

The Students' Perspectives About the Effectiveness Argumentative Speaking Tasks Given on English Class

Tunzia Fadillah Dinda Maghfiroh, Mauly Halwat Hikmat

English Department, Teacher Training Faculty, Universitas Muhammadiyah Surakarta, Indonesia

*Corresponding Author: a320190061@student.ums.ac.id, mauly.hikmat@ums.ac.id

Abstract

Argumentative speaking skill is a communication process that aims to convince others to accept our opinions based on facts and strong evidence. The purpose of this study was to find out the students' perspectives about the effectiveness of argumentative speaking tasks given. This study used a qualitative method. The participants in this study were third semester students in English education of Universitas Muhammadiyah Surakarta. There were twenty participants in this study in class G. Data were collected using interviews using notes to record the results of the interviews and documentation in the form of student data instruments and taking pictures during the interviews. The result showed the students perceived that argumentative speaking tasks given was effective for students to form critical thinking and increased their speaking skills.

Keywords: Students' Perspectives, Argumentative Speaking

Article History:

Received 2023-03-06

Revised 2023-04-26

Accepted 2023-05-02

DOI:

10.31949/educatio.v9i2.4843

INTRODUCTION

English is one of the most extensively studied and used worldwide languages for communication across nations. It is appropriate with the role of English as a global language, because English is studied and utilized as a means of communication in numerous places as a first language, a second language, and as a foreign language (Brouhton et al, 2002; Crystal, 2003; McKay, 2002). English is the first foreign language studied as a required subject in Indonesia from junior high school through college.

Language is the most crucial tool for human communication (Sirbu, 2015). People cannot communicate without the use of language (Sperber, 1995). Language has sounds, signs, or signs whose meaning has been deduced as a way of communication. Some Indonesians are fluent in both their mother tongue and their second language. Furthermore, because English is a worldwide language, some of them are fluent in foreign languages. According to Roux (2014), English has become the most dominant language in different domains such as technology, business, science, and academics. This means that everyone should learn English and communicate with individuals from all around the world (Rao, 2019).

By having the capacity to speak English, we can quickly access and receive information because most of the information is written in English (Syahputra, 2018). This is due to the fact that English serves as the language of science, technology, and business. English proficiency is also one of the most important skills in finding job because major organizations in Indonesia always include proficiency in English, both spoken and written, as one of the qualifications to become employees at the company (Wahyuningsih et al, 2021). Therefore, to practice English skills, students must be trained to get used to communicating in English, one of which is by giving tasks.

Tasks are commands that can be used to help students to understand a subject and make these students successful at university. Tasks to help students train for independent learning. In this case students

will try their best to do the assignments given. Another definition that assesses that a task is a specific activity carried out within the organization, according to John & Mary Miner in Moekijat (1998), states that a task is a specific work activity carried out for a specific purpose.

Speaking in the third semester in English Department of Universitas Muhammadiyah Surakarta, basically there is speaking course that is argumentative speaking. In argumentative speaking course, basically there are four materials, namely an introduction to argumentative speaking, argument construction, gathering materials for argument, and creating completed speech. There are three tasks given by the lecturer, namely presentation, making AREL, and debate using English. Speaking is one of the main language skills and is first learned by humans in their life. The courage to speak also has an important role in education. Therefore, the task of presentation, making AREL and debate using English in the third semester of higher education is carried out to hone students' speaking skills. In giving assignments, some students said that the assignment was useful and added to their speaking skills, and some students said that the task had no effect on their speaking ability.

Like talking about language teaching and speaking strategies, of course, it makes us think about fun strategies for teaching speaking to students. Every teacher wants their students to learn speaking comprehension more easily and feel excited to learn speaking comprehension. However, in real life, some students do not like learning speaking because they are not confident, lack of vocabulary, mispronunciation and so on (Febriani & Sya, 2022). There is an effective way to teach speaking in class, namely giving argumentative speaking assignments. By giving assignments, students' speaking skills will be trained and students will become more active and motivated to learn speaking.

The students' perspectives about argumentative speaking tasks given in the third semester of Universitas Muhammadiyah Surakarta also differed. Therefore, it is very important to know the development of speaking lessons given in the third semester of Universitas Muhammadiyah Surakarta in order to find out whether the learning really helps students achieve what they expect. Perspective is the experience of things, events, and relationships gained through the transmission of information and the interpretation of messages. This lends meaning to the stimuli by predicting messages including attention, hope, motivation, and memory (Rachmat, 2000). Additionally, Michotte (2017) defines perception as a stage of the action process that allows us to tailor our actions to the environment in which we live.

As for the challenges when doing speaking tasks, namely when speaking with stuttering presentations, confused with vocabulary, and excessive anxiety. Likewise, when making videos and debates, most students find it very difficult to express sentences that will be spoken and their mastery of English is lacking. Students will study more easily if they comprehend their own point of view. They will know what is required and what learning media is beneficial to them if they comprehend their own point of view. If students have a positive outlook on the learning process, this can help both lecturers and students obtain positive outcomes from the teaching and learning process. If students have negative opinions of the lecturer, the lecturer can adapt or modify instructional approaches to pique students' interest and attention (Kamhar & Lestari, 2019; Mediawati, 2011). Adjustment of learning methods is needed so that the material is easier to understand.

The results of this study are expected to be able to answer problems that occur during the third semester speaking task for the English Department at Universitas Muhammadiyah Surakarta. From these problems, the researcher interested in conducting research on Students' Perspectives about the Effectiveness of Argumentative Speaking Tasks Given On English Class.

METHOD

This research was conducted at Department English of Education Universitas Muhammadiyah Surakarta on Jl. Ahmad Yani No.157, Pabelan, Kartasura, Sukoharjo, Central Java. The research subjects were third semester students who took Argumentative Speaking course. There were 20 students in class G. The participants were chosen because of several reasons. This study was designed with a qualitative research design. Descriptive research is used to describe or describe facts about the population in a systematic and

accurate. In descriptive studies, the results of the research are from data collection activities are presented very realistically according to the facts which is found in the field.

Data collection techniques used in this study were interviews and recording. The interview is a conversation between the interviewer and the resource person which contains questions from the interviewer and answers from the source. Interviews were conducted to obtain more detailed information and complete the observation data. any Documentation is a complement to the use of the interview method in qualitative research. Documents from data records or archives are adapted to the problems to be found. Documentation method instruments in the form of student and lecturer data taken during interviews.

RESULTS AND DISCUSSION

1. Results

This research was approved by setting 20 people as informants. The research conducted an interview process and documentation in 2 meetings. The first meeting began with do interviews with students and do the documentation. The second meeting, met the speaking lecturer to do the documentation. The data collection techniques used interview and documentation. There are several research subjects, such as the students' answers about the type of argumentative speaking task, students' perspectives about argumentative speaking tasks, and the last subject is the challenges when doing argumentative speaking tasks. The data that has been collected is then analyzed using an interactive model from Miles and Huberman (1992). Then the description of the data as follows:

a. The Types of Argumentative Speaking Task

The first question is about students' answers regarding the types of argumentative speaking assignments given by the lecturer. Based on the results of interviews with class G on the research subject about Students' answers about the types of argumentative speaking tasks, it can be concluded that the types of argumentative speaking tasks consist of: AREL structure, memorizing, and presentation. In the AREL structure, students are asked to find articles according to the topic. The purpose of making AREL is to make it easier to convey arguments during debates and to make it easier for all parties to follow, be it the team itself or the opposing team. The audience, and especially the jury. Creating AREL is also more significant than using a typical statement.

b. Students' Perspective About Argumentative Speaking Task

The second question is about students' perspectives on argumentative speaking tasks. The second question has three statements for students to choose their opinion about the given speaking tasks. The statements are "Good", "Not Bad" and "Very Bad". The results can be seen in figure 1.

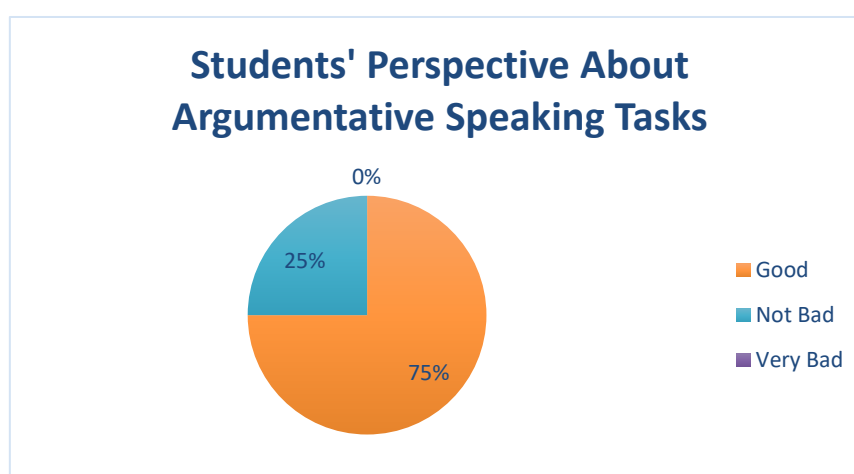


Figure 1. Students' Perspectives

Figure 1. shows a chart of the results of the three statements to find students' perspectives on understanding the given speaking task. The first statement, there are 75% of students who choose "Good" for their perspective on understanding the given speaking task. for their perspective in understanding the given speaking task. the task given is a debate. They chose debate because the task had a positive impact on students, for example students felt their speaking skill increased, practiced critical thinking, and expressed opinions in front of many people. The second statement, there are 25% of students who choose "Not Bad" for their perspective on the AREL structure. The students who choosed AREL structure because the task just practiced their critical thinking, but not to increased the courage to speak. The third statement is that 0% of students choose "Very Bad" for the presentation task.

However, not all students have positive perspectives on debate task. Of the 20 students, there were 5 students who said that the AREL structure task was not fun. Students said the AREL structure task was difficult to understand because the lecturer explained it was not clear. So that their speaking skills do not change or increased and students are not motivated because they do not understand the material presented. So, according to the researcher, students chose "Not Bad" for their perspective on argumentative speaking tasks because of a lack of concentration when the lecturer was explaining. So they feel the material presented is difficult to understand.

The conclusion is that some students prefer "Good" for their perspective on debate task. The second statement is that 25% of students choose "Not Bad" for the AREL structure and the last 0% of students chose "Very Bad" for presentation task. It explains that debate task was effective because it help students to make argument, practiced their critical thinking, and dared to express opinion in front of many people and none of the students chose "Very Bad" for their perspective presentation task.

c. Students' Perspectives on Challenges When Doing Speaking Task

The third question is about challenges when doing speaking task. There are four statements for students to choose their opinion about the challenges when doing the speaking task. The result can be seen in figure 2.

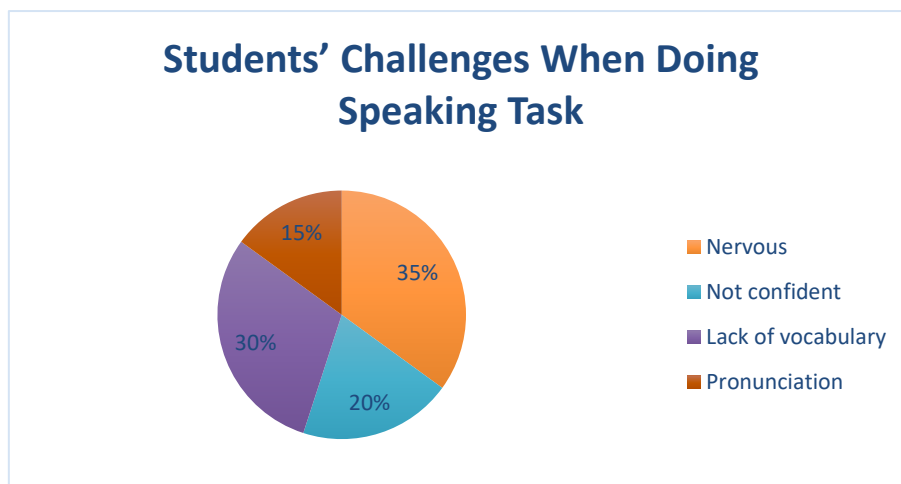


Figure 2. Students' Challenges

Figure 2. shows a chart of the results of the four statements to find student perspectives about the challenges when doing speaking task. The first statement, there are 35% of students who choose "Nervous" for students' perspectives about the challenges when doing speaking task. The second statement, there are 20% of students who choose "Not confident" for students' perspectives on challenges when doing speaking task. The third statement, 30% of students chose "Lack of vocabulary", and the last statement was that 15% of students chose "Pronunciation" about challenges when doing speaking task.

Based on the results of figure 2, we can see that most students choose "Nervous", "Not confident", and "Lack of vocabulary" as a challenge when doing task at the same time. Because according to them when

they speak English, they are very nervous, and they feel their speaking skill are lacking. While there are some students who choose "Pronunciation" as a challenge when doing speaking task. They said that when they spoke English, they were afraid of making mistakes in pronouncing the vocabulary and were embarrassed when they said the wrong vocabulary. So, all students have their own challenges when doing the speaking task given.

2. Discussion

The results of the research on students' perspectives about argumentative speaking tasks are categorized as good. This is because there are many positive impacts on students such as helping students improve speaking skills, increasing vocabulary, being motivated, and increasing courage when speaking in front of the class. In this lesson, many students seemed to be more active and willing to try to hone their speaking skills. The method of giving argumentative speaking task is used to improve speaking skills and train their way of thinking to convey opinions. Speaking skills can only be obtained and mastered by doing a lot of practice and practice (Maujud, 2017; Magdalena et al, 2021; Margareta, 2023). The more skilled a person is at speaking, the brighter and clearer his thoughts will be (Dewi et al, 2019; Mundziroh et al, 2013).

In figure 1 about the students' perspectives about the argumentative speaking tasks. The results showed that there were 75% of students who answered "Good" for debate task, 25% of students who answered "Not Fun" for AREL structure, and 0% of students who answered "Very Bad" for presentation task. This is not in line with research conducted by Khusnia (2016) which shows that anxiety can have a negative impact on learning. In terms of theory, this research is different from present research because it is known that the level of student anxiety is inadequate. Whereas in this study, the results showed that the students' perspectives about the argumentative speaking tasks had a positive impact on students so that the assignment of argumentative speaking tasks was categorized as good.

In some of the previous studies, this is in line. Because it had a positive impact on students because students' perspectives on speaking were categorized as good so that some of these studies were relevant to this research. This study aims to determine student perspectives about giving speaking tasks. The results of this study show that by implementing speaking tasks, almost the majority of students agree that giving speaking tasks is very beneficial because it can improve speaking skills, increase vocabulary, be motivated, and increase courage when speaking in front of the class (Wardana, 2015). The process of giving tasks is effective in getting students to be active.

The use of the method of giving argumentative speaking tasks is enough to have a positive impact on students. The tasks given are in the form of AREL structure, debate and presentation. This can be proven from the results of this study. The results of the chart show that there is a significant difference in students' perspectives on giving tasks. The results of the analysis show that students' perspectives on giving speaking tasks are mostly said by students who say it is good rather than those who say it is not fun. In addition, the challenges when doing speaking task for each student are also different. Some said nervous, not confident, lack of vocabulary, and mispronunciation. Besides that, this research is accordance with the theory used by Zarefsky (2019). Students also become more active and tries to assemble facts in such a way that he is able to show whether an opinion or a certain thing is true or not. And also can persuade others to accept opinions by using strong and accountable evidence. This shows that the use of the method of argumentative speaking task given is effective in teaching speaking in third semester students in the English Department of Universitas Muhammadiyah Surakarta.

CONCLUSION

Based on the formulation of the problem and the framework proposed as well as the results of the research and discussion, it can be concluded that The Students Perspectives about Argumentative Speaking Tasks in English Education of Universitas Muhammadiyah Surakarta, it can be concluded that students said giving argumentative speaking tasks in the form of AREL structure, debate, and presentation.

Students' perspectives about argumentative speaking tasks given, most students choose to give speaking tasks to motivate them to practice and learn more. They said that giving the speaking assignment had a positive impact on them. Also, they think that giving speaking tasks can make them active and more confident to speak. Students have a positive perspective on giving speaking tasks to practice their speaking skills. They think that giving these tasks has a positive impact on them, they can be more active, they can exchange opinions, and can train them to have the courage to argue, have the courage to speak in front of many people, and be more confident. Therefore, students say that by giving task, their speaking skills improve more.

Even though they faced many challenges, such as nervousness, lack of confidence, lack of vocabulary, and pronunciation errors. However, by being given these tasks, they can develop and can encourage them to study harder and hone their speaking skills.

REFERENCES

- Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Dewi, N. N. K., Kristiantari, M. R., & Ganing, N. N. (2019). Pengaruh model pembelajaran picture and picture berbantuan media visual terhadap keterampilan menulis bahasa Indonesia. *Journal of Education Technology*, 3(4), 278-285.
- Febriani, R., & Sya, M. F. (2022). Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris. *KARIMAH TAUHID*, 1(4), 461-467.
- Kamhar, M. Y., & Lestari, E. (2019). Pemanfaat Sosial Media Youtube Sebagai Media Pembelajaran Bahasa Indonesia DI Perguruan Tinggi. *Inteligensi: Jurnal Ilmu Pendidikan*, 1(2), 1-7.
- Khusnia, A. N. (2016). Students' perspectives on speaking anxiety in the English foreign language classroom. *Ahmad Dahlan Journal of English Studies*, 3(2), 41-51.
- Magdalena, I., Safitri, D., & Adinda, A. P. (2021). Analisis Keterampilan Berbicara Siswa Kelas 3 pada Pembelajaran Bahasa Indonesia di MI Roudhotul Jannah Kota Tangerang. *PANDAWA*, 3(2), 386-395.
- Margareta, N. N. (2023). Analisis Keterampilan Berbicara Siswa pada Tema 6 Energi dan Perubahannya Subtema 1 Sumber Energi Kelas 3 SD Negeri 2 Bangoan. *e-Jurnal Inovasi Pembelajaran Sekolah Dasar*, 9(3), 35-42.
- Maujud, F. (2017). Pembinaan Keterampilan Berbicara Bahasa Arab (Maharat Al-Kalam) Santri Dan Santriwati Di Pondok Pesantren Darul Hikmah Pagutan Karang Genteng Kota Mataram. *El-Tsaqafah: Jurnal Jurusan PBA*, 16(2), 127-139.
- Mediawati, E. (2011). Pembelajaran akuntansi keuangan melalui media komik untuk meningkatkan prestasi mahasiswa. *Jurnal penelitian pendidikan*, 12(1), 68-76.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and perspectives*. New York: Oxford University Press.
- Michotte, A. (2017). *The Perception of Causality (1st ed)*. London: Routledge
- Miles, M. B., & Huberman, M. (2002). *The qualitative researcher's companion*. Sage.
- Mundziroh, S., Sumarwati, S., & Saddhono, K. (2013). Peningkatan kemampuan menulis cerita dengan menggunakan metode picture and picture pada siswa sekolah dasar. *Basastra*, 1(2), 318-327.
- Rachmat, K. (2000). *Riset Komunikasi*. Jakarta : Kencana

- Rao, P. S. (2019). The importance of English in the modern era. *Asian Journal of Multidimensional Research (AJMR)*, 8(1), 7-19.
- Roux, P. W. (2014). English as an International Language: The debate continues. *Polyglossia*, 26, 45-56.
- Sirbu, A. (2015). The significance of language as a tool of communication. *Scientific Bulletin" Mircea cel Batran" Naval Academy*, 18(2), 405.
- Sperber, D. (1995). How do we communicate. *How things are: A science toolkit for the mind*, 191-199.
- Syahputra, A. (2018). *Pemanfaatan Teknologi Komunikasi Lembaga Bahasa Lia Dalam Meningkatkan Kemampuan Bahasa Inggris Di Medan* (Doctoral dissertation).
- Wahyuningsih, R., Kusuma, H. A., & Listyanti, H. (2021). Analisis Persepsi Mahasiswa Non Bahasa Inggris Terhadap Kebutuhan Bahasa Inggris Di Dunia Kerja. *Literasi: Jurnal Kajian Keislaman Multi-Perspektif*, 1(2), 319-346.
- Wardana, I. K. (2015). Peningkatan Ketrampilan Berbicara Dan Penilaian Mahasiswa Prodi Bahasa Inggris Melalui Pendekatan Komunikatif Tipe Debat Akademis Dan Penjurian Teman Sekelas. *SPHOTA: Jurnal Linguistik dan Sastra*, 7(1).
- Zarefsky, D. (2019). *The Practice of Argumentation: Effectiveness Reasoning in Communication*. Cambridge: Cambridge University Press