elementary School in the second semester of the 2016/2017 Academic Year with 26 students. (Primary Data of 10 Sapiran Public Elementary School Bukittinggi, 2018). This study uses the flow of the research model Kemmis *in* Arikunto, 2009). Broadly speaking there are four stages that are passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

RESULTS AND DISCUSSION

First Cycle and First Meeting

The results obtained are based on observations of the RPP in the first cycle of meeting 1, namely with a score of 22 from a maximum score of 28, a percentage of 78.57% in the category of Enough (C). Based on the results of observations made on the teacher's actions, in the first cycle of meeting I learning the number of scores obtained was 30 from a maximum score of 40 with a percentage of 75.00% in the Enough category. While students, scores obtained 30 from a maximum score of 40 with a

percentage of 75.00% with sufficient categories. Based on the assessment of speaking skills, it was obtained an illustration that of the 26 students only 14 students were able to reach the standard of mastery learning and 12 students had not been able to reach the standard of mastery learning. The percentage of the class average is 74.76%. The value of the speaking skills obtained can be explained: (1) Non-linguistic aspects, the average percentage is 75.00% with sufficient categories (C); (2) Language aspects, average percentage of 74.50% with sufficient category (C).

First Cycle and Second Meeting

The results of observations of the RPP, learning the first cycle of meeting II obtained a score of 24 from a maximum score of 28, the percentage of 85.72% with a good category (B). Based on the results of observations of the teachers actions, the total score obtained was 35 from a maximum score of 40 with a percentage of 87.50% with a good category (B). Whereas for student actions, the score obtained is 35 from a maximum score of 40 with a percentage of 87.50% in good category (B). Students speaking skills are seen from the results of observations. Obtained an overview of 26 students, only 19 students were able to reach the standard of mastery learning and 7 students had not yet reached the minimum completeness standard. The percentage of class average obtained is 82.34%. The value of the speaking skills obtained can be described: (1) Non-linguistic aspects, with an average percentage of 81.51% with good categories (B); (2) Language aspects, with an average percentage of 83.17% with good categories (B).

Second Cycle

The results of observations on the RPP, learning cycle II the number of scores obtained 26 from a maximum score of 28, the percentage of 92.85% with a very good category (A). Based on the results of observations made on the teacher's actions, the scores obtained were 38 from a maximum score of 40 with a percentage of 95.00% with a very good category (A). As for the actions of students, the scores obtained were 38 from a maximum score of 40 with a percentage of 95.00% with a very good category (A). The learning cycle II of the score was obtained from the maximum score of 28, the percentage of 92.85% with a very good category (A). Based on the results of observations made on the teacher's actions, the scores obtained were 38 from a

maximum score of 40 with a percentage of 95.00% with a very good category (A). As for the actions of students, the scores obtained were 38 from a maximum score of 40 with a percentage of 95.00% with a very good category (A).

CONCLUSION

The lesson plan is designed with the stages of the debate method with step 1) The teacher gives a brief explanation of the day's activities, 2) the teacher forms a small group (2-4 students) and shares the case according to his role, 3) the group sits face to face with other groups, while the group of leaders is in the middle rather to the side, 4) the concluding group invites the debate group to start, 5) after finishing the debate, the group of conclusors presents the results in front of the class, 6) the other groups give responses, 7) the student who presents can defend his opinion, group friends may help, 8) the teacher reflects on the results of the day's learning. The first cycle RPP obtained 82.14% then increased in the second cycle to 92.85% with very good qualifications.

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