

THE CORRELATION BETWEEN STUDENTS' INTEREST IN SPEAKING MATERIALS AND DEBATE SPEAKING COMPETENCE AND ACHIEVEMENT AT MUHAMMADIYAH UNIVERSITY OF BENGKULU

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ABSTRACT

The objectives of this research are to investigate the correlation between students' interest in speaking materials and debate speaking competence, then investigate the correlation between students' interest in speaking materials and speaking learning achievement and investigate the correlation between debate speaking competence and speaking learning achievement simultaneously. This research is a mixed method, quantitative approach by using the correlational study as its method and qualitative. The samples of this research are 21 students. The data were gathered using a questionnaire, interview, speaking test, and documentation value and analyzed by application SPSS. The findings showed the correlation between students' interest in speaking materials and debate speaking competence at English student Muhammadiyah University of Bengkulu was 0.587. Furthermore, the correlation between students' interest in speaking materials and speaking learning achievement was 0,460. In conclusion, interest in speaking materials positively influences speaking competence and achievement debate.

Keywords: Interest, Speaking Competence, Speaking Learning Achievement, Speaking Materials

INTRODUCTION

Speaking is one of the ways a person communicates with others. By speaking, a person can express opinions, ideas, or thoughts. Lindsay (2006: 57) said that speaking would involve several people conveying messages and interacting. Communication will be effective if the speaker and listener understand the language

used. As Shofi (2020:3) said, speaking is a person's way of conveying information by using words or sentences that match the interlocutor. Besides that, speaking is one of the four skills in English that students must master.

English speaking skill is not only used when students are in school, but they can also apply their speaking skill to people outside the school environment. According to Dj (2017:132), speaking is one of the most crucial English abilities to develop. Mastering English is essential, not just for academic purposes but also for human communication, particularly with international individuals. Nunan (1991:14) states that the basic skill of language is speaking skill. Speaking not only knows about grammar and vocabulary, but students also have to understand and master the use of language appropriately and fluently.

Mastery of students' speaking skills will positively impact students' outcomes. Students who speak English fluently will also affect other English skills such as reading, writing, and listening. According to Abdullah (2017: 98), a person's success in learning a language can be measured by their ability to use the language to communicate. Students who often practice speaking skills will find it easier to pronounce English words or sentences correctly. Brown and Yule (1983:6) stated that teaching foreign languages to students is to make them able to speak English effectively.

Teaching speaking English to students is not an easy thing. The mastery of speaking skills depends on the learning taught to students. Teachers must understand what materials enable students to apply English-speaking skills in front of the class and outside the classroom. Rao (2018: 289) said that teachers should choose and consider the topics taught to students based on their interests and enthusiasm. We know that students are embarrassed to speak English in front of people. Most students only apply their English speaking skills in class, even if the teacher asks them to. Outside of school, the students rarely use it.

The ability to speak English will continue to increase if student interest is in the material taught. Students' interest in learning to speak English will produce a comfortable, happy, calm, and effective class atmosphere. According to Kusumawardhani (2017: 3), interesting material will help students and teachers in the teaching and learning process; namely, the teacher can control activities in the classroom effectively because students are interested in the material taught. For this reason, selecting topics that are by student interests is also very much needed. Tohirin (2005: 117) said learners' interest in a material is a psychological factor that will affect student achievement in quality and quantity. Students do not feel pressured, difficult, embarrassed, or afraid to learn English if students are interested in the learning material.

According to McKenna (1994:18), his study, which examined the relationship between interest and language learning, proved a positive correlation between

students' interest in language learning. For that interest in learning, the material is very important for students and teachers and can help the learning process. Not only the learning process but also the results of students speaking learning will also be good. As Parmawati (2017:2) said that interest in learning materials is one way to make the learning process more effective, and the students who have an interest in the material will usually achieve more than students who do not have an interest in learning. Various studies state that students' interest in learning will lead to more optimal learning Krapp (2002: 384).

To prove this assumption, several previous studies have shown the results of students' interest in learning materials, especially speaking material. Dj and Wahyuni (2017) examined the correlation between students' interest in speaking and their speaking scores. It showed that the effect of students' interest in speaking learning material was positive. It could conclude that there was a relationship between students' interest in speaking and the level of students' speaking scores. Furthermore, Lestari (2020), with her research on the relationship between students' interest in learning English and their speaking ability, can conclude that the relationship between students' interest in learning English impacts their speaking skills. Based on the results of the previous research, it can be seen that students' interest in speaking material positively influences their ability to speak English and their learning achievement.

In this research, the researcher interviewed the lecturer who taught speaking material at the Muhammadiyah University of Bengkulu, especially for 4th- semester students, about students' interest in speaking material. The results show that students' interest in speaking learning material is not yet visible or can be said to be low. This is evidenced during the learning process students' speaking is not optimal. The lecturer assessed that students' interest in speaking learning material was still not good.

Even though interest in learning material is very much needed in the learning process. For this reason, this research is important because researchers want to know whether there is students' interest in speaking materials and speaking competence and also their speaking learning achievement. The researcher also wanted to see the level of correlation, and she was interested in researching these problems into research with the title: "The Correlation between Students' Interests in Speaking Materials and Debate Speaking Competence and Achievement at Fourth Semester Muhammadiyah University of Bengkulu."

LITERATUR REVIEW

Learning Interest

Interest is an attitude that arises from within a person to like something. Students who are interested in the lesson, then he will pay attention to the lesson;

over time, there will be interest and feelings of pleasure so that he is more active and enthusiastic in carrying out learning activities. For example, students are interested in learning to speak English, so students will continue to practice speaking English and like the lesson. According to Syafitri (2019: 3), interest is a positive attitude that will motivate individuals to pay attention to something that makes them interested, and they will enjoy the activity until the end. Interest is one of the factors that can affect a student's achievement in learning. Interest can be stimulated in successful learning.

Laine et al. (2017:43) said if someone has more attention to something, they usually have an interest. Students' interest in learning materials is correlated with the knowledge that students gain from that subject. Students' attention in the learning process occurs because of their interest in students. Kayalar (2017: 2777) says that there is an interest in student learning, which will cause students' attention to learning. Interest is an important aspect of the learning process. As Cheung (2018:2) said, interest in the learning process is very much needed; in interest learning, there are three important aspects: attention, purpose, and intensity.

For this reason, teachers must provide activities that make students interested in the learning process because this learning interest will affect student learning outcomes. Ainia (2020:59) said that interest in learning is a factor that will determine the success of student learning. In addition, interest in learning can also support and influence the learning process in schools, especially in learning English.

Students' interest in learning does not just appear. Interest in learning will arise from student activity. According to Nugroho (2020: 1), interest in learning does not appear suddenly or spontaneously, but interest arises because of participation in learning, experience, and habits. Several factors influence students' interest in the learning process. Crawley and Mountain (1995: 8) said factors that influence the development of student interest are subjects that can be understood, self-concept, previous experience, the complexity of the subject matter, grades, and level of pressure involvement. Besides these factors, the teacher's role in teaching the subject matter well is needed by students. According to Win (2018:230), it is important for teachers to guide and help students positively depending on their individual needs. In the classroom, teachers must be initiators, facilitators, and motivators, ideal people.

Speaking Skill

Having English speaking skills is an important point for students. With the ability to speak, students will become more confident in learning English. This speaking ability can also help students to get additional value from the teacher because students play an active role in learning. As Rahmawati (2021: 70) said,

students who speak English in class will be more active, and the teacher will provide additional value for students with speaking skills. Speaking skills are very important for both students and teachers. According to Bygate (1987: viii), speaking skills are global skills that have multifunctional uses.

Speaking is one of the skills that must be mastered. According to Harmer (2001: 39), speaking is a skill that needs attention because speaking is the most important aspect of learning a second language or a foreign language. In addition, success is measured in terms of the ability to have a conversation. Speaking not only conveys a message, but with the ability to speak, we can establish social relationships with other people. Thornbury (2005: 13) states that speaking has two main purposes. Talking will be one of the transactional functions in the main. Its purpose is to convey information and facilitate the exchange of goods or services or to serve an interpersonal function in which the primary purpose is to establish and maintain social relationships.

In English speaking skills, several aspects must be understood so that when communicating, we will understand what is being discussed. According to Fulcher (2003:22), speaking is an ability that is taken for granted, learned as it is through the process of socialization through communication. There are many methods that teachers use to teach English speaking skills. One of the methods is the debate method.

This debate method requires students to speak English, and with that, students will be trained to speak English. As Musfirah (2017:211) said, the method that can improve students' speaking skills is the debate method because the debate method can motivate and help students find it easy to learn English, especially speaking. This is an active learning process because students will learn more by working in groups and sharing knowledge.

Classroom speaking learning activities that will make students trained to speak English. According to Harmer (2007: 123), there are three ways to make students speak in class. First, the speaking activity is to provide training opportunities. Second, the speaking task is where students will carry out dialogue activities with each other or the teacher. With it, everyone can see how well they are doing and their language problems. The last is speaking using the vocabulary that comes to mind without looking at the dictionary.

Speaking Materials

The speaking materials given to students must be in accordance with their abilities and needs of students. If students are in an English debate class, the teacher will provide material in accordance with what is being taught. According to Mujawah and Widyantoro (2019:41), in teaching speaking, the teacher will provide

special speaking materials that meet their learning needs when attending conversation classes.

Based on the result of the analysis of learning to speak English by Wulandari and Ena (2018:3), the debate is known as an idea between two opposing sides. In the educational environment, the debate is known as one of the English language competitions held by many institutions. The debate consists of arguments for and against certain proportions. Debate helps students defend their opinion and express their feelings, so the debate is one method or material that is good for speaking English fluently.

The debate method in learning to speak English can motivate students to speak. This debate method is an active teaching method because students act in groups. The debate method as an effective method of teaching speaking is also supported by Pradana's opinion (2017:151). Group activities such as debate are the most recommended for teaching speaking; this debate method will motivate students to participate in class.

Lumbangaol and Mazali (2020:164) said there are six parts to debate

1. Motion is a topic of debate.
2. Definition there are two ways of definition, namely: word-by-word definition and global definition.
3. Theme lines are the underlying reasons that answer why one team supports or opposes a motion.
4. Argumentation is a tool used by groups to defend their opinion or oppose the ideas of others.
5. Rebuttal: There are two kinds of rebuttal. First is the global rebuttal: the global rebuttal is an attack on the main core of the opposing case, the theme line. As a result of this objection, their case will collapse. Detailed rebuttal: detailed rebuttal is an attack on any given argument.

Speaking For Debate

Speaking for debate is one of the courses at Muhammadiyah University of Bengkulu. This subject is usually taught to students in semester 4 of the English education study program. Arung (2016: 72) says that one of the benefits of debate in learning to speak is developing students' communication skills. Then one of the objectives of this course is to train students to speak English and to give good arguments to each other. According to (Dale & Wolf, 2000), a debate is a speaking situation in which opposing points of view are presented and argued.

In this course, students are taught many things about debate. The book used for learning debate is winning debate (Johnson, 2009). The material presented to students starts from the foundations of a philosophy of debating, a philosophy of debating, types of academic debate, elements of argument, forms of argument,

source of evidence, types of evidence, the probative force, note taking, and flowing, rebuttal, descriptive argumentation, relational argumentation, evaluative argumentation, the strategy of control, constructive argumentation, deconstructive argumentation, framing, the British parliamentary format, the prime minister's speech, the leader of the opposition's speech, the deputy speeches, the member speeches, and the whip speeches. The material is taught by practicing it in class.

This debate learning will train students in creative thinking. In debate, we are required to understand the opinions of others. Then we are also required to provide opinions on other people's arguments. According to Musfirah (2017: 213), a debate is a debate that develops communication skills by giving opinions, opposing given topics, thinking critically about problems, and expressing ideas in English. For this reason, learning debate is very beneficial for students. Students will be trained in speaking English. Debate learning will make students become better speakers in their daily life. As Widiawati et al. said (2020: 268), there are many benefits of using debate in teaching English, especially teaching speaking skills. This debate learning can also increase their vocabulary, grammar, and also their skills in using English. This is also said by Firmansyah et al. (2019: 891) that the debate techniques taught to students will improve their pronunciation, vocabulary, and fluency.

RESEARCH METHOD

This research used a mixed, quantitative approach using the correlational study and a qualitative method. This correlation research examined the use patterns and relationships between variables in a group of subjects. Correlation is to know the relationship between the dependent and unbound variables; from these two variables will be seen their influence on each other.

This design was used to determine the relationship between X and Y. Variable X is students' interest in speaking materials. In comparison, there are two variables Y, Y1: debate speaking competence, and Y2: achievement. Data was collected by providing questionnaires to students. The questionnaires are about students' interest in speaking materials. Interview students to get their comments and interest in speaking materials. Conducting speaking tests to find grades of debate speaking competence and the last achievement from students' final results.

The population of this research was the fourth-semester English students of the faculty of teacher training and education of Muhammadiyah University of Bengkulu. The researcher takes all of the students as samples. The sample of this research is 21 students. The sampling technique in this research used a saturated sampling technique.

FINDINGS

The researcher did the correlation test on the data to find the correlation between students' interest in speaking materials and debate speaking competence. The second is students' interest in speaking materials and achievement. The researcher conducted a correlation test using a statistical program, SPSS 25. According to Sujarweni (2014: 127), the closeness of the correlation between variables can be grouped as follows:

Table 1. Correlation Closeness Guidelines

Pearson correlation value 0,00 - 0,20	The correlation is very weak
Pearson correlation value 0,21 - 0,40	The correlation is weak
Pearson correlation value 0,41 - 0,70	The correlation is strong
Pearson correlation value 0,71 - 0,90	The correlation is very strong
Pearson correlation value 0,91 - 0,99	The correlation is very strong
Pearson correlation value 1	Perfect Correlation

Sujarweni (2014: 127)

The results of the correlation test of this research are known. Below is an explanation of each correlation test performed.

The correlation between students' interest in speaking materials and debate speaking competence.

The first correlation test is based on the questions in this study. The correlation test was conducted between students' interest in speaking materials and debate speaking. This correlation test includes two variable data, namely the first value of each student who answers the statement on the questionnaire (X). The second is the score of each student who has done the speaking test (Y).

Table 2. Test the correlation between students' interest in speaking materials and debate speaking competence.

Correlations

		Interest	Speaking
Interest	Pearson Correlation	1	.587**
	Sig. (2-tailed)		.005
	N	21	21
Speaking	Pearson Correlation	.587**	1
	Sig. (2-tailed)	.005	
	N	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the two variables were simultaneously entered into the correlation test. In this correlation, the researcher used the Pearson product-moment correlation. Then the test of significance is 2-tailed because the hypothesis in this study is not directed. This correlation is done to see the correlation between the variables X and Y and the level of closeness. From the results of the correlation test, the researcher found that students' interest in speaking materials and debate speaking competence had a significant relationship. This was obtained from the Sig

value on the correlation test, which was 0.005. Then the value of the r value (Pearson correlation) is 0.587.

This value indicates that the two variables have a positive correlation because the value of r does not show a negative sign. From this correlation test, it can be concluded that if the value of students' interest in speaking materials is high, then the result of the value of debate speaking competence is also high. For that, these variables have a significant relationship.

The correlation between students' interest in speaking materials and achievement.

This second correlation test was conducted to answer the second question in the study. The correlation test was conducted between students' interest in speaking materials and achievement. This correlation test was carried out by entering two-variable data, namely the first value of each student who answered the statement on the questionnaire (X). The second is an achievement (Y).

Table 2. Test the correlation between students' interest in speaking materials and achievement.

		Interest	Achievement
Interest	Pearson Correlation	1	.460*
	Sig. (2-tailed)		.036
	N	21	21
Achievement	Pearson Correlation	.460*	1
	Sig. (2-tailed)	.036	
	N	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the two variables are entered simultaneously into the correlation test. In this correlation, the researcher used the Pearson product-moment correlation. The hypothesis in this study is not directed; for this reason, the researcher uses a 2-tailed test of significance. This correlation is carried out to see the correlation between variables X and Y and their level of closeness.

From the results of the correlation test, the researcher found that the results of the correlation between students' interest in speaking materials and achievement had a significant relationship. This was obtained from the Sig value in the correlation test, which was 0.036. The Sig value is <0.05, which means the data is correlated. Then the value of the r value (Pearson correlation) is 0.460. This value indicates that the two variables have a positive correlation because the value of r does not show a negative sign. From this correlation test, it can be concluded that the value of students' interest in speaking materials is high, so the achievement results are also high. For this reason, these variables are correlated and positive.

DISCUSSION

The students' interest in speaking for debate material, namely, students like all the existing material. However, one of the materials that makes students like and interested in learning speaking for debate courses is the material of arguments and evidence. The two materials are interconnected to get a good statement in debating. These materials help students to accept or give statements in debating. The results show that each student can explain one of the materials they like. Explain the parts they learned from the material. For example, in argumentation material, students explain how to argue well and the requirements for arguments.

The first question of this research is about the correlation between students' interest in speaking materials and debate speaking competence. The analysis shows that students' interest in speaking materials and debate speaking competence are correlated. Students' interest in speaking material is one of the ways they like the lesson. The researcher knows how interested they are in these materials by giving a questionnaire containing statements of students' interest in speaking material. Many students are interested in the teaching material in speaking for debate courses. Students enjoy learning the material. Their interest in speaking material is based on enjoyment, attention, and curiosity.

The speaking test was conducted to assess their English-speaking component. These components are pronunciation, grammar, vocabulary, fluency, and comprehension. The results of the speaking test for all students were good. So students' interest in speaking material positively correlates to their speaking skills. Even though there were the two lowest components on the speaking test, the results weren't too bad. That way, the interest in the subject matter has a good influence on every student.

The second question of this research is about the correlation between students' interest in speaking materials and achievement. The analysis shows that students' interest in speaking materials and debate achievement are correlated. This correlation is the same as the previous correlation. This correlation is done by taking data from students' interest in speaking materials. The speaking course being taught at the time this data was collected speaking for debate. In this correlation, the researcher takes the same data or the same value to get data from students' interest in speaking materials.

It is this data that the researcher retests with the results of data from achievement. The value of this achievement, the researcher asked the lecturer, who would later be tested for correlation with the value of students' interest. The correlation between students' interest in speaking materials and achievement results is good. These results are at a strong correlation level. This strong correlation indicates that if the level of student interest in speaking teaching material is high, it will be followed by high achievement.

A number of prior research have demonstrated the effects of students' enthusiasm in learning materials, particularly speaking materials. Dj & Wahyuni (2017) investigated the relationship between students' interest in speaking and their speaking performance. It revealed that the effect of students' enthusiasm for language-learning materials was good. It was possible to determine that there was a connection between students' interest in speaking and their speaking scores. Moreover, Lestari (2020) can deduce from her research on the relationship between students' desire in learning English and their speaking ability that this relationship has an effect on students' speaking skills. According to the findings of prior study, students' enthusiasm in speaking material has a favorable effect on their ability to speak English and their academic performance.

The students' interest in speaking materials inspires the lecturers who teach. So at the end of the assessment, the lecturer does not only assess the assignments given to students. Lecturers will also see students' activeness in class, student responses when the lecturer asks questions, and the responses given by students during the learning process. For example, students interested in teaching speaking materials will give questions related to teaching materials. For this reason, student interest in teaching material will impact both students and lecturers.

CONCLUSION

This research analyzed the correlation between students' interest in speaking materials and debate speaking competence. Then, the correlation between students' interest in speaking materials and achievement at 4th-semester students of Muhammadiyah University of Bengkulu. The students were interested in one of the materials taught in the speaking for debate course: evidence and arguments. This material is important because, without arguments and evidence, students do not know how to give arguments and the things that must be in an argument.

The correlation between students' interest in speaking materials and debate speaking competence. The researchers found that there were three categories in students' interest in speaking materials, namely enjoyment, attention, and curiosity. These three categories make students interested in learning to speak, especially in the subject of speaking for debate. The results for each variable, namely the X and Y variables, show significant data from students interested in speaking material. All students gave positive responses. Their selection on the questionnaire was correct because they had studied the materials while the value data on debate speaking competence is good. They were tested by assessing all competencies in speaking. As a result, all students got good grades. For this reason, the correlation between students' interest in speaking materials and debate speaking competence is significant or positively correlated.

The correlation between students' interest in speaking materials and achievement. Not much different from the previous correlation, this correlation also uses the value of students' interest in speaking material. It was found that for each variable, namely variables X and Y. These variables indicate that the data from students interested in speaking material is significant. The positive responses given by students to the questionnaire produced good data. The data correlates with the value of achievement, where the results of variable X and variable Y are correlated or have a significant correlation. The correlation results show a positive correlation, namely that students' interest in speaking material increases will produce a good final grade.

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