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**THE EFFECT OF VOCABULARY MASTERY AND DEBATING TECHNIQUE  
TOWARDS STUDENTS' SPEAKING SKILL IN STKIP KUSUMA NEGARA JAKARTA**  
(An Experimental study at STKIP Kusuma Negara Jakarta)

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**Abstract**

The purpose of this research is to find out the effect vocabulary mastery toward student's speaking skill, to find out the effect debating technique toward student's speaking skill, to find out the effect vocabulary mastery and debating technique toward student's speaking skill. This research has done of first semester students STKIP Kusuma Negara Jakarta by using the experimental research method. Sample of 60 students first semester which as chosen by random sampling using purposive sampling to choose the place of research experimental and control class and systematic sampling to decide member of sample and class for research. Data collective done by giving test for debating technique and speaking skill also giving questionnaire for vocabulary. The research of instrument has tested and tried by the validity and the reliability test used the program of SPSS. The data was analysis by using 2 way analysis of variance (ANOVA), Before doing the analysis the data normality was tested by using Kolmogorf-Smirnov test to see if the population where the sample was taken had normal distribution. The next analysis is to test the data homogeneity by using levenu's test, to see if the population was derived from homogeneous population. The result of this research concluded: 1). Vocabulary gave the significant effect to the student's speaking skill. Test result obtained that p-value for category vocabulary is 0.000 (<0.05). 2). Debating technique gave the significant effect to the student's speaking skill. Test result obtained that p-value for debating technique 0.000 (<0.05). 3). There is interaction effect between vocabulary mastery and debating technique towards student's speaking skill. Test result retrieved that p-value for category of vocabulary and debating technique is 0.000 (<0.05).

**Keywords:** Vocabulary mastery, Debating Technique, Speaking Skill

**Introduction**

Human grow up with language. Since people breathe until the day they leave in the world. People uses language as the communication. Communication means giving information, news or knowledge to other people and the people in which get those information understand. Then it happen feedback between them. Language

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can integrated people in the world. They can know about information from the other world by using language. English is the most important language in the world. English as the International Language which uses by people. People can get a good English if they have four skill mastery. There are listening, speaking, reading and writing. Listening and reading is receiving skill, speaking and writing is productive skill. People should have English speaking skill because it easier them toward era globalization. They easy to get a job which needed speaking skill. If people usual use English language when they make a letter or anything else in a company. Students must have speaking mastery, It's not only for students English education program but also for children, teenager and adults. Students have the problem when they want to speak using English language to other people because they have lack ness vocabulary building, they usually use bahasa Indonesia as the language for communication in everyday, using mother tongue makes them difficult to speak English, also they didn't get friends as the partner for make environment English. From those problem, the researcher find the solution. There are so many technique and strategies in teaching learning. Researcher uses debating technique for increasing the student's ability in speaking. Debating technique is one of the technique that use researcher for make the opinion or argument in their mind based on the point of view and the rule, also make keep eye contact when they talk to other people then add the vocabulary English language. Because in that technique, students have to practice speak using target language. The target language is English. Davidson (1966) with practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments. It means that the students have to defend their opinion and make the opposite argue. Nisbett (2003) debate is an important educational tool for learning analytic thinking skills and for forcing self-concious reflection on the validity of one's idea. It means that debate is the thinking skill to persuade the other person and believe that their opinion is the right. Brown (2004: 140) defines speaking as 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. It means that speaking is the

manage our mind and then making argument after that It says to the listener, and the listener believe with the information in which given to them. Thornburry & Slade (2005, p.9) states that speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expression, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. It means that speaking is the activity which with manage gesture, body language, make stress to the sound or voice when people talk. Chaney (1998: 13) speak is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. It means speak is the activity which given knowledge, transferring use verbal communication like language and non verbal communication like gestures, eye contact to listener. There are five element in assessment speaking. Those are pronunciation, grammar, vocabulary, fluency, and comprehension based on Jeremy Harmer (2007:343).

Student:	Date:	Score:
<b>Pronunciation</b>		
5	Has few traces of foreign accent	
4	Always intelligible, though one is conscious of a definite accent	
3	Pronunciation problems necessitate concentrated listening and constantly lead to misunderstanding	
2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	
1	Pronunciation problems as severe as to main speech virtually unintelligible	
<b>Grammar</b>		
5	Makes few (if any) noticeable errors of grammar or word order	
4	Occasionally makes grammatical and/ or word order error which do not, however, obscure meaning	
3	Make frequent errors of grammar and word order , which occasionally obscure meaning	
2	Grammar and word order errors make comprehension difficult, must often rephrases sentence	
1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible	
<b>Vocabulary</b>		
5	Use of vocabulary and idioms is virtually that of native speaker	
4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities	
3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary	

	2	Misuse of words and very limited vocabulary makes comprehension quite difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
<b>Fluency</b>		
	5	Speech as fluent and efforts less as that of native speaker
	4	Speed of speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant, often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
<b>Comprehension</b>		
	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed without repetition
	2	Has great difficulty comprehend social conversation spoken slowly and with frequent repetition
	1	Cannot be said to understand even simple conversation

David Grambs (1984:73) stated that Vocabulary is list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language. It means that vocabulary is all of words that use human as a language then It uses for communication.

According to Penny (1991:60) Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word ; for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multiword idioms such as call it a day, where the meaning of the phrase cannot be deduced an analysis of the component words.

Vocabulary is word that use to teach in foreign language. The words is combination from several letters and it has the meaning also express the idea. Vocabulary not only word by word but also it can combine several words then it become phrase or sentences. Students have to mastery vocabulary because vocabulary is one of the important thing that support us to speak foreign language.

### **Method of the research**

This research use experimental method. It uses ANOVA two ways. Experiment was given to two classes in which each of class give different treatment. First classes

taught debating technique and the second class taught conventional learning. Each of classes divided two category based on high vocabulary mastery and low vocabulary mastery.

Table 1.

<b>Vocabulary (A)</b>	<b>High Vocabulary Mastery (A1)</b>	<b>Low Vocabulary Master (A2)</b>
<b>Technique (B)</b>		
<b>Debating Technique(B1)</b>	A1B1	A2B1
<b>Conventional Learning (B2)</b>	A1B2	A2B2
<b>Σ Total</b>	Σ A	Σ B

A1 : High vocabulary mastery

A2 : Low vocabulary mastery

B1 : Group students use debating Technique

B2 : Group students use conventional learning

A1B1:Result students' speaking skill which high vocabulary mastery and debating technique

A2B1:Result students' speaking skill which low vocabulary mastery and debating technique

A1B2: Result students' speaking skill which high vocabulary and conventional learning

A2B2: Result students' speaking skill which low vocabulary mastery and conventional learning

Variable of the research consists of two independent variable and one dependent. The two independent variables consist of Vocabulary Mastery (X1) and Variable Debating Technique (X2). Moreover The dependent variable consists Student's Speaking Skill (Y). Target of population is students English education program STKIP Kusuma Negara. Population are 30 students experiment class and 30 students control class. The data of research is gotten from instrument that consist of: (1) Instrument vocabulary mastery, (2) Instrument questionnaire debating technique, (3) Instrument test the student's Speaking skill

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	11.27	25.857	.497	.865
B2	11.27	25.375	.600	.861
B3	11.40	26.317	.383	.869
B4	11.30	26.010	.456	.866
B5	11.30	25.252	.614	.861
B6	11.20	26.166	.460	.866
B7	11.27	26.409	.382	.869
B8	11.27	25.375	.600	.861
B9	11.30	26.424	.372	.869
B10	11.30	26.217	.414	.868
B11	11.27	25.237	.629	.860
B12	11.27	26.754	.312	.871
B13	11.43	25.909	.466	.866
B14	11.27	26.478	.368	.869
B15	11.27	26.271	.411	.868
B16	11.30	26.079	.442	.867
B17	11.37	25.826	.483	.865
B18	11.37	25.895	.469	.866
B19	11.27	25.513	.570	.862
B20	11.43	25.909	.466	.866

**Reliability Statistics**

Cronbach's Alpha	N of Items
.872	20

> Reliability for variable vocabulary mastery (X1), if alpha 0.60, it said that instrument are reliable. From this table below. It can b seen Alpha Cronbach 0.868 > 0.60. It means that instrument for vocabulary mastery is reliable.

**Result of the Research**

This research is experiment in which have two factors. These are vocabulary mastery (X1/A) and debating technique (X2/B). Vocabulary mastery factor (A) has two level, first it is high vocabulary mastery and It is low vocabulary mastery. Meanwhile variable X2/B has two level. First it is debating technique (B1) and second it is conventional learning (B2). There are conclusion descriptive data in which It can be seen on the table.

<b>Technique Learning (B)</b>	<b>High Vocabulary (A1)</b>	<b>Low Vocabulary (A2)</b>	<b>Total</b>
<b>Debating Technique (B1)</b>	n=15 x=89.73 s=1.981	n=15 x=82.53 s=32.48	n =30 x = 86.13 s = 4.516
<b>Conventional Learning (B2)</b>	n = 15 x = 74.07 s = 3.3.90	n = 15 x = 60.33 s = 3.904	n = 30 x = 67.20 s = 7.854
<b>Jumlah</b>	n = 30 x = 81.90 s = 8.421	n = 30 x = 71.43 s = 11.828	n = 60 x = 76.67 s = 11.466

**Descriptive Statistics**

Dependent Variable: Speaking Skill

Vocabulary	Debating Technique	Mean	Std. Deviation	N
1	1	89.73	1.981	15
	2	82.53	3.248	15
	Total	86.13	4.516	30
2	1	74.07	3.390	15
	2	60.33	3.904	15
	Total	67.20	7.854	30
Total	1	81.90	8.421	30
	2	71.43	11.828	30
	Total	76.67	11.466	60

A1B1= High vocabulary and debating technique

A1B2= Low vocabulary and debating technique

A2B1= High vocabulary and conventional learning

A2B2 = Low vocabulary learning and conventional learning

From the table descriptive above researcher give conclusion that mean result speaking skill in which use debating technique more higher than result speaking skill in which use conventional learning. It uses debating technique 81.90. Students use conventional learning is 71.43. It means that  $81.90 > 71.43$ . Debating technique can increase students' speaking skill STKIP Kusuma Negara.

Moreover the average students learning has high vocabulary, result students' speaking skill higher than the average students has low vocabulary. The average students has high vocabulary is 86.13 and average students has low vocabulary is 76.67. It means that  $86.13 > 76.67$

**Decriptive Statistics**

**Dependent Variable: Result Speaking Skill**

Learning Technique	Vocabulary Mastery	Mean	Std. Deviation	N
<b>Debating Technique</b>	High Vocabulary Mastery	86.50	4.431	15
	Low Vocabulary Mastery	82.53	3.248	15
	Total	81.90	8.421	30
<b>Conventional</b>	High Vocabulary Mastery	74.60	65.53	15
	Low Vocabulary Mastery	60.33	3.904	15
	Total	71.43	11.828	30
<b>Total</b>	High Vocabulary Mastery	86.13	4.516	15
	Low Vocabulary Mastery	76.67	11.466	30

**1. Normality Test**

Normality test in dependent variable is needed. In this research will continuous with analysis parametric. It is analysis of variance (ANOVA) or it uses analysis general (GLM). For determine this variable is normal or abnormal. Researcher conducted with Kolmogorof-smirnof with SPP 22.00. In this case being tested is hypothesis null (Ho). To show that Ho is rejected, so It conducted with compare p-value with significance level 0.05.

According to criteria: if sig.>0.05: so data distribute normal

If sig. < 0.05: not normally distribute

### Variable Student's Speaking Skill

One-Sample Kolmogorov-Smirnov Test

		Writing Skill
N		40
Normal Parameters <sup>a,b</sup>	Mean	69.55
	Std. Deviation	11.542
Most Extreme Differences	Absolute	.093
	Positive	.093
	Negative	-.092
Kolmogorov-Smirnov Z		.591
Asymp. Sig. (2-tailed)		.876

a. Test distribution is Normal.

b. Calculated from data.

From the above table shown that result student's Speaking Skill STKIP Kusumanegara

It has a value of statistical test Kolmogorof Smirnov Z = 0.591 and sig. = 0.876

It means Ho = receive. Data result student's speaking skill following normally distribution.

## 2. Homogeneity test

Homogeneity test purposes to know what variant come from population in which homogeneity.

Homogeneity test data student's speaking skill conducted use levene Test with sig. 0.05 in homogeneity Test.

## Homogeneity Test Variable Speaking Skill (Y)

### Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: Speaking Skill

F	df1	df2	Sig.
2.614	3	56	.060

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + X1 + X2 + X1 \* X2

There are:

Ho : Data from homogeneity population

H1 : Data from in homogeneous population

With criteria:

If sig.>0.05; so Ho is receive, and

If sig. < 0.05; so Ho is rejected and H1 is receive

From the data above using SPSS 20.00. It gets sig. =0.06>0.05. therefore Ho=receive and H1=rejected. Data comes from population is homogeneity. From result hypothesis and homogeneity test. It can concludes fulfillment requirement, so it can continue to hypothesis

### Hypothesis Test

After researcher conducted normality test and homogeneity. Then result of the test shown that sample of this research population is normal distribution, also variant is homogeneity. So hypothesis test can be done. Hypothesis of research is conducted ANOVA two way analysis by using SPSS program. Result student's speaking skill continuous with T-test for to know significant different between each of group. Moreover T-test purposes to know which one group have result high student's speaking skill in which viewed from vocabulary mastery. It can be seen in the following data below:

**Tests of Between-Subjects Effects**

Dependent Variable: Speaking Skill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7180.400 <sup>a</sup>	3	2393.467	232.322	.000
Intercept	352666.667	1	352666.667	34231.569	.000
X1	5377.067	1	5377.067	521.925	.000
X2	1643.267	1	1643.267	159.504	.000
X1 * X2	160.067	1	160.067	15.537	.000
Error	576.933	56	10.302		
Total	360424.000	60			
Corrected Total	7757.333	59			

a. R Squared = .926 (Adjusted R Squared = .922)

**According the data above, researcher can conclude :**

**1. Hypothesis Test 1:**

There is effect vocabulary mastery towards student’s speaking skill. This hypothesis test uses to know coefficient significant.

If sig. > 0.05 ; so Ho = receive and H1 is rejected

If sig. < 0.05 ; so Ho = rejected and H1 is received

From Hypothesis Test using SPSS 20 above. It gets F for vocabulary mastery (X1) Fo = 521.925 and sig. = 0.000 < 0.05. It can be concluded that there is significant effect vocabulary mastery towards student’s speaking skill.

**2. Hypothesis 2 :**

There is effect debating technique toward student’s speaking skill. This hypothesis test to know coefficient significant.

If sig.> 0.05; so Ho = receive and H1 = rejected

If sig. < 0.05 ; so Ho =rejected and H1 = receive

From hypothesis test using SPSS 20.00 above. It gets for debating technique (X2) Fo= 159.504 and sig. = 0.000 < 0.05. There is significant effect debating technique towards student’s speaking skill. Average result student’s speaking skill with debating technique higher than students use conventional learning.

**3. Hypothesis Test 3 :**

There is relation effect between vocabulary mastery and debating technique towards student’s speaking skill. Hypothesis test to know coefiecient significant.

If sig. > 0.05 ; so Ho = receive and H1 = rejected

If sig. < 0.05 ; so Ho = rejected and H1 = receive

From Hypothesis Test using SPSS 20.00 above. It gets for vocabulary mastery (A) and debating technique (B)  $F_o = 15.537$  and sig.  $0.000 < 0.05$

It can be concluded that there is significant effect between vocabulary mastery and debating technique towards student's speaking skill.

### **Conclusion, Implication and Suggestion**

Based on hypothesis research and result of the research, researcher gives conclusion :

1. There is significant effect Vocabulary mastery (X1) toward student's speaking skill. Result of the research F for vocabulary mastery (A)  $F_o = 521.925$  and sig. =  $0.000 < 0.05$ . It can be concluded that there is significant effect between vocabulary mastery (X1) towards student's speaking skills. Score average student's speaking skill in which high vocabulary mastery higher than student's speaking skill which low vocabulary mastery.
2. There is significant effect between debating technique (X2) toward student's speaking skills. Result of this research F for debating technique (B)  $F_o = 159.504$  and sig. =  $0.000 < 0.05$ . It can be concluded that there is significant effect between debating technique and students' speaking skill. Score average student's speaking skill in debating technique higher conventional learning.
3. There is significant effect interaction between vocabulary mastery and debating technique towards students speaking skill. Result of this research vocabulary mastery (A) and debating technique (B)  $F_o = 15.537$  and sig. =  $0.000 < 0.05$ . It can be concluded that there is significant effect interaction between vocabulary mastery and debating technique towards students' speaking skills.

The result of this research suggest especially to English teacher in Senior High School and Lecturer, they have to determine and choose techniques in teaching English that appropriate the characteristic of the students. They have to create the environment comfort to built confident and decrease feel shy. Also growth brave to speak up in front of the people especially English language. Debating technique can increase students ability in speaking because when

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learning process, students get challenge to give their opinion based on their point of view and then they can practice how to pronounce words, how to make contact eyes when they speak to other people, and how to keep their argue in which true the rule. This technique can increase student's achievement in speaking and also It can add the rich vocabulary building's students.

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