PROJECT BASED DEBATING STRATEGY TO PROMOTE THE STUDENTS'SPEAKING ABILITY

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Abstract

The purpose of this research is to examine how the online PjBL Mixidea debate technique ought to be incorporated into the digital technology learning orientations at UPGRI Palembang to help students with their public speaking. The study employed a quasi-experimental technique known as a non-equivalent UPGRI Palembang. Data collection procedures: (1) validity; (2) reliability. A statistically significant difference was found in post-experiment speaking test scores between the experimental group and the control group, as compared to pre-experiment scores. Results improved for students who were taught with the PjBL Mixidea online debate method. When compared to the control group, the experimental group generally performs better on post-tests. After administering eight different treatments to students in class X at UPGRI Palembang, the authors found that PjBL Mixidea's online debate strategy boosted students' public speaking skills. The students are in agreement that employing PjBL Mixidea's method of online discussion can help them become better public speakers. Students who were educated using PjBL Mixidea's online debate approach clearly outperformed those who were not.

Keywords: Debate, Miximedia, Technology, Learning, Skill, Speaking

INTRODUCTION

The full potential of information and communication technology was realized during the fifth industrial revolution, or 5.0, which witnessed the creation of a new economic model built on digital infrastructure. The emergence of "industry 4.0" in the industrial sector is attributed to new ideas and enhanced communication technology, per (Kagermann & Wahlster, 2013; Frydenberg, 2011). The classroom is just one place where the 4.0 Industrial Revolution's consequences are evident in society. The impact of information and communication technology use in the classroom has been extensive. In today's classroom, information and communication tools are essential. Both teachers and students have easier access to new information and insights. The development of ICT has strengthened the media, tactics, methods, and strategies that educators use, especially in the English

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language arts. Owing to its extensive usage, the English language is essential for intellectual communication as well as for advancing science, the arts, and international cultural exchange. Studying English would help everyone by extending their knowledge base and widening their viewpoints. Consequently, learning English is essential given the advancement of ICT in today's world.

Fluency in speaking is essential for language learners, according to (Oduke, 2014). One helpful measure of a student's overall development in the topic is the teacher's ability to hear improvements in the spoken English of the student. If children have inadequate oral communication abilities, this correlates to a lack of proficiency in English. Therefore, by having frequent conversations in English, students need to take the effort to develop their skill in the language. They could take the lead in the conversation and add their own ideas if they worked on their oratory abilities. In summary, we can say that oral communication skills in particular are quite important.

Students' communication abilities can be improved with the use of effective speaking strategies. There are several ways for students to practice public speaking, such as role-playing, adopting the position of a radio announcer, or acting as the master of ceremonies at a wedding, birthday party, or other special occasion. Debate is a great way to help students become more proficient public speakers. Debate is an effective tool for improving oratory skills because it makes students become subject matter experts on the subject, which calls for increased reading, critical thinking, and preparation in order for them to properly present their ideas during the debate.

Nonetheless, debate is an engaging exercise that ought to be used in the classroom as a means of communication and active participation in speaking. Silberman (2009) suggests that employing a debate technique could motivate students to participate in critical conversation about challenging subjects. Hamruni (2009) concurs, stating on page 41, that utilizing a debate strategy in the classroom is an excellent way to get students conversing with one another and learning more about challenging subjects. Working in

groups is advised to improve language instruction. As a result of students' increased engagement in class activities, teachers have less work to do in their role as facilitators.

However, before English language schools can completely support students' oral communication abilities, a number of challenges need to be resolved. Lack of confidence while giving a presentation in front of others, particularly the teacher and fellow students, remains one of the main issues that students still encounter. They were not allowed to present orally in front of the class. Students are reluctant to utilize English in regular situations because they lack confidence. They feel apprehensive and uninterested when asked to discuss their thoughts or opinions. During her travels, the author observed a severe lack of confidence in the students she dealt with in the classroom. In the speaking area, their ratings stayed terrible. While it may seem that students lack the skills or information needed, what they actually lack is the self-assurance needed to effectively express their ideas in front of an audience. It is consistent with the point made by Herrera (2015), who states that one must thoroughly plan and assess one's pedagogical and curricular objectives before achieving one's educational goals.

Because today's students may not be as interested in traditional lecture-based training and may be less likely to pursue it out of boredom or a sense of futility, a fresh strategy is necessary. Given the present pace of ICT development, educators need to take a new tack when it comes to enhancing students' spoken communication abilities in the classroom. E-learning is a helpful method that can support educational endeavors through the application of digital media, per the research (Daryanto, 2010, p. 168). This argument is supported by the fact that the COVID-19 epidemic started in 2020 and is still going strong now. As per Rusman (2012), p. 293; all types of education enabled by electronic means are included in the general category of "online media." Students can

Proceedings of English Linguistics and Literature, Vol.4 (2024)
The 4th Online National Seminar on English Linguistics and Literature (ELLit) 2024
*July 27, 2024*

study through e-learning without depending on a teacher by utilizing electronic media. In this case, online media may definitely be redirected to support students' learning.

One might acquire and discover debatable tactics through web educational materials. It is known as PjBL Mixidea. According to a 2020 Facebook post by the Asian Online Debating Championship, PjBL Mixidea is an online debating tool designed to help people debate from the comfort of their homes in order to help them interact and understand each other across borders. PjBL Mixidea is a virtual group discussion platform developed by PjBL Mixideainc. The author conducted research to assist students in developing their public speaking abilities by fusing the potent teaching strategy of debate with the demands of information and communication technologies. The author chose PjBL Mixidea, an online debating platform, because it includes a debate techniques component. This meant that kids would have a secure space to express their ideas and beliefs. Even if the majority of education in modern classrooms happens online, teachers and students can still communicate by using resources like PjBL Mixidea's online debate technique to help students with their public speaking at home. Finally, PjBL Mixidea online debating is a means of motivating children to speak up, participate in constructive competition, and passionately share their ideas and opinions with their classmates. Teachers in high schools should implement this technique to enhance language use in the future.

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METHODS

Variable, whether it's hair, gender, eye colour, accomplishment, motivation, or speed, all of these things can vary within their respective categories. (Fraenkel, et al., 2012, p.77), we can represent the free variable as X and the dependent variable as Y. One or more independent variables are assumed to have an effect on the dependent variable. The former are sometimes referred to as experimental or manipulated variables.This study uses students' linguistic proficiency as the dependent variable and their exposure to and use of The Application of

PjBL Mixidea as an online debating tactic as the independent variable.
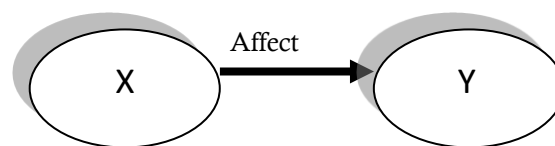
This study is entitled, "Using PjBL Mixidea Online Debating Strategy to Promote Students' Speaking Ability to the Eleventh Grade Students of PGRI PalembangPalembang." The terminology employed in this study need to be defined to prevent misunderstandings.

1. Application, In this thesis, "application" refers to the method employed by the English instructor.
2. PjBL Mixidea's Online Debate Methodology, is a method of teaching a language to students.
3. Speaking Ability, mastering one's spoken language is essential for many careers and life situations. communicate effectively orally.

Instrument

The instrument of this research is oral speaking test by the students of PGRI PalembangPalembang which relates to general social issues. This type of oral test is argumentative speaking test, so the writer would see the progress of students' speaking before the treatment is done to them. The writer and English teacher of PGRI Palembang would collaborate to give the students several questions, then the students would answer the questions directly based on their critical thinking and their own opinion. Oral speaking test would be done twice, before the treatment and after the treatment. So that, the writer and English teacher would see the progress of students' speaking ability and the difference between before and after treatment.

According to (Sugiyono, 2008, p. 80.) population is the area of generalization which consists of object that has qualities and characteristics are determined by the researcher. While (Fraenkel et al, 2012, p. 92) sated that population was the group of interest to the writer, the group to whom the writer would like to generalize the resultz of the study, The population of the study is taken from the eleventh grade students of the SMA

Proceedings of English Linguistics and Literature, Vol.4 (2024)
The 4th Online National Seminar on English Linguistics and Literature (ELLit) 2024
July 27, 2024

Negeri 11 Palembangin the academic year of 2022/2023.Selection of the sample is very important step in conducting a research study. Sample refers to groups of individuals from whom data are collected. (Suharsimi. 2012, p.173) state that sample is some population of the research. Based on (Ary et al, 2010, p. 163); (Ary et al, 2010, p. 156) a sample is a group of a population. It means that good sample must be representative of the entire as possible, so that the generalization of the sample of this research. This study deals with the experimental and control classes. The both classes are taught by the same teacher, have the same total number of students, and similar score.Knowing that the population is huge in number, therefore the writer would only take two classes of them. (Suryabarata : 2003), this decision was made with the consideration that these two classes they are taught by the same teacher. The research method was used in this research is the experimental method. (Fraenkel et al, 2012, p. 256) state that experimental design is one of the most powerful research methodologies that researchers could use and it is the best way to establish cause and effect relationship among variables, this this study used a quasy experimental design.

FINDING AND DISCUSSION

Pretest and Post-Test Speaking in the Experimental Group

The writer administered the experimental class pre-test to the students of pgri palembang on monday, february 20, 2024. The preliminary evaluation was administered orally by the researcher. The study's participants were polled on a range of current events and social concerns. Attempts were made to solicit student feedback and debate. The purpose of the students' oral speaking tests was to provide data on how many words were actually spoken by each kid.

Following the two sessions of treatment, the researcher gave the post-test to the sample. After instructing the students in the pjbl mixidea online debate approach, the researcher administered a post-test to gauge their development in terms of vocabulary production. The researcher conducted the final evaluation via a verbal communication test. Each student's speaking development can be

gauged by their responses to five questions. On monday, february 15, 2023, students in took their posttest. Comparing post-test scores from two different groups, table 4 and table 5:

Table 4. Results of pre-test of speaking in the experimental group

No	Rater 1	Rater 2	Σ X1 X2	A
1.	45	40	85	42,5
2.	50	50	100	50
3.	55	40	95	47,5
4.	45	45	90	45
5.	40	50	90	45
6.	45	40	85	42,5
7.	40	50	90	45
8.	45	50	95	47,5
9.	40	50	90	45
10	55	45	100	50
11	50	45	95	47,5
12	40	45	85	42,5
13	35	55	90	45
14	45	50	95	47,5
15	35	40	75	37,5
16.	35	35	70	35
17.	40	35	75	37,5
18.	60	50	110	55
19.	50	55	105	52,5
20.	55	55	110	55
21.	40	40	80	40
22.	40	45	85	42,5
23.	35	50	85	42,5
24.	35	45	80	40
25.	50	45	95	47,5
26.	35	60	95	47,5
27.	40	35	75	37,5
28.	45	35	80	40
29.	55	35	90	45
30.	55	40	95	47,5
31.	55	35	90	45
32.	35	40	75	37,5
33.	40	45	85	42,5

Table 5. T-test of speaking In the experimental group

No	Rater 1	Rater 2	Σ X1 X2	A

Proceedings of English Linguistics and Literature, Vol.4 (2024)
The 4th Online National Seminar on English Linguistics and Literature (ELLit) 2024
July 27, 2024

1.	72	70	142	71
2.	73	71	144	72
3.	72	64	136	68
4.	75	77	152	76
5.	64	66	`130	65
6.	73	75	148	74
7.	66	68	134	67
8.	67	67	134	67
9.	76	78	154	77
10.	72	74	146	73
11.	73	75	148	74
12.	76	74	150	75
13.	70	72	142	71
14.	67	69	136	68
15.	72	72	144	72
16.	70	72	142	71
17.	62	60	122	61
18.	75	77	152	76
19.	73	75	146	73
20.	68	70	138	69
21.	84	86	170	85
22.	69	73	142	71
23.	67	69	136	68
24.	82	84	166	83
25.	75	77	152	76
26.	67	67	134	67
27.	71	75	146	73
28.	64	62	126	63
29.	68	66	134	67
30.	64	66	130	76
31.	72	64	136	67
32.	72	65	137	67
33.	73	70	143	68

Discussion

The tenth grade students at PGRI Palembang benefited from using the online debate method PjBL Mixidea. Students can use PjBL Mixidea's online debate approach to enhance their public speaking abilities. The findings suggest that using PjBL Mixidea as a tool for online discussion can improve students' public speaking abilities. On the exam, students who were taught the PjBL Mixidea online arguing method performed better than their untrained peers. As a result, the study group's students made larger advancements in their oral communication abilities than did the control group. Other studies that produced findings comparable to the current study were validated by Kurnia (2018). Similar to the author of this thesis, participants in an experimental study received a treatment and had their verbal communication skills evaluated both before and after. The author commissioned this study on the efficacy of online education while pursuing his studies offline. Data analysis showed that after learning and using the arguing strategy, students' public speaking skills greatly improved. The author's research demonstrating that efficient debate techniques have a major influence on students' capacity for successful communication was supported by Hermawan's findings.

CONCLUSION

There was a significant difference between the experimental group and the control group in how well they could speak before and after the test. Students who were taught by pjbl mixidea's online debating method got better grades than those who were not. It could be seen from the fact that the mean score on the post-test for the experimental group was higher than the mean score on the post-test for the control group. Second, the students agreed that it could help them improve their speaking skills.

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