



## USING MIXIDEA ONLINE DEBATING STRATEGY TO PROMOTE THE STUDENTS' SPEAKING ABILITY

Aulia Sari<sup>1</sup>, Aswadi Jaya<sup>2</sup>, Hermansyah<sup>3</sup>, Asti Veto Mortini<sup>4</sup>  
*Universitas PGRI Palembang*

Accepted :

05 January 2022

Published :

10 July 2022

Corresponding  
Author: Aswadi  
Jaya

Email  
Corresponding :  
[aswadijaya@yahoo.com](mailto:aswadijaya@yahoo.com)

### ABSTRACT

The problem of the study was there any significant difference between the Tenth Grade students of SMA Dharma Bhakti Palembang who were taught through Mixidea Online Debating Strategy and those who were not. Therefore, the objective of the study was to find out whether or not there is any significant different scores between Tenth Grade students of SMA Dharma Bhakti Palembang who are taught through Mixidea Online Debating Strategy and those who are not. Quasi Experimental research design was applied in this study. The population of this study was 68 of Tenth Grade students of SMA Dharma Bhakti Palembang. The sample was selected by using purposive sampling method non-random sampling. Oral test was used as technique in collecting the data and they were analyzed by using independent sample t-test. From this study, the writer found out that Mixidea Online Debating Strategy was effective to be taught to the Tenth Grade Students of Dharma Bhakti Palembang. It could be seen from the result of t-obtain (22.585) was higher than t-table (4.290) where 34 students based on the table stated. Besides the null hypothesis (Ho) was rejected and alternative hypothesis was accepted.

***Keywords: Mixidea Online Debating Strategy, Speaking Ability.***

### 1. INTRODUCTION

Industry Revolution 4.0 is a big leap in the industrial sector where the information and communication technology is fully utilized to achieve the highest efficiency to produce a new digital-based business model. According to Kagermann, Wahlster & Johannes (2013), industry 4.0 utilizing the power of communications technology and innovative inventions to boost the development of the manufacturing industry. The role of ICT has influenced the activity of teaching-learning massively. Frydenberg & Andone (2011) state that to face the learning in 4.0 revolution, everyone must have critical thinking skills, digital literacy knowledge and skills, information literacy, media literacy and mastering the information and communication technology.

According to Oduke (2014), speaking skills is the most important language skills in order to achieve the learning achievement. By

mastering speaking, they could carry out the conversation and give ideas among others.

One of the affective speaking strategies for students is debate. According to Najafi et al (2015:213), debate is a kind of learning method, and also functions as a strategy for studying as well. This learner-oriented method is more comprehensive, and bilateral relationship between teacher and learner would occur and each one has his/her own share in the learning and teaching process. According to Lestari (2018) cited on Dundes (2001), the students who rarely talk or have less participation in speaking class could be encouraged by the debate as one of the teaching strategies by teacher.

Therefore, as the communicative and the interactive speaking strategies, debate is an interested activity to be practiced in the classroom. Silberman (2009:103) states that debate strategy is very well used to involve students in discussing complex issues in depth. Hamruni (2009:41) also states that debate

**Vol 5, No 2 (2022): ESTEEM**

strategy is a great technique for stimulating discussion and gaining deeper understanding of complex issues in teaching learning process.

Nevertheless, there are still many barriers in supporting students' speaking ability in English teaching class. The lack of students' confidence in speaking in front of people, they feel anxious when they have to express their ideas or opinion, so then they do not feel interested in this activity. According to the writer's experience during Field Teacher Training at Junior High School Dharma Bhakti Palembang, students are lack of the ability to speak in front of the class. Their scores of speaking were still low. This idea is in line with what Herrera (2015) argues that the teaching and curriculum goals need learning strategies that are crucial to plan and consider to align in order to achieve the teaching goals.

What becomes urgency is that the old strategy of speaking teaching-learning might be boring and hard to be followed by the students. Daryanto (2010:168) states that e-learning is a good learning system that could assist learning activities by utilizing electronic media. It is also supported by our current condition during pandemic covid-19 which has already started in the early of 2020 ago until now. Rusman (2012:293) also states that online media is all learning activities that use the help of electronic technology. Through e-learning, students' understanding of a material does not depend on the teacher or instructor but could be obtained from electronic media. The use of online media in this case could certainly be directed to support the student learning process.

There is an online learning media which has debate strategy in it. It is known as Mixidea. According to Asian Online Debating Championship on its facebook page (2020) Mixidea is an online debating platform, which was developed to pursue communication and mutual understandings across borders via debating from home. We could say that it could train our ability to speak and deliver ideas. It is also clear that Mixidea online debating strategy is really connected with speaking ability.

In short, Mixidea online debating is one of the strategies that could be used to make students become more interested in speaking, enable them to communicate and delivering their ideas joyfully. Hopefully, this strategy could be used by teachers in higher school and

have a big contribution in speaking context for the future.

**PROBLEMS OF THE STUDY**

In this study, the writer limited the problem on teaching speaking only in SMA Dharma Bhakti Palembang. The reason why the writer needed to come to SMA Dharma Bhakti Palembang is because the writer believed that this school was currently dealing with ICT and they were literate of technology. This school also had an English club which means English language had introduced here.

This study was done because there were some problem that still existed to hamper the teaching learning process, especially in speaking context. The lack of students' confidence and the needs of technology were the crucial things to be discussed at this moment. Based on the problem limitation above, the problem formulation of this study was "Is there any difference on the use of students' speaking ability after being taught by using Mixidea online debating strategy and those who were not?"

**LITERATURE REVIEW****Definition of Speaking**

According to Oduke (2014), speaking skills is the most important language skills in order to achieve the learning achievement. It means that speaking is one of aspects that students have to master in English subject. It is because everyone needs to be able to communicate in English. Lestari (2018) states that speaking is not only used in public forum but also wherever and whenever. Laksana (2016:5) states that English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

The conclusion of the all the theories above is clear that students learn speaking in order to communicate and to express what they want to show to others. Because speaking means that there are something to do or something to get as the effect of its communication.

**Concept of Teaching Speaking**

Teaching speaking is an important part of English learning. Teaching speaking strategies has been utilized in the classroom for

**Vol 5, No 2 (2022): ESTEEM**

many circumstances (Cook, 2013). The ability to communicate in English clearly and efficiently contributes to the success of the learner in school and in every phase of life later.

Brown (2004:8) states an extended definition or theory of teaching would spell out governing principles for choosing certain methods and techniques. According to Kayi (2006:1), teaching speaking is to teach English as a Second Language (ESL) to:

Produce the English speech sounds and sound patterns

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

#### Debate as a Learning Strategy

Debate is activity that requires a lot of knowledge since this activity presents and argues with opposite points of view (Hawkes, 2016). Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Krieyen, Danil (2007) states that debate is an excellent activity for language learning because it engages students in variety of cognitive and linguistic ways. Debating seek to explore the reasons behind each arguments. To make those reasons understandable and convincing, debaters should deliver their arguments with good communication skill.

#### Teaching Speaking by Using Mixidea Online Debating Strategy

Mixidea is an online debate platform developed by Mixideainc. This platform utilizes voice chat technology that allows every debater to discuss in real time. You could discuss politics, economics, social issues, religion to international relations. Mixidea does not support live video technology such as zoom. However, the plus is that you couldn't see your debate opponent, so it could increase your confidence. (Heru. "Tutorial Menggunakan Mixidea, Platform Debat Online Dengan Fitur

Terlengkap." CoretanKarsa. October 18, 2020.)

According to Asian Online Debating Championship on its facebook page (2020) Mixidea is an online debating platform, which was developed to pursue communication and mutual understandings across borders via debating from home. The platform is featured by various types of competitive debating options (such as British Parliamentary format, North Americould Parliamentary format, Asian Parliamentary format, World School, etc.). Mixidea online debating strategy could trigger the students in thinking to get the idea and apply the critical thinking so the learning process could be more active.

#### METHODS

In this research, the writer used quasi-experimental design as the method to do the research that is non-equivalent control group design. According to E. Hong (2010), Quasi-experimentation involves interventions or treatments manipulated by the researcher. Quasi-experimental design does not include the use of random assignment. The writer gives both groups, experimental group and control group a pre-test and post test. The pre-test is used to access students' achievement in speaking before the treatment. Then the writer would do the treatment to the students in experimental group by applying Mixidea online debating strategy while the control group would not get any treatment at all.

#### Technique of Collecting Data

To collect the data for this study, an oral test used. The test given to the students to find out, are there any significant different score between experimental class and control class by applying Mixidea online debating strategy in teaching speaking to the Tenth Grade Student SMA Dharma Bhakti Palembang. There were two kinds of test they are post test and pre test. The writer held the pre-test and post-test by giving the students the topic then ask the student to have a debate arguments through Mixidea online debating platform. The students orderly would give their substantive arguments and trying to rebut the opponent's opinion. Students would encourage their critical thinking to give their best explanation and reason why they support/reject the debate motion.

## **FINDINGS AND INTERPRETATION**

### **Findings**

The main purpose of this study was to find out whether or not there was any difference on the use of students' speaking ability after being taught through Mixidea online debating strategy and those who were not. This study was conducted at SMA Dharma Bhakti Palembang, This study was place over the course of ten meetings. Each meeting is 90 minutes. On Monday, July 19th, 2021, In both the experimental (X IPA 1) and control class (X IPA 2), the researcher administered a pre-test. The researcher described and analyzed the test results before and after the two treatments. The pre-test and post-test were given to both experimental and control groups.

Based on the research, the writer found that the result of the calculation of the t-test was 22.585 as the value of the t-obtained, the value of t-table was 4.290. It could be concluded that the value of t-obtained was higher than the value of t-table. Then the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that the use of Mixidea online debating strategy in teaching speaking to the Tenth Grade Students of Dharma Bhakti Senior High School of Palembang was effective.

In the experimental group, the lowest score of the pre-test was 35.0 obtained by the students, while the highest score was 60.0 and the mean score was 44.68, the analysis could be seen in Table 4, while the result of post test, the lowest score of was 61.0 obtained by the students, the highest score was 85.0 and the mean score was 71.11.

In the control group, the lowest score was 35.0 obtained by the students, with the highest score was 60.0 and the mean score was 44.00, While in the, the lowest score of post-test score was 35.0 that obtained by the students, the highest score was 55.0 and the mean score was 44.14.

The mean difference between the post-test in each group was -25,853, with a significance level of 0.000, according to the results above. Because 0.000 is less than 0.05, there was a significant difference in speaking scores between the two groups. This shows that the students in the experimental group outperformed those students in the control group in terms of speaking ability attainment.

### **Interpretation of the Study**

Based on the result of the research above, the writer found that there was an influence in using Mixidea online debating strategy to the Tenth Grade Students Of SMA Dharma Bhakti Palembang. It means that Mixidea online debating strategy will encourage the students' speaking ability.

The result of the test showed that the use of Mixidea online debating strategy could increase the students' speaking ability. Based on the result of the test, the students who were taught by Mixidea online debating strategy got higher scores than those who were not taught by Mixidea online debating strategy. Therefore, the students in the experimental group had a better progress in speaking ability than those students in control group.

Then, this research also supported by other researchers' findings. This result of the study is comparable to Hermawan's (2018) study, "The Use of Debate Technique in Increasing Students' Speaking Ability," which used experimental treatment to the Eleventh grade of SMA Negeri 1 Pallangga. The similarity with the writer's thesis was the writer used an experimental study in which treatment was provided to participants and speaking tests were performed on them before and after of the treatment. Meanwhile, the difference was that the writer did this study in online learning, whereas his study did in offline learning. The findings revealed that keeping debate strategy `had a significant impact on students' speaking ability. The result of Hermawan's study supported the writer's study on the successful of debating strategy to give significant impact to the students' speaking ability.

The research of Hasyim (2019) conducted research at the Ninth SMP Muhammadiyah Limbung, titled "The Use of Debate Method in Improving Students' Speaking Skill." Debate strategy was also proven to have a considerable impact on junior high school students' speaking skill. In fact, debate practice improves EFL Learners' speaking skill. The similarity with the writer's thesis was the writer used an experimental study in which treatment was provided to participants and speaking tests were performed on them before and after of the treatment. Meanwhile, the difference was that the writer



**Vol 5, No 2 (2022): ESTEEM**

did this study to the in online learning to the Tenth grade students of Senior High School, whereas her study did in offline learning to the Ninth grade students of Junior High School. The findings also revealed that keeping debate strategy had a significant impact on students' speaking ability. The result of Hasyim's study supported the writer's study on the successful of debating strategy to give significant impact to the students' speaking ability.

Based on the explanation, it could be said that debate strategy which is contained in Mixidea online debate gave contribution to the process of teaching speaking in SMA Dharma Bhakti Palembang. By implementing Mixidea online debating strategy, it gave teacher new references in teaching speaking. The use of Mixidea online debating strategy changed the teaching and learning process at SMA Dharma Bhakti Palembang in which before the teacher knew there was new technique in teaching speaking, speaking is rarely to be taught to the students. Now, the teachers knew that speaking is important and need to be taught to the students.

The use of Mixidea online debating strategy influenced the Tenth grade students' speaking ability in SMA Dharma Bhakti Palembang. It could help students stimulate their ability through the real problem. However, this research got weaknesses. First, the method applied was quasi-experimental non equivalent control group design, that the lack of random assignment into test groups leads to non-equivalent test groups which can limit the generalize ability of the results to a larger population. Second, pre-existing factors and other influences are not taken into account because variables are less controlled in quasi-experimental research. Therefore, when the result of this research should be interpreted, it should be based on this weakness as well.

**Conclusion**

Based on the result of the research and interpretations which were done in the previous chapter, there was significant difference between pre-test and post-test scores of speaking ability between experimental group and control group. The students who were taught by Mixidea online debating strategy got better scores than those who were not. It could be seen from the mean score of the post-test in experimental group which was greater than the mean score in the post-test of

the control group. After giving 8 treatments to the Tenth grade students of SMA Dharma Bhakti Palembang, the writer concluded that Mixidea online debating strategy significantly influenced the Tenth grade students' speaking ability. Lastly, based on the students' perception toward the use of Mixidea online debating strategy, students agreed that Mixidea online debating strategy could help them in increasing their speaking ability. In summary, there was a significant difference between the students who were taught through Mixidea online debating strategy and the students who were not.

**Acknowledgement**

The writer would like to thank to Allah SWT for the mercy that has been given to the writer in finishing the thesis on schedule. The purpose of writing this thesis, which title "Using Mixidea Online Debating Strategy to Promote the Students' Speaking Ability" is to fulfill one of the requirements for S1 degree for English Education study program at University of PGRI Palembang.

**REFERENCES**

- Brown, H. D. 2004. *Language Assessment Principles and Classroom Practices*. London: Longman, Pearson Education.
- Cook, V. (2013). *Second Language Learning and Language Teaching*. Routledge.
- Hamruni. 2009. *Strategidan Model-Model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga.
- Harmer, J. (1998). *How to teach English*. Essex, England: Longman.
- Hermansyah. (2021). Self Talk Strategy in Improving the Eleventh Grade Students' Speaking Ability. *Journal of English Language Teaching and Applied Linguistics*, 02.
- Jaya, A., Mortini A., (2019). Visual Scaffolding and Intensive Reading Strategies Based on Gender. *Esteem Journal English Study Programme*.
- Jaya, Aswadi. (2016). Fishbowl Technique and Learning Interest Effects on Speaking

**Vol 5, No 2 (2022): ESTEEM**

- Achievement of SMK Sembawa. *Journal of Education* 2015. <http://iteslj.org/Techniques/Krieger-Debate.html>. Accessed on Januari 25th.
- Jaya., Hermansyah & Rosmiyati. (2019). The Implementation of Project Based-Learning in Increasing Speaking Achievement and Self-Confidence. *Indonesian Educational Administration and Leadership Journal*.1(1), 4-14.
- Kayi H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*.XII(11), 1-4. Retrieved from. <http://unr.edu/homepage/hayriyek>.
- Krieyen, Daniel. (2007). Teaching Debate to ESL Students: a six- class unit.
- Oduke, O. (2014). Learning French oral skills using role play as a learning strategy: The Kenyan experience. Anchor Academic Publishing (aap\_verlag).
- Silberman, L., Melvin. (2009). Active Learning. Bandung: Nusamedia.
- Yulian, Heru. "Tutorial Menggunakan MixIdea, Platform Debat Online Dengan Fitur Terlengkap." *Coretan Karsa*. October 18, 2020. (<https://coretankarsa.wordpress.com/2020/10/18/tutorial-menggunakan-mixidea-debat-online/>) Accessed on Feb 05, 2021.