

## ACADEMIC CONTROVERSY MODEL AS AN ALTERNATIVE TECHNIQUE FOR TEACHING SPEAKING

**\*Eka Agustina<sup>1</sup>, Nurhayati<sup>2</sup>, Dwi Andriani<sup>3</sup>, Zulaikah<sup>4</sup>**

<sup>1, 2, 3, 4</sup> Universitas Nurul Huda, Indonesia

\*correspondence: [ekaagustina@unuha.ac.id](mailto:ekaagustina@unuha.ac.id)

<https://doi.org/10.24071/lltc.2022.18>

received 22 November 2022; accepted 25 January 2023

### Abstract

The aim of the research is to determine the effect of using Academic Controversy Model for teaching speaking. This research is a quantitative research using experimental methods. Purposive sampling was used by the researcher to take the sample. Data was collected through a speaking test with 1 choice question consisting of four themes as the instrument. From the analysing by using Independent t-test, the researcher got t-obtain was higher than t-table  $t$  (2.281 > 2.000) at the significant level  $\alpha=0,05$  in two-tailed test. It meant that academic controversy model can influence for students' speaking skill.

**Keywords:** academic controversy model, speaking skill, teaching technique

### Introduction

English is one of the language that an important role in various field. English is an international language, by English we can communicate with another people in different country. Indonesia is a country that uses English as a foreign language. English has four skills, they are; reading, speaking, writing and listening. But in communication, speaking is much use for transferring information in daily life.

Meanwhile, speaking skill can be defined as skills that enable us to communicate effectively. So that it also give information verbally and also in a way that can be understood by listeners. Speaking skills are essential skills for all the people who wish to learn English to their career, improve business, build confidence levels, get better job opportunities, make public speaking, interviews, debates and discussions, presentations and so on. Now, everything is linked with speaking skill (Kuśnierek, 2015).

According to Hadijah (2014:1), the students' problems on English speaking not only having limited knowledge on the components of speaking skills likes: pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, likes: shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems. Based on the problem the teacher must creative to solve the problem So, the researcher would like to try implementing a strategy that can help students in an effort to increase students' speaking skills, namely the academic controversy model.

According to Johnson et. Al (2013), Academic Controversy Model (ACM) is the model that can be used in University for teaching speaking. Hence, ACM is the principle of ACM fulfil its criteria, such as a task for group completion, discussion and resolution, face to face interaction in small group, an atmosphere of cooperation and mutual helpfulness within each group and individual accountability (Susilo, 2013).

From the argument above, the researcher was interested to conduct a research entitled “Academic Controversy Model as an alternative Technique for Teaching Speaking”.

## Method

In this research, the researcher used a quantitative approach and applied quasi-experimental as the design.

## Findings and Discussion

### *The students’ result of pre-test and post-test in experimental group*

The result of the pre-test of speaking after the test distributed to the students was shown in Table

Table 1. The students’ score for pre-test in experimental group

St’ No	Rater 1 (Researcher)						Rater 2 (school Teacher)						Average Score
	Pr	Gr	Vo	Fl	Un	Score	Pr	Gr	Vo	Fl	Un	Score	
1	10	5	5	10	10	40	10	5	5	5	10	35	38
2	10	10	5	10	10	45	10	10	5	5	10	40	43
3	10	5	5	10	15	45	10	10	5	10	10	45	45
4	10	10	5	15	15	55	10	10	10	10	10	50	53
5	10	10	10	10	10	50	10	10	10	10	15	55	53
6	10	10	5	5	15	45	10	5	5	10	10	40	43
7	10	10	5	5	10	40	10	10	5	5	15	45	43
8	10	10	5	10	10	45	10	10	10	10	10	50	48
9	10	10	10	10	10	50	10	5	10	10	10	45	48
10	10	10	10	10	15	55	10	10	5	10	10	45	50
11	10	10	5	10	10	45	10	10	10	5	15	50	48
12	10	5	5	10	10	40	10	10	5	10	10	45	43
13	10	10	5	5	15	45	10	10	10	5	15	50	48
14	10	10	10	10	10	50	10	10	10	10	15	55	53
15	10	5	10	10	10	45	10	5	10	10	10	45	45
16	10	10	5	10	10	45	10	10	10	5	15	50	48
17	10	10	10	5	15	50	10	10	5	10	10	45	48
18	10	10	10	10	15	55	10	10	10	10	10	50	53
19	15	10	10	10	10	55	10	10	5	10	15	50	53
20	10	10	10	10	10	50	10	10	5	10	10	45	48
21	10	10	5	10	10	45	10	10	10	10	10	50	48
22	10	10	10	5	10	45	10	5	5	10	10	40	43
23	15	10	5	10	15	55	10	10	5	10	15	50	53
24	10	5	5	10	10	40	10	10	5	10	10	45	43
25	10	10	5	10	15	50	10	10	5	10	15	50	50
26	10	10	5	10	10	45	10	10	5	10	10	45	45
27	10	10	10	10	10	50	10	10	10	10	10	50	50
28	10	10	10	10	15	55	10	10	5	10	15	50	53
29	10	10	5	5	15	45	10	5	5	10	10	40	43
30	10	10	5	5	10	40	10	10	5	10	15	50	45
31	10	10	5	10	10	45	10	10	5	10	10	45	45
Total						1465						1450	1469
Mean													47,39
Median													48,00
Mode													48
Variance													14,512
Standard deviation													4,063
Range													15
Maximum Score													53
Minimum Score													38

Based on table score, it was found that there was no (0%) student who got excellent, good, and average category, 30 students who got poor category

(96,78 %) and there was 1 (3,22 %) student who got very poor category. Furthermore, table of frequency can be seen in the following table.

**Table 2 Table frequency of the pre-test in the experimental class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	3,2	3,2	3,2
	43	7	22,6	22,6	25,8
	45	5	16,1	16,1	41,9
	48	8	25,8	25,8	67,7
	50	3	9,7	9,7	77,4
	53	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

Furthermore, the condition of the students pre-test score of the experimental group illustrated in

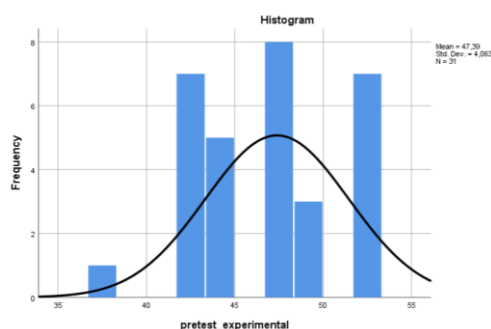


Figure 1. Students pre-test in experimental group

Meanwhile, the score of the post-test of writing was shown in Table 3.

**Table 3. The students' score for post-test in experimental class**

St' No	Rater 1 (Researcher)						Rater 2 (School teacher)						Average Score
	Pr	Gr	Vo	Fl	Un	Score	Pr	Gr	Vo	Fl	Un	Score	
1	20	15	15	15	20	85	20	15	15	15	15	80	83
2	15	20	15	15	15	80	15	20	20	15	15	85	83
3	15	10	10	15	20	70	15	10	10	15	15	65	68
4	15	10	10	10	15	60	15	10	10	15	10	60	60
5	10	10	10	15	15	60	10	10	10	15	10	55	58
6	15	15	15	15	20	80	15	15	10	15	20	75	78
7	15	10	10	15	20	70	10	10	10	15	20	65	68
8	15	10	10	15	15	65	15	10	10	15	15	65	65
9	15	15	15	15	15	75	15	15	15	15	15	75	75
10	10	10	10	15	20	65	10	10	10	15	15	60	63
11	15	15	10	15	15	70	15	15	15	15	15	75	73
12	10	10	10	15	15	60	10	10	10	15	20	65	63
13	15	15	15	20	20	85	20	15	15	15	15	80	83
14	10	10	10	15	20	65	10	10	10	15	20	65	65
15	15	15	10	15	15	70	10	10	10	15	20	65	68
16	15	10	10	15	15	65	15	10	10	10	15	60	63
17	15	10	10	10	15	60	10	10	10	10	15	55	58
18	15	15	15	20	15	80	20	15	10	15	15	75	78

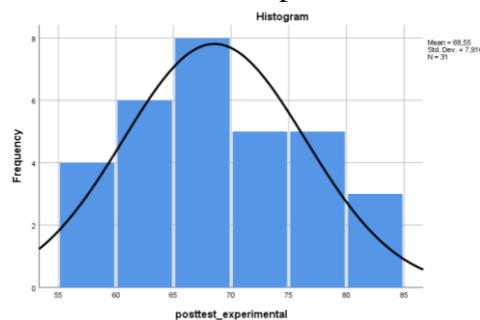
19	10	10	10	10	15	55	10	10	10	15	10	55	55
20	15	15	15	15	15	75	15	15	15	15	15	75	75
21	15	10	10	15	15	65	15	10	10	10	15	60	63
22	15	10	15	15	15	70	15	15	15	10	15	70	70
23	15	15	10	10	15	65	15	15	10	15	15	70	68
24	15	15	10	15	15	70	15	10	10	15	15	65	68
25	15	10	10	15	15	65	15	10	10	10	15	60	63
26	15	10	10	15	20	70	15	10	15	15	15	70	70
27	15	10	10	10	10	55	15	10	10	10	10	55	55
28	20	15	15	15	15	80	15	15	15	15	15	75	78
29	15	15	10	15	15	70	15	15	15	15	15	75	73
30	15	10	10	15	15	65	15	10	10	15	15	65	65
31	15	15	10	15	15	70	15	15	15	10	15	70	70
<b>Total</b>						<b>2140</b>							<b>2125</b>
<b>Mean</b>													<b>68,55</b>
<b>Median</b>													<b>68,00</b>
<b>Mode</b>													<b>63</b>
<b>Variance</b>													<b>62,656</b>
<b>Standard deviation</b>													<b>7,916</b>
<b>Range</b>													<b>28</b>
<b>Maximum Score</b>													<b>83</b>
<b>Minimum Score</b>													<b>55</b>

Based on Table 3, the writer found that the highest score was 83 and the lowest score was 55 in which the mean of the score was 68,55. The median score was 68,00. mode was 63. Variance was 62,656, and range was 28, with standard deviation was 7,916. Furthermore, frequency of the students' post-test score in experimental group.

Table 4. Table frequency of the post-test score in the experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6,5	6,5	6,5
	58	2	6,5	6,5	12,9
	60	1	3,2	3,2	16,1
	63	5	16,1	16,1	32,3
	65	3	9,7	9,7	41,9
	68	5	16,1	16,1	58,1
	70	3	9,7	9,7	67,7
	73	2	6,5	6,5	74,2
	75	2	6,5	6,5	80,6
	78	3	9,7	9,7	90,3
	83	3	9,7	9,7	100,0
Total		31	100,0	100,0	

And the condition of the students post-test score of the experimental class could be illustrated in **Figure 2**. Students score of post-test.



Furthermore, the following table is descriptive statistics that used to get summary information distribution, variability, the total number (N), the standard deviation (SD), mean, mode, range, minimum and maximum score. It can be seen in the following table.

Table 5. Descriptive statistics of the pre-test and post-test in the experimental

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
pretest_experimental	31	15	38	53	1469	47,39	4,063	16,512	-,103	-,695
posttest_experimental	31	28	55	83	2125	68,55	7,916	62,656	,243	-,610
Valid N (listwise)	31									

After we know the result of the students' score in experimental group, the researcher find the independent t-test. To find out whether or not there was any significant difference in speaking ability, the writer compared the result of the posttest in control class and experimental class. The calculation can be seen as follows:

Table 6. Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	Equal variances assumed	,126	,724	2,281	60	,026	4,516	1,980	,555	8,477
	Equal variances not assumed			2,281	59,823	,026	4,516	1,980	,555	8,477

Therefore, from the table 6 of Independent t-test the value of  $t_{\text{obt}} = 2.281$  is higher than  $t_{\text{t}} = 2.000$ . And the value of  $\text{sig} (2\text{-tailed}) = 0.026$  less than the value significance level (0.05). At last, the researcher concluded that alternative hypothesis ( $H_a$ ) of this research was accepted and null hypothesis ( $H_0$ ) of this research was rejected. It meant that there was any significant difference between students who are taught through academic controversy model and the student who are not taught through academic controversy model in teaching speaking skill at the tenth grade students of SMK Negeri 1 Belitang Madang Raya.

## Conclusion

The researcher decided that there was any significant difference between students who are taught through academic controversy model and the student who are not taught through academic controversy model in teaching speaking at the tenth grader students SMK Negeri 1 Belitang Madang Raya.

It was also depend that the student can reduced their problem in speaking since implemented academic controversy model in their learning proses. Through academic controversy model, students can solve their problem of speaking, because it was good model to expand and increase for comprehending connected to an problem or topic.

## References

- Abdelmageed, M., & El-Naggar, Z. (2018). Digital storytelling enhances students' speaking skills at Zewail university of science and technology in Egypt. *Society for Information Technology & Teacher Education International Conference, December*, 278–287.
- Andriani, D. (2017). Teaching causative by using inductive way. *Channing*, 2(1), 31-35.
- Doğan, Z. (2019). Assessing the teaching practice processes of preservice teachers and their competencies of mathematics teaching within the scope of teaching practice course. *Universal Journal of Educational Research*, 7(1), 171–177. <https://doi.org/10.13189/ujer.2019.070122>
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (7th Ed). New York: McGraw Hill Companies, Inc.
- Gani, S. A., Fajrina, D., & Hanifa, R. (2015). Students' learning strategies for developing speaking ability. *Studies in English Language and Education*, 2(1), 16-28. <https://doi.org/10.24815/siele.v2i1.2232>
- Karnataka, T. (2017). *Introduction to concepts of teaching*. 1–6.
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 7(1), 73–111.
- Nasriandi, N., & Masruddin, M. (2021). The use of British parliamentary debate style. *Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 572–588.
- Pakula, H.-M. (2019). Teaching speaking. *Apples - Journal of Applied Language Studies*, 13(1), 95–111. <https://doi.org/10.17011/apples/urn.201903011691>
- Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *ELTIN Journa*, 7(III), 43–53.
- Program, E. E. (2020). *The effect of Kahoot! game in teaching reading comprehension achievement at the fourth semester students of English education*. 16.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 401(2), 6–18.
- Santicola, C. F. (2015). Academic controversy in macroeconomics: An active and collaborative method to increase student learning. *American Journal of Business Education (AJBE)*, 8(3), 177–184. <https://doi.org/10.19030/ajbe.v8i3.9279>
- Santoso, B., Marchira, C. R., & Sumarni, P. (2017). Development and validity and reliability tests of professionalism assessment instrument in psychiatry residents. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 6(1), 60. <https://doi.org/10.22146/jpki.25369>

- Sileyew, K. J. (2019). *Research design and methodology*.
- Strategies, L., By, U., With, L., Performance, S., Developing, F. O. R., & Ability, S. (2016). *Speaking performance for developing speaking ability*. 6(2), 87–101.
- Suadiyatno, T., Firman, E., Hanan, A., & Sumarsono, D. (2020). Examining the effect of contextual teaching-learning and anxiety towards students' speaking skills. *Journal of Languages and Language Teaching*, 8(1), 100. <https://doi.org/10.33394/jollt.v8i1.2266>
- Susilo, A. (2013). Academic controversy model as an alternative strategy for teaching speaking at university level. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 11(2), 285. <https://doi.org/10.21154/cendekia.v11i2.205>
- Susilo, A. (2013). Academic controversy model. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 11(2), 285. <https://doi.org/10.21154/cendekia.v11i2.205>.
- Venera, U. (2017). The Design and Use of Speaking Assesment Rubrics. *Journal of Education and Practice*, 8(32), 135–141.
- Zulaikah, Z. (2017). Problem posing learning (PPL) to teach students' speaking ability. *Channing: Journal of English Language Education and Literature*, 2(1), 16-21.