

Training to Improve Speaking Skills Using the Indonesian Debate Method for SMA/ MA Students and Teachers in Lebak District Year 2024

Trikawati ^{1*}, A. Machron Chairulfalah ², Yulaikah ³, Nurjaman ⁴, Solis Setyani ⁵, Riffa Ismanti ⁶, Lia Nurliana ⁷, Euis Ismayati Y. ⁸

¹⁻⁷ Universitas Faletahan

Jl. Raya Cilegon Drangong Serang - Banten No.Km. 06, Pelamunan, Kec. Kramatwatu, Kabupaten Serang, Banten, Indonesia

⁸ Universitas Primagraha

Komplek Griya Gemilang Sakti, Jl. Trip Jamaksari No.mor 1A Blok A1, Kaligandu, Kec. Serang, Kota Serang, Banten 42111, Indonesia

Article Info

Article history:

Received April 4, 2024

Revised Juni 6, 2024

Accepted July 11, 2024

Keywords:

Speaking Skills

Language Debate Method

ABSTRACT

Learning Indonesian at the SMA/ MA level basically requires students to master four language skills, namely listening, speaking, reading and writing skills. One of the aims of learning Indonesian at the SMA/ MA level is to improve students' language skills, by using Indonesian well and correctly. There are several factors inhibiting the low speaking skills of SMA/ MA students, including the students' low knowledge and speaking habits. Students' low reading habits are one of the causes of students' low knowledge. After carrying out community service activities with the theme Training to Improve Speaking Skills Using the Indonesian Debate Method for High School/ MA Students and Teachers in Lebak Regency in 2024, it was concluded that the Indonesian language debate method greatly influenced the improvement of speaking skills.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Trikawati

Universitas Faletahan

Email: trikawati.sakti@gmail.com

INTRODUCTION

Learning Indonesian at the SMA/ MA level basically requires students to master four language skills, namely listening, speaking, reading and writing skills. One of the goals of learning Indonesian at the SMA/MA level is to improve students' language skills, by using Indonesian well and correctly.

Based on several research results that have been conducted, especially in Lebak Regency, it shows that all aspects of language skills have an important role for high school students. However, apart from that, from several research results it is also known that high school/MA students in Lebak Regency have a low level of speaking skills. This is shown by several indicators, including students still feeling afraid and lacking confidence when speaking to express their opinions and there are still many students who are unable to speak in public.

Speaking skills that are still low can of course still be improved with various techniques and methods. One of the factors inhibiting students' speaking skills is students' low interest in reading, so that students' knowledge is low and ultimately students' speaking skills are also low. Apart from knowledge, there are several things that can influence students' speaking skills, namely language, language mastery, courage and calmness as well as the habit of conveying ideas fluently and calmly.

Based on the situation analysis description above, we are interested in holding training activities to improve the speaking skills of high school/MA students, and we offer a debate method to overcome students' low speaking skills. This training activity was carried out for SMA/MA students and Indonesian Language Teachers in Lebak Regency.

Identification of problems

Based on the problems that occur in the level of speaking skills of SMA/MA students in Lebak Regency which is still low, training activities are needed to improve the reading skills of SMA/MA students using the Indonesian language debate method.

Activity Objectives

After participating in training to improve speaking skills using the Indonesian language debate method, you are expected to:

1. SMA/ MA students in Lebak Regency can find out how to measure speaking speed
2. SMA/ MA students in Lebak Regency can find out the supporting and inhibiting factors for speaking speed
3. SMA/ MA students in Lebak Regency can find out methods and techniques for improving speaking skills and speed
4. SMA/ MA students in Lebak Regency can improve their speaking skills using the Indonesian language debate method
5. Indonesian language teachers in Lebak Regency can know relevant methods and techniques in improving speaking skills and speed
6. Indonesian language teachers in Lebak Regency can apply the Indonesian debate method as an effort to improve students' speaking skills and speed.

Problem Solving Framework

Based on the results of research conducted, it is known that the level of speaking skills of high school/ MA students in Lebak Regency is still low. There are several factors inhibiting the low speaking skills of SMA/ MA students, including the students' low knowledge and speaking habits. Students' low reading habits are one of the causes of students' low knowledge. Apart from that, Indonesian language teachers still rarely carry out activities to familiarize students' speaking skills.

Therefore, we offer training activities to improve the speaking skills of high school/ MA students in Lebak Regency using the Indonesian language debate method as one of the efforts to familiarize students with speaking. Through this training activity, it is hoped that students can use this activity as a habitual activity in improving their speaking skills. Apart from that, Indonesian language teachers can also take advantage of this training as a solution to improve students' reading skills, with the hope that in the future teachers will be able to develop them using various relevant methods.

This training activity is expected to be able to provide knowledge and insight to students and teachers in measuring speaking speed, knowing the supporting and inhibiting factors for speaking skills, knowing methods and techniques for improving speaking skills, and being able to utilize the Indonesian language debate method as a habitual activity in improving speaking skills. In this training we will also measure students' speaking speed, identify the causes and present solutions to overcome them.

Target Audience

A total of 50 SMA/ MA students as representatives from each SMA/ MA and 10 representatives of Indonesian language teachers in Lebak Regency.

Linkages

One of the missions that the Faletahan University Community Service Institute must carry out is to carry out community service (PKM). Community service activities carried out by LPPM Faletahan University embody the roles and responsibilities of higher education institutions in order to participate in making the nation's life intelligent and as implementation and dissemination to the community by PTN and PTS.

The Faletahan University Community Service Research Institute (LPPM) offers special community service activity opportunities for lecturers within Faletahan University, through an internal funding budget.

As a Masters lecturer who is in charge of teaching at Faletahan University who teaches basic general Indonesian language courses, he is obliged to fulfill his duties in community service. Based on the scientific field and courses taught, community service focuses on the field of teaching Indonesian which is focused on language skills activities, namely speaking skills.

Evaluation Plan

Evaluation of community service activities will be carried out after the training activities end. There are several criteria that must be met as indicators of the success of this activity, namely: the participation rate of training participants reaches a minimum of 90% of the target of 100 students and 20 Indonesian language teachers, participants participate in the activity until the end of the activity, 90-95% of participants play an active role in training activities and 90-95% of participants mastered the training material as proven by the post-test results of the final training.

LITERATURE REVIEW

1. Speaking Skills

Speaking skills are language skills that develop in a child's life, preceded by listening skills, during this period the ability to speak or speak is learned. Speaking is of course closely related to the development of vocabulary that children acquire through listening and reading activities. Speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings verbally.

Speaking skills are the ability to pronounce the sounds of articulating words to express, state or convey thoughts, ideas and feelings. Speaking is more than just pronouncing sounds or words, but speaking is a tool for packaging ideas and suggestions so that they can be accepted by listeners.

From the definitions above, we can conclude that speaking skills are the ability to pronounce the sounds of words (speech) which are arranged into sentences, in order to convey thoughts, ideas and feelings.

2. Supporting Factors for Speaking Skills

Some factors that support speaking skills include:

1) Knowledge

It is important for a speaker to have knowledge, both related to language and speaking material. The speaker's knowledge and insight are very necessary in speaking. The depth and weight of the ideas expressed are largely determined by the knowledge and insight of the speaker.

2) Mental Readiness

The ability to speak is not only supported by intelligence ability, but must also be supported by mental readiness. In speaking, there is something that a speaker wants to convey to the listener. Something stated will not appear perfectly if it is not supported by mental readiness.

3) Calmness

Strength is a spontaneous reaction to external and internal pressure from a person when speaking in front of a large audience. What needs to be done is to set realistic goals, this is the most basic thing to do in an effort to build self-confidence.

4) Body Language

Unnatural body language or artificial body movements imply insincerity and disrupt the flow of the conversation or presentation. Natural physical movements will clearly clarify the value of the conversation because it puts emphasis on the points being expressed.

5) Topic Mastery

Whether a person is successful in speaking in public influences how deeply the speaker masters the material he or she will present.

3. Speed of Speech

Speaking rate is a measure of the number of speech units of a particular type produced in a given period of time. Speech rate is believed to vary in a person's speech according to contextual and emotional factors, between speakers and also between different languages and dialects.

Speech rate measurements are strongly influenced by pauses and hesitations. Therefore, it is usually distinguished between speech tempo including pauses and hesitations and speech tempo excluding pauses and hesitations. The former is called speaking speed and the latter is called articulation speed.

Various units of speech have been used as a basis for measurement. The traditional measure of typing speed and Morse code transmission is words per minute (wpm). However, in the study of speech, the word is not well defined (especially grammatical units), and speech is usually temporally unstable over a period of one minute. Many studies have used the measure of syllables per second, but this is not completely reliable because although the syllable as a phonological unit of a language is well defined, there is not always agreement regarding the phonetic syllables.

Speakers vary their speaking speed according to contextual and physical factors. The average speed of English speaking is 4 syllables per second, but in different emotional or social contexts the speed may vary,

one study reported a range between 3.3 and 5.9 syl/second, another study found significant differences in speaking level between telling a story and taking part in an interview.

4. Debate Method

Debate is an argument that determines whether the proposal is good or not, which gets support from supporting parties, and is not accepted by other parties who are known as deniers or negative (Tarigan, 2008: 92).

Debate is an activity of competing arguments to achieve victory. Debate is said to be an activity that defends arguments and breaks the arguments of the interlocutor. Debate can familiarize students with thinking critically so that they can convince the person they are talking to that their argument is the most correct.

The debate method is a method that can familiarize students with being able to express their opinions and have the courage to speak in response to the arguments of the other person. Which is used as a learning method that can train students to improve their speaking skills.

5. Procedures for Applying the Debate Method

Debate can be a valuable method that can encourage thought and reflection, especially if students are expected to defend opinions that conflict with their own beliefs. This is a strategy that actively involves every student in the class, not just the debater.

The syntax of the debate strategy is that students are divided into two groups and then sit facing each other, students read the teaching material for each group to pay attention to, a presentation of the results of the reading is presented by a representative of one group then the other group responds and so on in turn, the teacher guides them in making conclusions and add it if necessary. The following is the procedure for implementing active debate strategies that teachers can use:

- 1) The teacher divides the debate participants into two groups, one is for and the other is against.
- 2) The teacher gives the assignment to read the material that will be debated by the two groups.
- 3) After finishing reading the material, the teacher appoints one of the pro members to speak at that time, then the con group responds. And so on until some students express their opinions.
- 4) While students convey their ideas, the teacher writes down the main points or ideas from each conversation until they get the expected number of ideas.
- 5) The teacher adds concepts or ideas that have not been revealed
- 6) From the data disclosed, the teacher invites students to make conclusions or summaries that refer to the topic they want to achieve.

Activity Results

Type of Activity	:	Pengabdian Masyarakat
Implementation Date	:	21 Maret 2024
Place of Implementation	:	SMA Nurul Hasanah – Rangkasbitung – Lebak
Implementation Time	:	09:00 WIB until completion

Activities carried out:

1. Opening
2. Delivery of material by the resource person
3. Discussion and questions and answers
4. Indonesian debate simulation

Implementation	:	Diploma III in Nursing
Number of Attendees	:	50 People
Resource person	:	Trikawati, M.Pd. and Bakti Herna Sakti, M.Pd.
Moderators	:	Andini Rahma Aulia and Fifatul Kamalia Putri
Secretary	:	Solis Setyani, M.Pd. and Nurjaman, S.Pd., M.Pd.
Observer	:	Achmad Machron C. Drs. M.KM.
Funding Source	:	LPPM Faletahan University Serang

DISCUSSION

Based on the results of the pretest and posttest, it can be said that the activity went very well. The participants followed the entire series of activities carefully. The speaking skills training material using the Indonesian language debate method was well absorbed by the participants, and the participants even participated well in the Indonesian language debate simulation.

The students were very enthusiastic about practicing their speaking skills using the Indonesian debate method. The participants were divided into two groups each time they practiced, namely the pro and con

groups. They practice speaking to defend their arguments in the debate themes that have been prepared. They also prepare various sources to strengthen their arguments. Participants in debate activities are invited to put forward statements, ask questions, reject arguments and they are even able to speak to refute the arguments of their debating opponents.

In the Indonesian language debate simulation, the participants were proven to be able to increase their speaking vocabulary, use new terms and even speed up their speaking speed. Thus, it can be said that improving speaking skills using the Indonesian language debate method has proven to be effective and can be implemented by Indonesian language teachers in their respective educational units.

CONCLUSION

After carrying out community service activities with the theme Training to Improve Speaking Skills Using the Indonesian Debate Method for High School/MA Students and Teachers in Lebak Regency in 2024, it was concluded that the Indonesian language debate method greatly influenced the improvement of speaking skills.

The students were very enthusiastic about practicing their speaking skills using the Indonesian debate method. The participants were divided into two groups each time they practiced, namely the pro and con groups. They practice speaking to defend their arguments in the debate themes that have been prepared. They also prepare various sources to strengthen their arguments. Participants in debate activities are invited to put forward statements, ask questions, reject arguments and they are even able to speak to refute the arguments of their debating opponents.

In the Indonesian language debate simulation, the participants were proven to be able to increase their speaking vocabulary, use new terms and even speed up their speaking speed. Thus, it can be said that improving speaking skills using the Indonesian language debate method has proven to be effective and can be implemented by Indonesian language teachers in their respective educational units.

Suggestion

1. Indonesian language teachers are advised to use the Indonesian language debate method to improve students' speaking skills in their respective schools.
2. For school principals to facilitate Indonesian language debate competitions in their schools to motivate students to improve their speaking skills.
3. To the Banten provincial education office to organize an Indonesian language debate competition among high school students throughout Banten province, this is to motivate school principals and Indonesian language teachers to improve their students' speaking skills.

REFERENCES

- [1] Aryo, Foy (2020). BERDEBAT SECARA SANTUN : MODUL PEMBELAJARAN BAHASA INDONESIA SMA. Jakarta: Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, Direktorat Sekolah Menengah Atas, Kementerian Pendidikan dan Kebudayaan
- [2] Chaer, Abdul. (2012). LINGUISTIK UMUM. Jakarta: Rineka Cipta.
- [3] Gorys, Keraf. (2001). KOMPOSISI: SEBUAH PENGANTAR KEMAHIRAN BERBAHASA, Cetakan XII. Ende: Nusa Indah.
- [4] Haryadi, Zamzani. (1996). PENINGKATAN KETERAMPILAN BERBAHASA INDONESIA. Yogyakarta: Departemen Pendidikan Dan Kebudayaan.
- [5] Maidar G. Arsjad dan Mukti U.S. (1991). PEMBINAAN KEMAMPUAN BERBICARA BAHASA INDONESIA. Jakarta: Erlangga.
- [6] Santosa, Puji. (1983). MATERI KETERAMPILAN BERBAHASA. Jakarta: Universitas Terbuka
- [7] Surhayanti. (2011). PENGANTAR DASAR KETERAMPILAN BERBICARA. (Surakarta: Yuma Pustaka)
- [8] Tarigan, Henry Guntur. (2008). BERBICARA SEBAGAI SUATU KETERAMPILAN BERBAHASA. Bandung : Angkasa.
- [9] Wiyanto, Asul. (2000). TERAMPIL DISKUSI. Jakarta: Gramedia Widiasarna Indonesia.
- [10] Wiyanto, Asul. (2003). DEBAT SEBAGAI RETORIKA. Semarang: Aneka Ilmu.