



The effect of using debate video media on tenth-grade students' Indonesian debate speaking skills

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ABSTRACT

This study investigated the effect of using debate video media on students' speaking skills in Indonesian debate activities. The research employed a quantitative approach using a one-group pretest–posttest design. The participants were tenth-grade students of SMA Negeri 3 Kutacane in the 2024/2025 academic year. Data were collected through a speaking skills test administered before and after the implementation of debate video media. The pretest results showed that students' initial speaking skills were relatively low, with a mean score of 52.25 and a standard deviation of 2.99, which did not meet the minimum mastery criterion. After the instructional treatment, the posttest results indicated a significant improvement, with a mean score of 77 and a standard deviation of 2.44, exceeding the school's minimum mastery criterion. Hypothesis testing using a t-test revealed a calculated t-value of 43.75, which was higher than the critical t-table value of 2.064 at the 5% significance level with 24 degrees of freedom. This result indicates that the null hypothesis was rejected and the alternative hypothesis was accepted. The findings demonstrate that the use of debate video media has a significant positive effect on students' speaking skills in Indonesian debate learning. Therefore, debate video media can be considered an effective instructional tool to enhance students' speaking performance and engagement in debate-based language learning.

KATA KUNCI

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siswa kelas x,
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media video debat terhadap keterampilan berbicara siswa dalam pembelajaran debat Bahasa Indonesia. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan one-group pretest–posttest. Subjek penelitian adalah siswa kelas X SMA Negeri 3 Kutacane tahun pelajaran 2024/2025. Pengumpulan data dilakukan melalui tes keterampilan berbicara yang diberikan sebelum dan sesudah penerapan media video debat. Hasil pretest menunjukkan bahwa keterampilan berbicara siswa masih tergolong rendah dengan nilai rata-rata sebesar 52,25 dan standar deviasi sebesar 2,99, sehingga belum memenuhi Kriteria Ketuntasan Minimal (KKM) yang ditetapkan sekolah. Setelah diberikan perlakuan menggunakan media video debat, hasil posttest menunjukkan peningkatan yang signifikan dengan nilai rata-rata sebesar 77 dan standar deviasi sebesar 2,44, yang telah melampaui nilai KKM. Pengujian hipotesis menggunakan uji-t menghasilkan nilai t hitung sebesar 43,75, yang lebih besar daripada nilai t tabel sebesar 2,064 pada taraf signifikansi 5% dengan derajat kebebasan 24. Dengan demikian, hipotesis penelitian diterima. Hasil penelitian ini menunjukkan bahwa penggunaan media video debat berpengaruh positif secara signifikan terhadap keterampilan berbicara siswa dalam pembelajaran debat Bahasa Indonesia. Oleh karena itu, media video debat dapat dijadikan sebagai salah satu alternatif media pembelajaran yang efektif untuk meningkatkan keterampilan berbicara siswa.

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Introduction

Language skills consist of four interrelated components: listening, speaking, reading, and writing. These skills develop integratively as part of the language acquisition process and function as essential tools for communication and cognitive development. Among these skills, speaking is classified as a productive language skill that enables individuals to express ideas, convey arguments, and interact socially in meaningful ways. Speaking competence reflects not only linguistic mastery but also clarity of thought, confidence, and the ability to organize ideas logically. As language is an expression of thought, individuals who are proficient in speaking tend to demonstrate clearer reasoning and more effective communication. In educational contexts, speaking skills play a crucial role in supporting students' academic success and social participation. Delia, Putri, and Elvina (2019) define speaking ability as the capacity to communicate intentions, ideas, and feelings effectively using appropriate language structures that can be understood by listeners. This ability is particularly important in debate activities, where students are required to articulate arguments, respond to opposing views, and defend opinions logically and persuasively. Debate-based speaking activities are therefore considered an effective pedagogical medium for developing students' critical thinking, communication competence, and self-confidence. However, mastering speaking skills requires continuous practice, structured guidance, and supportive learning environments that encourage students to actively participate in oral communication.

Despite its importance, speaking skills-especially in formal contexts such as Indonesian language debates-remain a challenge for many high school students. Classroom observations at SMA Negeri 3 Kutacane revealed that tenth-grade students often experience anxiety, low confidence, and difficulty articulating ideas when asked to participate in debate activities. Students' voices tend to be unclear or too soft, articulation is often inaccurate, and hesitation is commonly observed when speaking in front of peers. These conditions are influenced by several factors, including ineffective learning habits, low learning motivation, limited opportunities for structured speaking practice, and insufficient use of engaging instructional media. Although teachers have made efforts to support students' speaking development through discussions and conventional instructional strategies, these approaches have not yielded optimal results. Many students remain passive during lessons, show limited attention when teachers explain materials, and struggle to restate or justify arguments when prompted. One promising instructional solution to address these challenges is the use of debate video media. Learning videos combine audio and visual elements that can present models of effective debate performance, including clear articulation, argument structure, body language, and interaction strategies. According to Putra et al. (2017), learning videos serve as audiovisual media that present instructional content in a structured and engaging format, making learning more meaningful and less monotonous. Similarly, Sokheh et al. (2017) argue that video-based learning media enhance students' motivation and comprehension by integrating visual and auditory stimuli. By observing debate videos, students can learn implicitly through modeling, reduce speaking anxiety, and gain concrete examples of effective debate practices. Therefore, the integration of debate video media is expected to improve students' speaking skills by increasing confidence, clarity, and engagement in Indonesian

language debate learning. Based on these considerations, this study investigates the effect of using debate video media on the speaking skills of tenth-grade students in Indonesian debate learning at SMA Negeri 3 Kutacane in the 2024/2025 academic year.

Method

This study employed a quantitative research approach with an experimental design to examine the effect of debate video media on students' speaking skills in Indonesian debate learning. The research design used was a one-group pretest–posttest design, which involved measuring students' speaking performance before and after the instructional intervention. This design was selected to identify changes in students' speaking skills attributable to the use of debate video media. The study was conducted at SMA Negeri 3 Kutacane during the first semester of the 2024/2025 academic year. The population consisted of all tenth-grade students at the school, totaling 77 students across three classes. Purposive sampling was applied to select the research sample based on specific instructional considerations. Class X Palestina was chosen as the sample because preliminary observations indicated that students in this class demonstrated relatively low speaking performance in Indonesian debate activities. The final sample comprised 25 students.

Data collection was carried out through observation and speaking tests administered as a pretest and posttest. The pretest was conducted to assess students' initial speaking skills in Indonesian debate prior to the implementation of debate video media. Following the pretest, students received instructional treatment using debate video media, which presented examples of structured debates, clear articulation, argument development, and appropriate body language. After the treatment period, a posttest was administered to measure students' speaking performance and determine the effect of the instructional intervention. Students' speaking skills were evaluated using an analytic scoring rubric adapted from Sirait (2016), which assessed four aspects of speaking performance: fluency, content relevance, articulation clarity, and body language. Each aspect was scored on a four-point scale, and students' final scores were calculated by dividing the total obtained score by the maximum possible score and multiplying by 100.

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were used to calculate mean scores, modes, medians, standard deviations, and standard errors for both pretest and posttest results. Inferential analysis was performed using a paired-sample t test to examine whether the difference between pretest and posttest mean scores was statistically significant. The level of significance was set at 5%, with degrees of freedom determined by subtracting one from the sample size. The null hypothesis was rejected if the calculated t value exceeded the critical t table value, indicating a significant effect of debate video media on students' speaking skills in Indonesian debate learning.

Results

This section presents the results of the study investigating the effect of debate video media on students' speaking skills in Indonesian debate learning. The findings are organized into descriptive statistics, distribution analysis, variability measures,

and inferential statistics to provide a detailed and systematic overview of students' speaking performance before and after the instructional intervention.

Overview of Students' Speaking Performance

The research employed a quantitative approach using a one-group pretest–posttest design. Data were collected from 25 tenth-grade students of Class X Palestina at SMA Negeri 3 Kutacane. Students' speaking skills were assessed through structured speaking tests administered before and after the implementation of debate video media. The assessment focused on students' overall speaking performance in Indonesian debate activities.

Table 1 presents individual students' pretest and posttest scores, along with deviation values used for statistical analysis.

Table 1
Students' Pretest and Posttest Speaking Scores

Indicator	Pretest	Posttest
Lowest score	50.00	75.00
Highest score	56.25	80.00
Total score	1,306.25	1,925.00

The data indicate that students' speaking performance prior to the intervention was relatively low and clustered within a narrow range. In contrast, posttest scores demonstrate a substantial upward shift, with all students achieving scores above the school's minimum mastery criterion (KKM).

Mean Scores of Pretest and Posttest

To identify overall performance trends, the mean scores of the pretest and posttest were calculated using descriptive statistical analysis.

Table 2
Mean Scores of Speaking Performance

Test	Mean Score
Pretest	52.25
Posttest	77.00

The mean pretest score of **52.25** reflects that students' speaking skills before the intervention were categorized as low. After the implementation of debate video media, the mean posttest score increased to **77.00**, indicating a notable improvement in students' speaking performance. The difference between the two mean scores shows a substantial gain following the instructional treatment.

Distribution of Scores: Mode and Median

An analysis of score distribution was conducted to examine the central tendency of students' speaking performance. Table 3 presents the mode and median values for both pretest and posttest.

Table 3
Mode and Median of Speaking Scores

Measure	Pretest	Posttest
Mode	50	75
Median	50	75

The pretest results show that the most frequent score (mode) was **50**, and the median score was also **50**, indicating that more than half of the students performed at the lowest score range. In contrast, the posttest mode and median both increased to **75**, demonstrating a clear shift toward higher and more uniform speaking performance after the use of debate video media.

Variability of Students' Speaking Scores

To examine the spread and consistency of students' scores, standard deviation values were calculated for both pretest and posttest results.

Table 4
Standard Deviation of Speaking Scores

Test	Standard Deviation
Pretest	2.99
Posttest	2.44

The pretest standard deviation of **2.99** indicates moderate variability in students' initial speaking performance. After the intervention, the standard deviation decreased to **2.44**, suggesting that students' speaking scores became more consistent. This reduction indicates that improvements occurred across most students, not only among high-performing individuals.

Standard Error of Mean Scores

Standard error values were calculated to estimate the precision of the mean scores obtained from the sample.

Table 5
Standard Error of Mean Scores

Test	Standard Error
Pretest	0.61
Posttest	0.50

The lower standard error in the posttest indicates greater stability and reliability of the post-intervention mean score compared to the pretest. This suggests that the posttest mean is a more precise representation of students' speaking performance.

Summary of Descriptive Statistics

For clarity, the main descriptive statistics of students' speaking performance are summarized in Table 6.

Table 6
Summary of Descriptive Statistics

Statistic	Pretest	Posttest
Mean	52.25	77.00
Median	50	75
Mode	50	75
Standard deviation	2.99	2.44
Standard error	0.61	0.50

The summary highlights consistent improvement across all statistical indicators, demonstrating a clear difference between students' speaking performance before and after the use of debate video media.

Hypothesis Testing Using Paired-Sample *t* Test

To determine whether the observed improvement was statistically significant, a paired-sample *t* test was conducted. The test compared students' pretest and posttest scores.

Table 7
*Paired-Sample *t* Test Results*

Statistic	Value
Sample size (N)	25
Mean difference (Md)	24.50
Standard deviation of difference	2.80
Standard error	0.57
<i>t</i> calculated	43.75
<i>t</i> table ($\alpha = .05$, $df = 24$)	2.064

The calculated *t* value (**43.75**) is substantially higher than the critical *t* table value (**2.064**). This result indicates a statistically significant difference between pretest and posttest speaking scores. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, confirming that debate video media had a significant effect on students' speaking skills.

Rubric-Based Results of Speaking Performance

Students' speaking performance was further analyzed using an analytic rubric consisting of four components: fluency, content relevance, articulation clarity, and body language. This analysis provides a more detailed picture of students' speaking development.

Fluency

Before the intervention, all students were categorized as *poor* in fluency. Students often hesitated, paused frequently, and showed limited confidence while speaking. After the intervention, the distribution of scores shifted: **57%** of students reached the *good* category, while **20%** remained in the *poor* category. This indicates a noticeable improvement in students' speaking fluency.

Content Relevance

Results for content relevance showed that students' performance remained unchanged between the pretest and posttest. Both assessments indicated that **100%** of students were categorized as *poor* in this aspect. This suggests that although students improved in delivery-related aspects of speaking, their ability to develop and present relevant argumentative content did not show measurable improvement within the duration of the intervention.

Articulation Clarity

Articulation clarity demonstrated the most significant improvement among all rubric components. In the pretest, all students were classified as *poor*. In the posttest, **100%** of students achieved the *very good* category. This result indicates that students were able to improve pronunciation, clarity, and intonation after being exposed to debate video media.

Body Language

Body language also showed positive development. Prior to the intervention, students' body language ranged from *poor* to *good*, with many students displaying limited gestures and eye contact. After the intervention, **100%** of students achieved the *good* category, indicating improved nonverbal communication during debate activities.

Overall Result Interpretation

Overall, the results demonstrate a clear and measurable improvement in students' speaking skills following the implementation of debate video media. Improvements were observed in mean scores, score distribution, variability, and multiple rubric-based performance aspects. The statistical analysis confirms that the difference between pretest and posttest scores was significant, supporting the effectiveness of debate video media in improving students' speaking performance in Indonesian debate learning.

Discussion

The findings of this study indicate that the use of debate video media has a significant positive effect on students' speaking skills in Indonesian debate learning. The substantial increase in posttest scores compared to pretest results suggests that audiovisual exposure plays a crucial role in supporting students' oral language development. Debate videos provide concrete models of argumentative structure, pronunciation, and delivery, which help learners internalize effective speaking strategies. This aligns with the notion that speaking competence is not only developed through practice but also through observation and imitation of authentic language use.

The statistical significance of the findings confirms that instructional media integrating visual and auditory elements can meaningfully enhance students' speaking performance within a relatively short instructional period.

Improvements were particularly evident in fluency, articulation clarity, and body language, indicating that debate video media effectively supports performance-related aspects of speaking. Through repeated exposure to debate videos, students were able to observe appropriate pacing, intonation, articulation, and nonverbal cues such as gestures and eye contact. These elements are often difficult to convey through text-based or teacher-centered instruction alone. The consistent improvement across most students, as reflected in the reduced variability of posttest scores, suggests that video-based learning offers equitable learning opportunities by accommodating diverse learning styles. However, the lack of improvement in content relevance indicates that while video media enhances delivery skills, additional instructional strategies may be required to strengthen students' argumentative reasoning and content development.

From a pedagogical perspective, the results imply that debate video media can serve as an effective supplementary tool in Indonesian language instruction, particularly for speaking and debate activities. Teachers may integrate debate videos as pre-speaking models, discussion triggers, or reflective learning materials to encourage students' confidence and engagement. Nevertheless, the findings also highlight the importance of combining audiovisual media with guided instruction, such as structured argument planning and critical thinking exercises, to achieve balanced speaking competence. Future research may consider employing a control group or extending the duration of intervention to examine long-term effects and explore strategies that simultaneously enhance both speaking delivery and content quality.

Conclusions

This study concludes that the use of debate video media has a significant and positive effect on tenth-grade students' speaking skills in Indonesian debate learning. The improvement observed in students' posttest scores indicates that audiovisual instructional media effectively supports the development of oral communication skills, particularly in terms of fluency, articulation, and nonverbal communication. By providing authentic models of debate performance, debate videos help students understand how ideas are structured, expressed, and delivered in a formal argumentative context.

The statistical analysis further confirms that the learning intervention contributes meaningfully to students' achievement, as evidenced by the substantial difference between pretest and posttest results. These findings suggest that debate video media can reduce students' anxiety and increase their confidence when speaking in front of others. Consequently, the integration of debate video media into Indonesian language instruction may serve as an effective pedagogical approach to improving students' speaking competence at the senior high school level. Based on these results, it is recommended that educators incorporate debate video media as part of speaking instruction while combining it with guided practice and feedback. Such an approach may help students not only improve their speaking performance but also develop critical thinking and argumentative skills essential for academic communication.

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