

# The Use of Debate's Motion in Improving Students' English-Speaking Skill through Project-Based Learning using Mix Method

Sitti Nurjannah<sup>1\*</sup>, Sudarwinoto<sup>1</sup>

<sup>1</sup>Department of English Education, Faculty of Teachers' Training and Education, Universitas Islam Makassar, Makassar, Indonesia

\*sittinurjannah.dty@uim-makassar.ac.id

**Abstract.** This research is aim to find out the use of debate's motion through project-based learning on students' English-speaking skill at the tenth grade students' of *SMK Kartika XX-1 Makassar*. Project-Based Learning covers five steps they are observing, questioning, gathering information, associating, and communicating. The populations in tenth grade students of *SMK Kartika XX-1 Makassar* consist of 500 students; the sample was 48 students (24 students' experimental class and 24 students control class). The research was taken by using cluster random sampling. Moreover, this research was conducted through the following procedures: giving pretest, applying treatments, and giving posttest. The data analyzed in this research was gathered through test, after getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there is a difference score between students' score in learning English speaking by using debate's motion through project-based learning and without using debate's motion through project-based learning. According to the result of statistical calculation it can be seen that mean of gained score of the experimental class is 7.25 and the mean of gained score of control class is 3.96. In conclusion, debate's motion through project-based learning can effectively be used to teach English speaking to the tenth grade students of *SMK Kartika XX-1 Makassar*.

## 1. Introduction

English is the universal language that is still the main language and unifying among countries around the world. By mastering the language in general to be the most common language in the world, it is certainly the main capital to expand relationship all over the world. English can also improve our knowledge. Knowing a variety of languages will certainly be helpful in gaining a lot of knowledge. However, if mastering various languages is difficult, English is the language that represents all languages.

There are four basic skills learned in English that is listening, speaking, reading, and writing. In order to communicate with people directly in using English language is certainly one of the most dominant skill we need that is speaking. Speaking is a major aspect of the language most commonly used by most people. In general, humans produce tens of thousands of words a day and even some people produce more than tens of thousands of words a day like a politician and auctioneer.

For many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability [1]. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally



occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people, typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information and service, share experience, suggest action. The other replies, and a dialogue ensues". It means that many students who consider the primary purpose of learning a foreign language is to be able to speak the language.

There are some examples of regular activity to increase the ability to speak. For instance discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, completing story, reporting, and debate. The researcher draws the conclusion that one of the activities in improving the ability to speak is debating. It can also improve science and the activity can offer some solutions in problem solving as well as seeking the truth.

Debate is the activity of an argument between two or more parties, either individually or in groups, to discuss and decide the issue and debates. Debates have several elements: motions, moderators, pro teams, counter teams, neutral teams, and notaries. Debate will not be conducted without a motion because the motion is a topic or subject that contains controversial things. Motion is very important in debate. The role of motions can be the key to the debate. The motion uses an opinion sentence.

The advantage is to strengthen the students' understanding of the subject matter that has been given, to train students to be critical of all the theories that have been given, and to train the students to dare to express their opinions. As for some of the disadvantages of expressing mutual scramble, the argument will never end if the teacher does not mediate, and students who are good at argument will always be active but students who are less clever argument just silent and passive.

Starting from the existing deficiencies in the debate learning activities, the researcher proposes a solution that would be used to conduct an in-depth investigation of a Debate's Motion based on disadvantages described above. Learning method in question is Project-Based Learning. Project-Based Learning is a learning method that uses a project or activity as a medium. Learners do exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-Based Learning is a learning method that uses problems as a first step in collecting and integrating new knowledge based on experience in real activity.

The use of Project-Based in teaching and learning used various fields. Such science and education. Currently, the use of Project-Based Learning increases the students' attitudes towards statistics in the intervention group. Therefore, the use of project-based learning approach during statistics course in mathematics classes is recommended [2]. In addition, project-based learning developed in the study that proved that statistically significant differences between experimental and control group in self-efficacy and achievement score due to the Project-Based Learning in favor of the experimental group [3]. Furthermore, in her research suggest that student performance and attitudes towards course material benefitted from this project-based learning model. The authors consider outcomes, benefits, and challenges to students and instructors [4].

The next study shows that the use of project-based learning focusing on drama is recommended for promoting speaking skills and affective factors. The present study also highlights the advantages of using project-based learning focusing on drama as an effective teaching method as it provides learners with opportunities to speak English and is seen as an enjoyable way for learners to learn a foreign language. Finally, the study recommends the use of project-based learning focusing on drama in the language classroom as it provides learners with opportunities to speak a foreign language in a communicative context [5].

The aim of this research is to find out the use of debate's motion through project-based learning in improving speaking skill and to know the students' interest towards project-based learning in teaching and learning process.

## 2. Methods

This research uses mixed method. Mixed method is a research approach that combines or associates qualitative and quantitative forms [6]. The researcher conducted research Quantal through Quasi-Experimental design. There were two classes were taken as a sample through cluster random sampling technique. Both control group and experimental group were administered treatment in different ways through Project-Based Learning and conversation method.

According to [7] one of the most commonly used quasi-experimental design in educational research can be presented as follows:

Experimental	E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control	C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Where:

E = experimental group

C = control group

O<sub>1</sub> = pre-test for Experimental group and Control Class

O<sub>2</sub> = post-test for Experimental Class and Control Class

X = treatment by performing speaking through project-based learning

Y = treatment without performing speaking through conventional teaching

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### 3. Results and Dsicussion

This research conducted by giving pre-test for both experimental and control class. After that, the researcher administered the treatment by using debate's motion through project-based learning in experimental class and by conversation technique in control class. At last, the researcher administered the post-test for both experimental class and control class. The result of learning achievement can be seen in the following table:

**Table 1.** Mean score of Pre-test and Post-test

Class	Pre-test	Post-test	Std. Deviation	Std. Error Mean
Experimental Class	59.67	66.92	2.754	.562
Control Class	52.12	56.8	8.317	1.698

The table 1 shows that the experimental class got the improvement from the pre-test from post-test. Meanwhile, the control class shows quite improvement from pre-test to the post-test it is proved that the use of debate's motion through project-based learning can improve the students' speaking skill.

**Table 2.** Gain Score Independent Sample T-Test

	F	Sig	T	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	22.037	.000	1.841	46	.072	3.292	1.788

Equal variances not assumed	1.841	27.985	.076	3.292	1.788
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From the result of statistical calculation on table 4.2 it can be seen that the value of  $t_0$  or  $t_{test}$  is 1.841 and the degree of freedom is 46. The value of significance 5% or  $t_{table}$  of df 46 with  $\alpha = 0.05$  is 1.679.

The first class was Experimental Class and the second one was Control Class. They were chosen by cluster random sampling technique. The Experimental Class was given Debate's Motion as the media through project-based learning in teaching speaking. While, the Control Class was given a conversation technique. Before and after giving the treatments to both classes, the researcher conducted tests to get the scores of students' English-speaking skill. Both Control and Experimental Class were given two types of test. They were the pre-test is the test before giving the treatment, and the post-test is the test after conducting the treatment. After obtaining the pre-test and post-test scores from Experimental and Control Class, the researcher made the categorization of students' English-speaking scores.

Firstly, the reports of the analysis of pre-test between the Experimental Class and the Control Class, the analysis shows that the difference is no significant. Therefore, it can be concluded that the pre-test scores of the Experimental Class and the Control Class are equal. The group statistics table shows that the mean score of Experimental is 59.67 and the mean of Control Class is 52.12. The research finding above shows, that both in the pre-test and post-test students from experimental class perform better than students from control class. This discussion is based on the comparison of experimental class and controlled class students' mean score, median and mode.

Secondly, after analysing the score of pre-test in the Experimental Class and the Control Class, the test was also done for post-test score in the Experimental Class and the Control Class. The table describes the analysis of post-test for both the Experimental class and the Control class. The mean score in Experimental Class is 66.92 and Control Class is 56.08. The standard deviation in pre-test and post-test of Experimental Class is 13.827 and 13.045 and Control Class is 14.020 and 12.847.

Afterward, the experimental class students' gain score illustrates that the mean gain score for experimental class students is higher than the mean gain score for controlled class students.

From the result of statistical calculation, it was obtained the t-observation ( $t_0$ ) was 1.841; meanwhile, the t-table ( $t_t$ ) of df (46) in significance 5% was 1.679. It means t-observation ( $t_0$ ) was higher than t-table ( $t_t$ ), so the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Therefore, it can be inferred that debate's motion through project-based learning has effect on students' ability in English speaking skill.

Based on the students' affective assessment, the control class get score higher than experimental class. The score of experimental class is 77 and control class is 81. In responsible, score for experimental class is 86 and score for control class is 88 which is control class get score higher than experimental class. In cooperation, score for experimental class is 90 and score for control class is 87 which is experimental class get score higher than control class. In discipline, score for experimental class is 83 and score for control class is 85 which is control class get score higher than experimental class. In confidence, score for experimental class is 71 and score for control class is 66 which is experimental class get score higher than control class. The conclusion is in experimental class, the researcher found that the benefit of using debate's motion through project-based learning are the students can participate actively in group assignments in cooperation and students also dare to argue, ask question or answer questions. It means that the experimental class have more confidence than control class.

Debate's motion through project-based learning helps both teacher and students in improving English speaking skill. From the researcher experienced in the teaching and learning process which has conducted in the experimental class for six meetings in experimental class, the students work in group which contain of six person, every students have their own role and they have to analyse the text

in the group, the researcher observed the students' performance in group and all of the students followed the process well, it means, they were responsible in mastery their debate's motion and they were capable of sharing and explaining their debate's motion to the students in their group while, in order to avoid the students' mistake in interpreted the meaning of the debate's motion that was given by the teacher, a teacher, demanded to be a critical partner in learning and providing correcting feedback.

Another thing why debate's motion through project-based learning helps the students in improving English speaking skill is a fact when the researcher observed the students while they were in the group. The students made an active engagement with the motion by all group members, they sharing their understanding with each other; they talked about each section of the motion and explored the information of the text. In the activity the group member took an active role by asking and responding to question, students asked question about the meaning of vocabulary words or a section of motion that was unclear to them, students made a summary statement that demonstrated that they do indeed comprehend the motion data. In this case; it showed the earnest efforts to make meaning from what they were speak and then they were using the model to actively increase and monitor their understanding.

In addition, in project-based learning the students work on a series of project, solving the problem, and produce result that matters. It supports the theory [8] that states that PBL relates to what is taught, how is it taught, and how students should be evaluated in PBL and students should work on a series of project to create students' critical thinking and self-regulation. Moreover, the implementation of project based learning in speaking skill through project-based learning improve the student' communicative competence with major competence on speaking skill [9].

Even though both classes have an equally increasing score, but for the experimental class based on the research findings above the score is increasing significantly than in control class. It simply illustrates that the students who are taught by using debate's motion through project-based learning have better improvement ability in English speaking skill than class who are did not taught by using debate's motion through project-based learning.

#### 4. Conclusion

Debate's motion through project-based learning is one of the alternative solutions that the teacher can use to teach English speaking ability to their students. It makes students have responsibility in mastery their debate's motion data to share their understanding about the data of debate's motion with each other in order to get the comprehension from the debate's motion.

According to the statistical calculation which has been analyzed it can be concluded that the use of debate's motion through project-based learning was effective on students' English speaking skill. It can be seen from the differences of mean score of posttest between experimental class and control class before using debate's motion through project-based learning and after using debate's motion through project-based learning.

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