

IMPROVING THE DEBATE ABILITY THROUGH INQUIRY METHOD AND AUDIO VISUAL LEARNING MEDIA IN COURSE OF SPEAKING SKILL

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IMPROVING THE DEBATE ABILITY THROUGH INQUIRY METHOD AND AUDIO VISUAL LEARNING MEDIA IN COURSE OF SPEAKING SKILL

(Lesson Study Results)

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Abstract

This study aims to apply the model of professional development of lesson study in Speech Skills course through debating ability of student of Indonesian language and literature study program of Faculty of Teacher Training and Education of Muhammadiyah University Professor Dr. Hamka. This lesson study program involves various elements, namely the lecturers team of lesson study, lecturers of speech skills students and semester III students of Indonesian Language and Literature Studies Program FKIP UHAMKA. This research uses Classroom Action Research which consists of (1) Plan stage, is development of teaching materials that is debate. (2) Do stage in the form of activities or implementation in the classroom by the model lecturer in the form of learning to students of the third semester, and (3) See stage or joint reflection between the model lecturer and the observer team about the advantages and disadvantages of teaching materials and processes that have been implemented. Lesson Study activities are designed in two cycles, each cycle consists of 2X meetings, at each meeting will be Plan, Do, and See stages in each learning process. The purpose of phasing in each cycle is to improve the students' ability to speak which was previously passive, but continuously improved by using appropriate methods and media can improve students' ability in expressing their arguments so that students can improve their ability to argue. The results of this study indicate that: (1) the implementation of lesson study has given satisfaction to lecturer model and observer and student. (2) they are able to produce lessons (RPS, LKM, teaching materials, learning media, and quality assessment instruments) as they are made together with model lecturers and lecturers observer teams) (3) Dean of FKIP Uhamka's support and its staff on lesson study activities for the improvement of lecturers professionalism that will ultimately improve the quality of education.

Keywords: Ability, Inquiry, Media, Speech Skills

INTRODUCTION

The current learning paradigm continues to grow. These developments are caused by many factors, such as advances in information and communication technologies, cultural shifts, and global challenges that require changing learning orientation. Awareness of the matter is felt by all lecturers of the Indonesian Language and Literature Education Program at the Faculty of Teacher Training and Education UHAMKA. In the implementation of learning, the lecturers have done various variations and innovations in developing the learning process, ranging from designing learning methods and making the media. It is then implemented in the form of learning that originally Teacher Center Learning to Student Center Learning.

However, in this effort, there has been no serious and structured movement to build a learning community in order to create planning, implementation, and evaluation activities of the learning process undertaken by lecturers. For that reason, lesson study activities conducted. In concept, Lesson Study according to Rusman (2010: 384) is an activity that encourages the formation of learning

communities (learning society) that consistently and systematically perform self-improvement, both at the level of individual and managerial. Likewise with Hendrayana (2007: 10) Lesson Study is a model of professional education through the study of learning in a collaborative and sustainable way through the principles of collegiality and mutual learning to build a learning community. Based on this, Lesson Study is an effort to build a learning community in creating a more qualified learning process. This, of course, answers the wishes of the lecturers of the Indonesian Language and Literature Studies Program.

Application of Lesson Study has been done by many educational institutions, ranging from school to college. These activities can provide great benefits for the learning process. For example, the results of Lesson Study conducted on the implementation of Indonesian language learning in MTsN Lubuk Buaya Padang. The result, with the implementation of these activities, can improve student learning outcomes (Putri, et al, 2013: 115). Statement a kind presented by Bakri stating that the Lesson Study is conducted on the subject of Morphology in the Study

Program of Indonesian Education Cokroaminoto Palopo University. Implementation of these activities showed excellent results at each meeting, ie the average student writing at the end of the cycle was in either category up to excellent category (2016: 666).

The data shows that the activities of Lesson Study is a positive activity that can improve the quality of the learning process. In its activities, Lesson Study according to Hidayat (2015: 05) consists of three steps, namely plan, do, and see. Plan is a planning activity, do is a learning process, and see is the process of evaluation of learning. Based on this, Lesson Study Activities reflect efforts to improve learning process from upstream to downstream.

One of the subjects that need improvement of learning process in Indonesian Language and Literature Study Program is Speaking Skills course. This course is a course that requires students to be able to speak well, and can express their thoughts and feelings in various activities, such as speeches, discussions, and debates. To do these activities required a variety of preparations, both speaking techniques to

the insights or knowledge of students on the topic to be delivered.

However, in the learning process, the hope that students can speak actively in official forums such as class discussions is still not maximized. Based on preliminary observations, the following problems are found:

1. Student does not want to express his opinion if not appointed directly. That is, the courage in

expressing opinions has not grown, so only waiting to be given a chance.

2. Students have difficulty expressing their thoughts when appointed. This shows lack of

knowledge or reference of students to certain topics.

3. Students have low motivation so that when speaking just deliver necessary. In other words, students do not reflect affective attitudes and psychomotor that is relevant to what it says.

Based on this, it can be seen that students' speaking ability is very low. Therefore, it is necessary to improve and improve the quality of learning in order to

answer the problems. In the implementation of this lesson study, an increase in learning process by using media and learning method. The process of implementing this lesson study will be conducted on the debate subtopics, through the topic of this debate students will be stimulated to overcome the above problems.

This method of inquiry that will be applied to this debate material seeks to instill the basics of scientific thinking in students, so that in the learning process the students learn more by themselves, develop the creativity in solving the problem. In the implementation of this debate activity the students are really placed as subject who study and lecturer of course pengurus act as mentor and facilitator. The task of the lecturer is to deliver the materials that will be taught, guided and supervised by the students, motivating the students to express their opinions, and reducing the intervention of the students' activities in solving the problem needs to be reduced (ardi: 2013). Inkuiri involves communication which means a space, opportunity, and energy for students to ask

questions and views that are logical, objective and meaningful.

Classroom learning can be done by inquiry method or problem solving. According to Piaget quoted from (Himmah, 2009) the method of inquiry is a method that prepares the student in situations to conduct his own experiments extensively in order to see what is going on, wants to do something, ask questions, and seek his own answers and relate his findings to one the other, and compare what he finds with what the students themselves have set and compare what the lecturers find and what the students find.

To improve the ability of this debate, this Lesson Study activity will be designed with Plan, Do, and See stages in each learning process.

The ability to argue closely related with the ability to speak. According to Hendrikus (2009: 14) speaking is saying a word or sentence to someone or a group of people, to achieve a certain goal. The main purpose of the debate is to maintain arguments or opinions with the support of various data.

Based on this, the ability to argue is a high level of communication skills. In the debate, one does not just convey his thoughts or ideas. However, the person must analyze the problem, then provide a clear reason with supported data or facts so that his opinion in accordance with the context of the ongoing communication. This is in line with Widana's opinion (2007: 71) which states that debate is the ability to communicate a problem by considering certain rules so that the problem can be solved for clear and reasonable reasons.

These reasons, of course, must support opinion according to its position in speech remembering in the debate there are two different camps of affirmation and negation group. affirmative groups must survive and provide arguments that build a motion. This group has the authority to define a motion as a reasonable definition. The negation group must act against and argue against or against the motion given by the affirmative group. Affirmation groups are often also referred to as pro groups and negation groups referred to as the counter group.

In arguing, the two conflicting groups must understand the norms contained in the

debate. According to Mulgrave in Tarigan (2008: 92-93) all the talks should have:

- 1) knowledge of the subject,
- 2) the ability to analyze,
- 3) an understanding of the principles of argument,
- 4) the appreciation of fact truths,
- 5) the skill of finding false ideas with reasoning,
- 6) skills in proof of error
- 7) consideration and persuasion,
- 8) severity, fluency, and strength in the way or speech delivery.

In order for this debate to work properly, the right media is needed to carry it out. Learning media in the development of the learning process becomes an integral and important part that can not be separated . Various learning media innovations are being developed and actualized to the context of learning to be achieved. The development of course makes the learning media increasingly provide space for teachers / lecturers to apply it in the learning process. Learning media today often experience a narrowing

of meaning. Learning media is often interpreted in a more specific variety that is the use of various educational technologies both hardware such as projectors, laptops, videos and software such as power points and prezzi. Of course this is not entirely true, for example, if it refers to the opinions of Gagne and Briggs in Arsyad (2009: 4) who implicitly say that the instructional media includes tools physically used to that convey the content of instructional material, which consists of books, tapes recorders, tapes, video cameras, video recorders, movies, slides (picture frames), photos, pictures, graphics, television, and computers.

This is not much different from the opinion of Briggs in Sudrajat (2011: 12) which mentions the learning media is a physical means to deliver the content / learning materials such as: books, movies, videos and so forth. Based on this, the learning media can be interpreted as various physical aspects that help in the learning process such as photos, pictures, graphics, television, and computers.

In line with the above ideas, the learning media according to Arsyad (2009: 29) are classified into four groups, among others as

follows: (1) printed media, (2) media result of audio-visual technology, (3) computers, (4) combined media of print and computer technology.

This opinion, in contrast to Sudrajat's opinion (2011: 26) that defines learning media is any person, material, tool, or event that can create conditions that enable learners to receive knowledge, skills and attitudes. In this sense, instructional media is no longer interpreted as a tool, but also human beings themselves as learning media.

This is supported by Leshin, Pollock & Reigeluth in Arsyad (2009: 36) who divided the learning media into five groups, namely (1) human-based media (teachers, instructors, tutors, main-roles, group activities, field-traps); (2) printed media (books, guides, workbooks, work tools, and loose sheets); (3) visual-based media (books, work aids, charts, graphics, maps, drawings, transparencies, slides); (4) audio-visual based media (video, film, slide-tape program, television); and (5) computer-based media (computer-assisted teaching, interactive video, hypertext).

Learning media according to Sudjana & Rivai (2002: 2) is very useful, that makes

learning will attract more students, so it can grow learning motivation, learning materials will be more clear meaning that can be better understood by the students, and enable it to master and achieve learning objectives, teaching methods become more varied; students can do more learning activities because not only listening to the teacher's description, but also other activities such as observing, performing, demonstrating, playing, and others.

The implementation of Lesson Study activities begins with the formation of Lesson Study groups on December 15, 2017. The Lesson Study Group consists of seven lecturers of the Indonesian Language and Literature Education Study Program, namely Dr. Nawawi, M.Si., Dr. Prima Gusti Yanti, M.Hum., Dra. Nur Amalia, M.Pd., Nur Aini Puspitasari, M.Pd., Syarif Hidayatullah, M.Pd., Abdul Rahman Jupri M.Pd., and Indah Rahmayanti, M.Pd. After the formation of the Lesson Study group, the next step is to determine the model lecturer. Result of discussion that have been done, model lecturer for Lesson Study this time only one person, that is Dr. Nawawi, M.Si. Selection of this lecturer as well as mark the subjects that will serve as

the object of Lesson Study implementation. Currently, Dr. Nawawi, M.Si. taught Speaking Skills Courses in the third semester.

In the implementation phase of lesson study a technician is tasked with recording using handycam. Shooting is done thoroughly then will be editing on some events that are considered important. Model lecturers perform learning activities, while observers observe the lesson study participants. In general the activity steps are as follows:

- a. Model lecturers carry out the lecture process from the learning contract until the meeting- the next meeting (the team conducts the observations on time agreed).
- b. Observer lecturers make observations on the lesson study participants in accordance with groups of each.
- c. After doing the learning, observer lecturer with the team to make observations through video that has been recorded and do reflection.
- d. The model lecturers together with the team plan the next activity based on the

results of reflection of things that need to be fixed.

- e. The model lecturer returns to the lecture process and the cognate team performs observation (on schedule agreed)
- f. The lecturer with the team performs a reflection again as in step b to d.

Reflection Stage

At the end of the whole process of lesson study the team and the observer lecturer reflect on the valuable lessons learned. Reflection activities carried out thoroughly carried out by:

- a. The team model lecturer reflects the entire learning cycle through discussion and give each other input in accordance with the results of observations during the process of activity lesson study takes place. In this whole discussion will be done a thorough assessment of documented evidence.
- b. Various inputs from the team as well as the results of reflection are documented as materials learning to be disseminated to the faculty level along with the entire

recording process.

- c. Complete report preparation to be discussed about improvement learning with other lecturers within Muhammadiyah University Prof. DR. HAMKA conducting lesson study.

METHODS

This research type is qualitative descriptive. This study uses Classroom Action Research. According to Suharsimi Arikunto (2010: 130), classroom action research is a reflection of activities that are deliberately raised and occur in a class. This method of inquiry in the learning of this debate is used to foster abilities students find themselves how the debate process should be mastered by students of the third semester Indonesian Language and Literature Education Study Program.

This research was conducted collaboratively and participatively between researchers with lecturers of speech skills subjects. Researchers observe the occurrence of action processes in the classroom. The researcher observes the process of debating and following the

course of action from the beginning to the end of the study. The use of inquiry methods is applied to improve the ability of debate through the ability to ask and argue the students of Indonesian Language and Literature Study Program. This lesson study activity was held in Buya Hamka Hall of Teacher Training and Education Faculty of UHAMKA which was set as a lecture class of Speech Skills course. The time of the implementation of lesson study lasted for two months, starting from the preparation of the proposal to the preparation of the report. The implementation of the lesson study consisted of two cycles, and each cycle consisted of two meetings, each cycle being implemented with the Plan, Do and See stages. Details of time lesson study activity in general can be seen in the following table:

No	Type of Activities	December
2017	January 2018	

	1	2	3	4
1	2	3	4	

1. Proposal Creation

2. Lesson Plan Implementation

3. Implementation of Cycle 1 Meeting 1

4. Implementation of Cycle 1 Meeting 2

5. Implementation of Cycle 2 Meeting 1

6. Implementation of Cycle 2 Meeting 2

7. Preparation of Scientific Journal

8. Report Writing

The goal of lesson study is a third-grader who takes a Speech Skills course. In addition, the observer lecturer is also involved in the lesson study with the intention to create a spirit culture of collaboration and cooperation with the principle open mutual give and receive among lecturers at Indonesian Language and Literature Education Study Program FKIP UHAMKA.

Speech skills essentially speak not only articulation sounds but also expressing and conveying ideas. This is consistent with the opinion of Tarigan (2006: 14) who says that speaking is the ability to sound articulation sounds or words to express, express, and convey ideas and feelings. In addition, the

importance of speaking skill learning is also delivered by Faris in Supriyadi (2005: 179) who said that learning the skills of speaking important to be mastered in order to develop the ability to think, read, write, and listen.

The course of Speech Skills is basically aimed at providing supplies to students in order to be able to understand and understand the meaning of speaking, speaking objectives, methods of delivery as well as speaking judgment, and applying them to group discussions, debates and symposia. In particular, in this lesson study focused on the topic of student's ability to debate which includes the ability to express an opinion, the ability to refute the opposing argument and be able to conclude the idea.

Implementation of this Lesson Study is done by classroom action research method with orientation of learning process can be improved to achieve better result. While the model used in this lesson study is the enhancement of the ability of debate through the learning media in the course of Speaking Skills. Through this model, students are expected to gain a thorough insight into the concepts, types and

techniques of debate. In addition, through this model, students are expected to be able to express their opinions well. In a social context, theoretically the learning of debate through the media in this course functioned as a laboratory for students to practice their ability to argue in solving a problem and find answers to questions raised by other groups.

The procedure is a classroom action research which in each cycle consists of two meetings of teaching and learning activities and the end of the cycle is done reflection on the actions that have been done.

The Classroom Action Research Model in this study uses Kemmis & Mc Taggart model consisting of four actions: (1) Planing, Do, action or action, & observation or observing, and See or reflection (Suharsimi Arikunto: 2010: 131-132. Picture! Which depicts Kemmis and Taggart models:

In general, the sequence of steps for applying the lesson study are as follows:

Stage of Preparation At the preparatory stage, the initial meeting was held with the team after

preparations were made. As for the steps:

- a. Model lecturers present the purpose and objectives as well as the significance of the lesson study for improving the professionalism of faculty lecturers in front of the team.
- b. Model lecturers develop syllabus and scenario of learning implementation plan.
- c. Model lecturers present the syllabus, course descriptions and competencies to be achieved, RPS, learning model and scenario chosen as the grand design in front of the team.
- d. The team provides input and suggestions related to the activities to be carried out. The observation sheet is developed based on important aspects based on the competence to be achieved, evolving according to need in each cycle.
- e. Model lecturers together with the team make improvements, make agreement the number of cycles of learning activities based on course syllabus to be applied.

- f. Agree on technical recording of lesson study process so that all activities are documented and become appropriate as a complementary source of learning materials in reflection activities.

Implementation Phase

At this stage of implementation, a technician is tasked with recording using a camcorder. Shooting is done thoroughly then will be editing on some events that are considered important. Model lecturers perform learning activities, while observers observe the lesson study participants. In general the activity steps are as follows:

- a. Model lecturers carry out the lecture process from the learning contract until the next meetings (the team conducts the observations on time agreed).
- b. The observer lecturer observes the lesson study participants according to their respective groups.
- c. After doing the learning, observer lecturer together with the team to make observations through video that has been recorded and do reflection.
- d. The model lecturers together with the team plan the next activity based on the

results of reflection where things are felt significant and need to be improved.

- e. Model lecturer re-do the process of lecturing and cognate team to make observations (on schedule agreed)
- f. The lecturer with the team performs a reflection again as in step b to d.

Reflection Stage

At the end of the whole process of lesson study the team and the observer lecturer reflect on the valuable lessons learned. Reflection activities carried out thoroughly carried out by:

- a. The model lecturer together with the team reflects the entire learning cycle through discussion and mutual input in accordance with the results of observation during the process of lesson study activities take place. In this discussion as a whole there will be a thorough assessment of documented evidence.
- b. Various inputs from the team as well as the results of reflection are documented

as learning materials that will be disseminated to the faculty level along with the entire recording process.

- c. Preparation of complete report to be a discussion material related to the improvement of learning with other lecturers at the University of Muhammadiyah Prof. DR. HAMKA conducting lesson study.

This lesson study data is done through observation by using observation sheet and video recording during the process. On the execution of a technician recording using handycam. Shooting done thoroughly then will be editing on some events that are considered important. In general the activity steps are as follows:

- a. Model lecturers carry out the lecture process from the learning contract until the next meetings.
- b. The team made observations on time agreed
- c. After 1 lecturer observation model with team of lesson study do reflection of observation result supported by the whole video recording of learning.
- d. The model lecturers together with the team plan the next activity based on the

results of reflection where things are felt significant and need to be improved.

- e. Model lecturer re-do the process of lecturing and cognate team to make observations (on schedule agreed)
- f. The lecturer with the team performs a reflection again as in step b to d.

RESULTS

From the research that has been done, the result of observation on planning and implementation of learning based on conventional and based on lesson study. Plan Stage After the determination of the course, the Lesson Study group subsequently performed the phase plan starting by arranging the learning design that will be implemented based on the initial data of the learning that will be implemented based on the initial data of the student condition delivered by the lecturer of the lecture of Speech Skill which also acts as the model lecturer at this lesson study activity. The design of learning is made by focusing on the importance of teamwork and student discipline. In addition, in this activity also discussed the

time of open class implementation, materials, strategies, and teaching materials that will be used during the implementation of Lesson Study. From the discussion, it was found that Lesson Study will be conducted for two cycles, each cycle consisting of two meetings. The material to be taught by the model lecturer is debate. The execution time is set on December 19, 2017 (Cycle 1 of Meeting 1), December 22, 2017 (Cycle 1 of Meetings 2), December 26, 2017 (Cycle 2 Meeting 1), and 2 January 2018 (Cycle 2 of Meetings 2). All these activities were carried out in the Buya Hamka Hall, 3rd Floor, Building B, FKIP UHAMKA.

Stage Do On December 19, 2017, cycle 1 and meetings were held 1. Learning activities starting from the lecturer model open the activity 2. Learning by reading basmalah, then the model lecturer attributes the previous learning materials (discussion) with today's learning materials is a debate. In accordance with the Lesson Plan, the model lecturer provides the introductory material with lecture and discussion methods. The implementation of this lesson aims to provide knowledge about debates and information about teamwork.

Implementation of learning on process do cycle I meeting I seen activity model lecturers more active than students on the process do (implementation). Students are very passive, both when model lecturers deliver stimulus questions directly and indirectly. Model lecturer looks difficulty making students become more active. Such learning process continue until the end of learning. At the end of the lecture lecturers model with students concluded and motivate students to be more active in responding, applying questions, and answer questions asked by the model lecturer at the time teaching and learning activities are underway. After giving motivation to the model lecturer student to end the stage do in cycle I meeting I From the learning process in the first cycle I meeting can be concluded that Teaching Learning activities are still centered on lecturers or Teacher Center learning.

See Stage

Phase see or evaluation is done immediately after stage do finish conducted on December 19, 2017. At stage see, the executing team lesson study discusses all activities that have been implemented on stage do. Based on

observations made by the observer lecturer has observed the activity, giving input to the model lecturer. From

Observation results have not seen the ability of students in put forward his argument, the students are still very passive and just listening explanation of model lecturer, whereas the purpose of this Lesson Study is done student activeness becomes the main goal in the learning process. Stage do that has been implemented still has some shortcomings, among others:

1. In general, in the 1st and 1st cycles,

Lesson Study activities have not been seen because it has not succeeded in generating student-centered learning activities, therefore the model lecturer is expected to change teaching methods that can make the student more active in the Teaching and Learning Process.

2. Time management undertaken by lecturer model is still less well ordered. Lesson study teams and students are still late in the room.

3. Characteristics of students who prefer silence rather than speaking if not

appointed to convey his argument, making it difficult to model lecturers to see the speaking ability of college students. For that at the second meeting, the active speaking should be focused on the students.

4. The lecture and discussion methods used are less interesting, because the model lecturers are more actively speaking than the students.

In the second meeting directly held the practice of debate based on the theory that has been taught by the model lecturer. Students are required to prepare a debate material that they choose themselves. Students will be divided into 2 groups that will conduct the debate divided into 2 groups namely negation group and affirmation group. Each group is represented by 3 students who will debate, and who are not directly involved in the debate are asked to be observers. Model lecturer will act as moderator in meeting II. Evaluation being held right after Do Stage finished on December 19, 2017.

Based on the results of the discussion of the implementing team of lesson study, it is necessary to improve and plan the more mature learning in the implementation of

the second meeting, so that the implementation of this lesson study can run well and able to achieve the planned goals.

Implementation of Meeting II

Meeting Description II

Implementation of the second meeting was held on December 20, 2017. In the second semester more focused on student activeness in speaking / arguing argument in debate which topic chosen by the students themselves. It is hoped that both groups who will argue either as a negation or affirmative group can play an active role and give birth to brilliant ideas. In addition, in the second meeting is also used spreadsheet development between divisions accompanied by division targets that have not been achieved.

Plan Stage

Planning phase in the second meeting was held on December 21, 2017. This stage begins with the improvement and preparation of RPS to be implemented based on reflection on the first cycle of meeting I. RPS in cycle II focused on the students' ability in speaking and teaching methods applied by the model lecturer. Based on the design made at the meeting I,

it is planned that attendance of model lecturer, team lesson study, 5-10 minutes ahead of schedule lectures take place. It is intended to build imagery that Lecturers are ready to give lectures on time, so that when students attend the lecturers of the model was prepared in the classroom, otherwise it is intended to discipline the student attendance on time.

To create student-centered learning activities, model lecturers are expected to change teaching methods to enable students to be more active in the Teaching and Learning Process. The learning method used in this second meeting is the inquiry method. Through this method students are required to find their own video debates and they are asked to learn for themselves how to debate. Model lecturers are no longer actively speaking, but are more focused on the students' ability to present their arguments, through the practice of debate, and their own model lecturers acting as moderators.

Stage Do

Implementation phase of the second meeting was conducted on December 22, 2017 at 10:00 in the Buya Hamka Hall, 3rd floor, Building B Faculty of Teacher

Training and Education Science University of Muhammadiyah Professor DR Hamka. In accordance with the planning in the second meeting, the lecturers of the model and the lesson study team were prepared 10 minutes before the lecture took place, which then followed by the attendance of the students.

Lecture activities begin by reading basmalah, followed by the purpose of lectures to be achieved during the lecture, as well as strengthening the importance of discipline and cooperation. After linking the previous week's material and conveying the steps to be taken at the second meeting, the model lecturer then directs the student representing the group / division of negation and affirmation to occupy their respective positions. Then the model lecturer distributes the LKM (Student Working Sheet) to be completed by each division. All members of either affirmation or negation division are responsible with their respective divisions. The debate takes approximately 60 minutes, and each member of the division must master the LKM which will be discussed in the sharing group between divisions. Each group / division that has prepared for the

debate is given first directed by the model lecturer. Affirmation division is given time to deliver his explanation, followed by a negating division of negation and provide arguments. The implementation of this debate takes place regulated by the model lecturer as the moderator, until the debate is over and each division has submit their arguments. After the debate is complete, each division is grouped to provide information of the performance that has been achieved and has not been achieved. Each group discussing and coordinating what has been achieved there what is required by each division. This sharing activity lasts for 20 minutes.

At the end of the lecture, the model lecturer concludes the results of the debate activities that have taken place and provide motivation for students to be more active in delivering their arguments. In addition, model lecturers appreciate the presence of students and lesson study teams who can attend lectures on time. Model lecturer remind students of the importance of discipline and solid teamwork to achieve the expected goals.

See Stage

The reflection stage of the implementation of the second meeting is executed after the end of the second meeting. In the reflection phase, the implementing team discusses all the implementation of the debate activities at the stage of do. Based on observations made, the observer lecturers appreciated the attendance of the students who arrived just in time. This can be indicated as the impact of the motivation given by the model lecturer. For the debate activities the lesson study team considered that the debate was very flat, did not show good passion, the systematics of debate did not go well. Students who judge are very passive because they are not given the opportunity to speak, they should also be involved to contribute their advice and not just be a good listener.

Based on observations on the debate activities that have been going on, the observer team provides input improvements and planning implementation of Lesson Study in the second cycle. These inputs, among others, at the first meeting, students are invited to watch the debate video, so they can see how the debate should be done. After that

students are asked to analyze the video of the debate they have watched. Through the debated video play, students are expected to understand the active and vigorous debate exercise and can analyze the video of the debate they are watching. The input given by the lesson study team is expected to make the debate in the second cycle of II meeting can run well and can achieve the expected goals.

Implementation of Cycle II

Description of Meeting I

In cycle II students show enthusiasm and seem more well prepared to face the debate, and hopefully can practice the debate well. The activity of cycle II focuses on student debate skills which is the ultimate goal of one of speech skills and is a manifestation of the competence attainment that should be possessed by the students after following the course of speaking skill by putting forward discipline and teamwork as indicated by high collaborative collaboration between students or divisions in the debate.

Activity in cycle II was held in two face-to-face meetings by one model lecturer who served as a facilitator during

the lecture, i.e. on December 26, 2017 at 10.00 WIB at the meeting I, January 2, 2018 at 10.00 WIB at the second meeting.

Plan Stage

The plan phase is implemented on December 23, 2017. The implementation of Cycle II of meeting I was conducted based on the recommendation of the observer lesson study team in the see phase, which has been going on the first cycle of the second meeting, that is the urgency to be done and the planning of the more mature learning in cycle II, so that the implementation of lesson study can be planned. Plan phase begins with the improvement and preparation of RPS to be implemented based on reflection from cycle I meeting II. The second cycle RPP focuses on improving the discipline of the team and overall team members, especially in relation to the completion of the established division targets as well as the progress of each division in organizing its tasks and responsibilities later in the course of the debate.

Improvements that need to be done at this stage is about the discipline of students on the achievement of duties and responsibilities of each division on the final

confirmation and clarification of the achievement of the final target of each division. Activities will be held in the Buya Hamka gedung B hall as part of the first stage action action, the model lecturer acting as the facilitator and the lesson study team acting as observer.

Stage Do

Phase Do for the second cycle of the meeting I held on December 26, 2017 held in Buya Hamka Hall of Building B, at 10:00 to 11:40 pm. Activity begins with reading basmalah, then the model lecturer gives strengthening in the form of motivation to the students about the importance of discipline and teamwork to achieve the desired goals together can be achieved. The Lesson Study team has prepared several videos for playback on the implementation of lesson study and students are asked to listen to the video. The students were then given a stimulus by the model lecturers to comment on the video, either about the advantages or disadvantages of the video debates they had watched, as well as the debate they had done in cycle 1 of meeting 2. Knowing the advantages and disadvantages of the debate process that had been watched and

evaluated the implementation of the debate that has been done in cycle 1 of meeting 2, it is expected that students can improve their ability in the debate and realize that the debate they have done there are still many shortcomings and determined to fix it together.

See Stage

The reflection phase of the implementation of Cycle II of Meeting I was held after the implementation of the first meeting ended. Based on the observations from the lesson study team, after watching the debate video there is an increase of students' activity in bringing their opinions better than the implementation of the debate in cycle I, meeting II. The debate video that has been aired has a positive effect on sharing after the debate. The lesson study team saw a lot of the opinions expressed, and the students boldly raised their hands to deliver the observed video of the debates they had seen. The observer team believes the students are able to carry out the debate better.

Meeting Description II

Plan Stage

The phase plan for the second cycle of the second meeting was agreed on Saturday 23 December 2017. The debate was conducted by providing space for all students to be able to convey their aspirations related to the predetermined theme. Students and lesson study teams are present 5-10 minutes early. Students are divided into 2 major groups namely negation and affirmation group. The theme of the debate has been determined by the student and approved by the model lecturer.

Stage Do

Do activities or the implementation of Lesson Study conducted on December 23 to implement Cycle II meeting II. At this stage, the model lecturers divide the students into two major groups namely the negation group and the affirmation group. Moderators are taken from one of the students who can be neutral, and each student must actively engage in debate activities by providing arguments against a predetermined theme.

The practice of debate for the second cycle of meeting II runs passionately and the student's enthusiasm looks higher than the debate activity in cycle I of meeting II. This shows the improvement of the

students' ability to understand the concept of good debate. Evaluation conducted by the observer team also praised the model lecturer who has succeeded in stimulating students to actively express their opinions. Finally, the implementation of student-oriented learning was well done.

See Stage

The reflection phase of the implementation of Cycle II of Meeting II was held after the implementation of the second meeting ended. Based on the results of the observation from the lesson study team, the implementation of the debate activities went smoothly, there was an increase in the ability to express opinions and certainly better than the implementation of the debate in cycle I, meeting II.

In the debate this time formed groups of negation and affirmations in large groups. Each student in the two groups is required to express an opinion. The result is the students' ability to increase sharply. The debate process went smoothly, all the students involved argued, and all were motivated to argue, so the debate could be said to be successful without any significant obstacles. This indicator of

success can also be seen from the arguments and the action of each group in giving their arguments to convince the opposing group. At the time of evaluation, all the observer lecturers gave a positive assessment on each student because all the students looked active. Group collaboration among students is already apparent with an indication that the debate has been well executed, and the debate goes smoothly with no significant obstacles. The video debate that has been shown in cycle II of meeting I, gives great influence to the students on the understanding students in the implementation of the debate. The lesson study team saw a lot of the opinions expressed, and the students boldly raised their hands to convey their response to the arguments made by the opposing group of debates.

DISCUSSION

The implementation of lesson study is one of the effective steps to improve the professionalism of a lecturer in providing difficult learning for students. From learning of speech skill which synergized into lesson study give positive impact not

only for lecturer of observer, observer, but also for student.

Positive impacts for lecturers who speak while conveying debate material are clearly illustrated when they perform the lesson study phase of the Plan. Do, and See. At the time of designing the lecturer's lessons seemed enthusiastic to give his opinion and together with the observer preparing the lesson. It is felt that the lecturer gives impact to the learning device that is prepared to be better, because what is done to improve the debate ability is the result of mutual thinking between the lecturer and observer.

At the time of Do, there are several things that the model lecturer feels. First, feeling a little nervous because in learning so far there is no observer. Based on the results of interviews with students, they feel happy because the lessons of the lecturers are more focused, because the model lecturer and using the learning model and the media are effective and fun. This makes learning more enjoyable and exciting for students.

Implementation of Cycle I

Plan Stage

1) Preparatory discussion led by Head of Study Program

Model Lecturer conveys RPS and technical activities Learning design is made by focusing on

the importance of teamwork and student discipline. In addition, in this activity also discussed

the time of open class implementation, materials, strategies, and teaching materials that will

be used during the implementation of lesson study. From the discussion, it was found that the

material that will be taught by the model lecturer is debate because this material is difficult and passive. So passive does not produce maximum ability.

Stage Do

Learning activities started from model lecturers open Learning activities by reading basmalah, then the model lecturers associate the previous learning materials (discussion) with today's learning materials that is debate. In accordance with the Lesson Plan, the model lecturer provides the introductory material with lecture and

discussion methods. The implementation of this lesson aims to provide knowledge about debates and information about teamwork.

Implementation of learning on the process do cycle I meeting I can see model lecturer activity more active than the student on the process do (implementation). Students are very passive, when model lecturers provide stimulus questions directly and indirectly. Model lecturers seem difficult to make students become more active. Such learning process continues until the end of learning.

At the end of the lecturers' model, the students concluded and motivated the students to be more active in responding, asking questions, and answering the questions raised by the model lecturer during the teaching and learning activities. After giving motivation to student of lecturer model ending stage do in cycle I of meeting I. From process of learning at cycle I meeting I can be concluded that Teaching Learning Activity is still centered on lecturer or Teacher Center Learning.

See Stage

Phase see or evaluation is done immediately after stage do finish. At the see stage, the lesson study implementing team discusses all the activities that have been carried out at the stage of do. Based on observations made by the observer lecturer who has observed activities provide input to model lecturers. From the observation has not seen the ability of students in argument, the students are still very passive and only listen to the explanation of the model lecturer, whereas the purpose of this Lesson Study is the activity of students becomes the main goal in the learning process. Phase do that has been dilaksanakan still has some shortcomings, among others:

1. In general, in the 1st and 1st cycles, Lesson Study activities have not been seen because it has not succeeded in generating student-centered learning activities, therefore the model lecturer is expected to change teaching methods that can make the student more active in the Teaching and Learning Process.
2. Time management undertaken by lecturer model is still less well ordered. Lesson study teams and students are still late in the room.

3. Characteristics of students who prefer silence rather than speaking if not appointed to convey his argument, making it difficult for model lecturers to see students' speaking ability. For that at the second meeting, the active speaking should be focused on the students.

4. The lecture and discussion methods used are less interesting, because the lecturers of the model are more actively speaking than the students. In the second meeting directly held the pr

Based on the results of the discussion of the implementing team of lesson study, it is

necessary to improve and plan the more mature learning in the implementation of the second

meeting, so that the implementation of this lesson study can run well and able to achieve the

planned goals.

Implementation of Meeting II

Meeting Description II

Implementation of the second meeting is more focused on liveliness of students in speaking or argument in the debate that the topic chosen by the students themselves. It is expected that both groups who will argue either as a negation or affirmative group can play an active role and produce brilliant ideas.

Plan Stage

This stage begins with the improvement and preparation of RPS that will be implemented based on reflection on the first cycle of meeting I. The RPS in cycle II focuses on the students' ability in speaking and the application of inquiry method in the learning process. The use of inquiry method is intended to generate student-centered learning activities. Through this method students are asked to search for their own video debates and they are asked to learn for themselves how to debate. Model lecturers are no longer actively speaking, but rather focus on the students' ability to convey their arguments, through the practice of debate.

Stage Do

Lecture activities begin with reading basmalah, followed by the purpose of the

lecture to be achieved during the lecture took place, as well as strengthening the importance of discipline and cooperation. After linking the previous week's material and conveying the steps to be taken at the second meeting, the model lecturer then directs the student representing the group / division of negation and affirmation to occupy their respective positions and then the model lecturer distributes the LKM (Student Working Sheet) to be completed by each division. All members of either affirmation or negation division are responsible with their respective divisions. The debate takes approximately 60 minutes, and each member of the division must master the LKM which will be discussed in the sharing group between divisions.

Each group / division that has been preparing for the debate is given prior instruction by the model lecturer. The affirmation division is given time to deliver its presentation, followed by a negation division that denies and provides an argument. Implementation of the debate takes place is governed by the model lecturer as the moderator, until the debate

is over and each division has given his or her respective arguments.

After the debate is completed, each division is grouped to provide information of the performance that has been achieved and has not been achieved. Each group discusses and coordinates what has been achieved and what each division needs. This sharing activity lasts for 20 minutes.

At the end of the lecture, the model lecturer concludes the results of the debate activities that have taken place and provide motivation for students to be more active in delivering their arguments. Model lecturers remind students of the importance of discipline and solid teamwork to achieve the expected goals.

See Stage

The reflection stage of the implementation of the second meeting is executed after the end of the second meeting. In the reflection phase, the implementing team discusses all the implementation of the debate activities at the stage of do. Based on observations made, the observer lecturers appreciated the attendance of the students who arrived just in time. This can be indicated as the

impact of the motivation given by the model lecturer. For the debate activities the lesson study team considered that the debate was very flat, did not show good passion, the systematics of debate did not go well. Students who judge are very passive because they are not given the opportunity to speak, they should also be involved to contribute their advice and not just be a good listener.

Based on observations on debate activities that have been going on, the team of observers provide input improvements and planning implementation of lesson study in the second cycle. These inputs, among others, at the first meeting, students are invited to watch the debate video, so they can see how the debate should be done. After that students are asked to analyze the video of the debate they have watched. Through the debated video play, students are expected to understand the full and active debate spirit and can analyze the video of the debate they are watching. The input given by the lesson study team is expected to make the debate in the second cycle of II meeting can run well and can achieve the expected goals.

Implementation of Cycle II

Activity cycle II focuses on student debate ability which is the ultimate goal of one of speech skill and is a manifestation of competency achievement that should be possessed by students after attending speech skills course by emphasizing discipline and teamwork indicated by high collaborative collaboration both among students or division in the course of the debate.

Plan Stage

The plan phase is implemented based on the recommendation of the observer lesson study team in the see phase, which has taken place in the first cycle of the second meeting, which is very urgent to be done improving and planning the more mature learning in cycle II, so that the implementation of lesson study can be planned. Plan phase begins with the improvement and preparation of RPS to be implemented based on reflection from cycle I meeting II.

Stage Do

The activity begins with reading basmalah, then the model lecturer provides strengthening in the form of motivation to the students about the importance of

discipline and teamwork so that the desired goals together can be achieved. Model lecturers and Lesson Study Teams have prepared several videos for playback on the implementation of lesson study and students are asked to listen to the video. The students were then given a stimulus by the model lecturers to comment on the video, either about the advantages or disadvantages of the video debates they had watched, as well as the debate they had done in cycle 1 of meeting 2. Knowing the advantages and disadvantages of the debate process that had been watched and evaluated the implementation of the debate that has been done on the 1st cycle of meeting 2, students are expected to improve their ability in the implementation of the debate and realize that the implementation of the debate that they have done there are still many shortcomings and determined to improve it together. c. See Stage Based on the observations from the lesson study team, after watching the debate video there is an increase of students' activity in bringing their opinions better than the implementation of the debate in cycle I, meeting II. The video debate that has been aired has a positive effect on the discussion after the debate.

The lesson study team saw a lot of the opinions expressed, and the students boldly raised their hands to deliver the observed video of the debates they had seen. The observer team believes the students are able to carry out the debate better.

Meeting Description II

Plan Stage

In addition to setting up learning tools, planning is formatted by providing space for all students to be able to convey their aspirations regarding a predetermined theme. The theme of the debate has been determined by the student and approved by the model lecturer.

Stage Do

Activities at this stage, model lecturers divide the students into 2 major groups namely negation and affirmation groups. The moderator is appointed from one of the students who can be neutral, and each student must actively engage in debate activities by providing an argument against a predetermined theme. The practice of debate for the second cycle of meeting II runs passionately and the student's enthusiasm looks higher than the debate activity in cycle I of meeting II. This shows

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CONCLUSION

The results of the implementation of lesson study activities in UHAMKA FKIP Language and Literature Education Study

Program conducted in 2 cycles, each cycle 2 meetings can be summarized as follows:

1. Inquiri learning model and audio-visual media is very effective use in the implementation of the course speaks, especially the debate because the method is stimulating students to be creative-innovative in bringing up ideas.
2. Lesson study activities held generally run smoothly. Some constraints concerning the time and activity of the students into their own problems which must be addressed immediately.
3. Lesson study activities developed can have a positive impact to the development of student debate skills in skills courses talking.
4. Lesson study activities have an impact on the development of student character such as:
 - a. Discipline, which increases every cycle.

This is indicated from the accuracy of the implementation plan with realities on the ground, participation and

contribution provided by students and

lesson study teams from the preparation

stage to the implementation of the debate.

- b. Cooperation, seen from the performance of students who experience improvement after conducting meetings, and progressing and improving quality cooperation at the time of debate in cycle II, meeting II.

- c. The results of this Lesson Study activity, fostered the spirit of lecturers and leaders study program to design similar activities in the next semester, because this activity adds theoretical and practical knowledge in learning process in the classroom.

This lesson study data is done through observation by using observation sheet and video recording during the process. On the execution of a technician recording using handycam. Shooting done thoroughly then will be editing on some events that are considered important. In general the activity steps are as follows:

- a. Model lecturers carry out the lecture process from the learning contract until the next meetings.
- b. The team made observations on time agreed
- c. After 1 lecturer observation model with team of lesson study do reflection of observation result supported by whole video recording of learning
- d. Model lecturers together with lesson study teams plan activities based on the results of reflection where the crucial things that need to be repaired are being improved in the next meeting.
- e. The model lecturer returns to the lecture process and the lesson study team

observes according to the schedule
agreed.
f. The lecturer with the team performs a
reflection again as in step b to d.

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Lesson Study activities that have been implemented in Indonesian Language and Literature Study Program can be held due to a solid cooperation between model lecturers, observer teams, and 3rd semester students. This Lesson Study activity is implemented in the form of learning which previously Teacher Center Learning to Student Center Learning.

This Lesson Study activity can be realized due to the help of various parties that can not be mentioned one by one. The author's sincere thanks goes to the Dean of Faculty of Teacher Training and Education Science (FKIP) UHAMKA who facilitates the lesson study activities both morally and materially (financing) so that these positive activities are well executed and have an impact on the development of student character such as discipline, improving the quality of cooperation and motivation, not

only on the students, but also lecturers, and Head of Study Program to design similar activities in the following semester, as this activity adds to theoretical and practical knowledge in the classroom learning process. We also convey our sincere thanks to Vice Dean, Head of Study Program and fellow lecturers and UHAMKA FKIP students who have motivated the lesson study team to complete the report of lesson study activities which produce outcomes in the form of scientific articles published in accredited journals. Hopefully this simple article gets a positive response from the academics or the public.

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