IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE AT THE SECOND GRADE OF SMA NURUL IKHLAS BOARDING SCHOOL
(A CLASSROOM ACTION RESEARCH)
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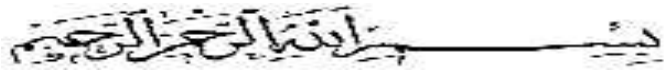
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"In the name of Allah, The most Gracious, The most merciful"

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(Q.S Al - Mujadilah)

Keyakinan adalah modal awal dalam hidup seseorang
Dan keyakinan itu harus di laksanakan
Untuk meraih segala asa……
Saat ini ada sesuatu yang terasa
Karena setapak jalan telah terlampaui
Namun ku sadari….
Ini bukanlah akhir dari sebuah cita-cita
Tapi sepenggal jalan munuju masa depan
Air mata kebahagian yang mengalir penuh ke ikhlasan
Dan semua keluh yang membuat gundah hanya
Hanya pantas di tunjukan kehadirat-Mu ya Allah, ya Rabbul izzati…..
Tak ada tempat lain yang dapat menolong hamba mu ini
Ketika setiap jalan yang ku tempuh terasa sempit
Harapan terputus dan semua jalan pintas membuntu
Hanya pertolongan Mu lah ku harapkan
Sembah sujud ku hanturkan pada Mu ya Allah
atas nikmat dan karinia Mu selama ini….
Ya Allah…..
Aku bersyukur kepada-Mu dengan kesempatan ini
Teramat banyak nikmat-Mu
Ya Allah bimbinglah langkah ku
Sampai aku menemui-Mu
Ayah…Ibu…
Engkau adalah pelita dalam hidup ku
Kasihmu keceriaan jalan ku
Doa mu kesuksesan langkahku

Ku persembahkan karya tulis ini untuk semua yang tercinta……

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ABSTRACT

Widi Rahmania (Student's Number: 2310.065). Improving Students' Speaking Skill through Debate Technique (A Classroom Action Research with Second Grade of SMA Nurul Ikhlas Boarding School in the Academic Year of 2016/2017).

Key words: Improving, Speaking skill, debate technique, classroom action research.

This research is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact the students' ability in speaking English is low. It is caused by several factors such as there are some elements of speaking such as vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used debate technique to improve students' speaking skill.

The main objective of this research is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique.

This research is classroom action research that was done in two cycles. The data collection was done using observation and test. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively.

The implementation of debate technique in teaching speaking at second grade of SMA Nurul Ikhlas Boarding School. it was conducted in two cycles including cycle one and cycle two. The participant of this study was 20 students in class XI INT IPA PI.

The result of this research shows that using debate technique can improve students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 66.45 and in the second cycle students got 77,1

Debate is an appropriate technique used to improve students' speaking skill. The result of this research is helpful information for English teachers in teaching speaking.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills that should be learned by students beside listening, reading, and writing. Speaking is considered the most important skills to master, because there is assumption that students must be learnt and speak English fluently in this globalization era. By speaking people know everything about the language, no matter how well or bad the speaker produces the language. In Senior high school speaking should be learnt and should be practiced the classroom. The students should spoke in English lesson to make them communicate in English.

Basically, speaking is the important skill to be mastered by student compared with other skill of learning language, because it transfer information to others. Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[1] It means the people used speaking not only in verbal symbols but also they used in non verbal symbols to share their feeling and purpose to the listener. So, the listener will accept the information well if the speaker share it fluently based on certain language used.

[1]Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. (Journal, Vol. XII, No. 11, November 2006)

By speaking, students not only send and received message but they can give ideas, advises, instructions, and complaints also. Therefore, speaking is ability or skill which is haven by students to express their idea orally or to communicate with others. Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in every day. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication. So, teacher is an important to help students to practice their speaking.

Speaking is one of languages kill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.[2]

For these reason, speaking is necessary to practice continuously, but sometimes students find a problem when they practice speaking such as, they afraid in making mistake, they afraid that their friends will be laughed, and having less confidence of their ability. Therefore, a teacher should help the students to overcome this problem by motivating them to speak and using appropriate method, technique, strategies, or media in learning process. Teacher

[2]Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

should use effective teaching methods that encourage students' to take a part actively in every activity.

The teaching learning process should involve not only between teachers and students, but also between students and students. So, teacher is hoped to use appropriate method, technique, strategies, or media which is use in learning process especially in speaking skill. There are many ways that the teacher can do to help students in improving their speaking skill. They are by using the most suitable teaching techniques, method or media.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in classrooms content area than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing.[3]

[3]J. Michael O'Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc, 1996), p.87

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate.

Furthermore, this research also supported in many the benefits of Debate:

1. Improve students' critical thinking. In debating, every student is suggested to analyze a problem critically.
2. Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3. Questioning skill developed in and struggle often in the face of disappointment and defeat.
4. They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do soon a daily basis.
5. Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

6. Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem-solving skill.[4]

Based on the researcher experiences who had been teaching in Nurul Ikhlas Boarding School since 2013 – 2017, Besides that researcher also had ever been studied in Nurul ikhlas when Junior high school grade since 2004-2007. The researcher found students' difficulties when they spoke English. They have low ability to speak English well, for instance: when the students studied English with their teacher, the student still used Indonesian in learning process. Moreover, when student asked some questions to their friends the students still used Indonesian in daily activity. Other example was the students still used code mixing in society.

The researcher has used many techniques to improve students speaking skill for instance: discussion, communication games, question-answer, and role play and the last debate technique. On the other hand the researcher still did not find the good improvement to students speaking skill.

First, researcher used discussion technique to improve students speaking skill. Discussion offer the students is a chance to express opinion and exchange

[4]Joe Bell on, *A Research-based Justification for debate Across the Curriculum,* (Atlanta, Georgio State University, Vol 36, 2000), p.4

information safely with in the classroom. Discussions take place after the facilitator has provided material through a teacher, digital media, or reading.

The Advantages of classroom discussion:

1. Help build a positive classroom climate
2. Lead to student interest in sexual health
3. Lead to recall
4. Lead to analysis
5. The result in students feeling more positive about themselves and learning environment.
6. Normalizes change the students may be experiencing
7. Allow more students to be involved and express their ideas.

Procedure of Discussion

1. Set up an atmosphere ensuring sensitively during the activity
    - Ensure ground rules that promote respectful interaction during discussion are in place
    - Facilitator should introduce topic for discussion.
    - Defining terms is important to ensure all students are at similar level of understanding.

2. Hold the discussion.
    - Encourage students to participate in the discussion by asking question, making suggestion and expressing idea
    - Probe, prompt and redirect students to enhance the discussion.
    - Encourage students recall, analyze, generalize, and personalize the information
    - Ensure Correct information is being shared among the class

3. Conclude the discussion.
    - Find consensus a solution, clarification of insights gained, or summary.

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations. Meanwhile, the students more like to do gossiping in the class.[5]

Second, researcher tried communication games in the class. Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a

[5]Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*,(UK: Blackwell Publishing, 2003), 2nd Ed), p.144.

puzzle, draw picture (describe and draw),put things in the right order (describe and arrange),or find similarities and differences between pictures. There are a lot of games that belong to communicative games activities. The time students involves in the games, they experienced the moment where they have to produce English and use it for their owns benefits.[6]

Playing games in a language teaching and learning process has several benefits because playing games conveys a lot of aspects and components of language.

There was seven the advantages of games for the teaching and learning process of language. They are:

1. They encourage the memorization of chunks of language that can be slotted in to various contexts.
2. Chunk in of language provides useful pronunciation practice (as long as a good model has been provided)
3. The language needed for the games may be use as part on an activity where the focus is on getting something done, rather than practicing language for its own sake.

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[6]Harmer, J. *The Practice of English Language Teaching*. (Essex: Pearson Education Ltd,2001)p.272

4. Language may be practice together with a wide reducational or conceptual goal, e.g. using reading games to reinforce vocabulary as well as the concept of classifying, and learning more about the topic.
5. The language of the game may encourage more creative use of language use in addition to simple repetition.
6. The pupils may be involve in formal language analysis and noticing of language items or rules through problem-solving and puzzles.[7]

Researcher hoped this technique can solve speaking problem. On the other hand, the students more enjoy their games than practicing English. It made the researcher motivated to solve speaking problems.

Furthermore, it problems caused many factors. The first is most of the students are indicated have low motivation to practice English. For instance, they still use Indonesian in daily activity. They just used English when the teacher remained them. The second is the low habitual action to practice English in society. It means the students was rarely practice English in society. For instance, they don't use English in dormitory, canteen while in learning process. The third is the lack of vocabularies to speak English, most of the students can't answer the vocabularies in Indonesian for example: building, emergency, garden, moon, try, dangerous, land, flood, and another vocabularies. The last is the less of the rules

[7]Brewster and Ellis.. *The Primary English Teacher's Guide*.(England: Penguin English: 2004), p.173-174

in Boarding School to improve students speaking skill. It means, no punishment are given to students who did not use English. For example when the students spoke Indonesian in dormitory, canteen, market, and learning process no punishment or rule are given to them. So they don't scare to speak in Indonesian in society.

This problem can be proved through speaking score in under below:

Students' Speaking List in Oral Examination
XI Intensive IPA pi SMA Intensive Nurul Ikhlas in Academic Year 2016/2017

No	Student Name	Scoring Elements of Speaking					
		V	P	G	F	C	Score
1	ANPA	14	17	15	17	18	81
2	AH	14	14	14	17	20	79
3	AFT	13	13	11	12	12	61
4	AF	13	12	13	12	13	63
5	BIR	12	13	12	12	12	61
6	DRPA	14	14	14	18	20	80
7	EPM	12	12	11	12	12	59
8	ENS	14	13	13	13	14	67
9	FFS	12	12	12	11	12	59
10	GGPZ	15	15	15	20	20	85
11	H	15	15	15	15	15	75
12	KL	13	14	12	12	12	63
13	K	13	13	12	12	13	63
14	LOJ	14	14	12	14	13	67
15	NHR	20	20	15	15	15	85
16	PKA	13	12	12	12	12	61
17	TLD	14	13	17	15	16	75
18	MD	13	12	11	12	12	60
19	J	14	14	15	14	14	71
20	U	14	13	13	13	14	67
	Total Score						**1.256**
	Average						**62,8**

Based on that problems, the researcher can describe the result of oral examination in class XI Intensive IPA pi 1. The high score is 85, and the low score is 59 and total average of students score is 62,8. On the other hand, the limitation of English mark is 70 and total average of students mark is 62,8. It mean, most of students have not enough on the limitation of English Mark(KKM).

Based on that problem, the researcher has done Debate Technique to solve speaking problems. The researcher used Debate technique to created students improvement to speak English. The researcher used debate technique by choosing interesting Debate topic to take student motivation to speak English. Debate technique is hoped can make students critical thinking to speak English.

Therefore, based on the problems above, the researcher is interested in conducting a research about Debate Technique is an Alternative technique in teaching, to Improve Students Speaking Skill at the Second Grade of SMA Nurul Ikhlas Boarding School.

B. Identification of the Problem

Based on the background of the problem above, the writer found some problems occurred in students' speaking skill, and stated as followed:

1. Most of students inactive to speak English in daily activity.
2. Most of the students are indicated have low motivation to speak English.
3. Most of the students have lack of vocabularies that makes them difficult to speak English.
4. The less of the roles to use English in society of SMA Nurul Ikhlas Boarding school.

C. Limitation of the Problem

Based on the problems above, the researcher limited the problem to be researched relate to debate technique to improve students speaking skill. It has done to repair students' speaking skill after being taught using debate technique.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem that will be discussed in this research formulate into the following question: "can debate technique Improve students speaking skill at the second grade of senior high school of Nurul Ikhlas boarding school?

E. Purpose of the Research

In accordance with the formulation of the problem above, there are three purposes of this research as follow:

1. To describe the implementation of students speaking skill thought debate technique.
2. To repair students' speaking skill after being taught by using debate technique.

F. Significance of the Research

1. The teacher can use this result of research as a feedback on the teaching activities and he can enlarge his knowledge to get the best in teaching learning process.
2. The researcher submitted this research as a partial fulfillment of the requirements to obtain strata one degree on English Educational Department.
3. IAIN Bukittinggi as an additional of educational literature and references
4. Other researchers as the improvement materials for their research in the future.

G. Definition of the Key Terms

1. Speaking is one of languages kill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.[8]
2. Debate Technique

   Technique is the specific activities manifested in classroom that were consistent with a method and therefore in harmony with an approach as well. Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.[9]
3. It can be defined that debate technique is an activity of teaching speaking where students are divided in different sides of an issue and have to defend their opinions. Students have a lot of opportunities to practice speaking through this technique.

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[8]Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

[9]J. Michael O' Mallay and Lorraine Valdez Pierce, …, (Addison-Wesley company inc, 1996), p.93

H. The Outline of the Research

This research proposal divided into three chapters. Chapter one is introduction. This chapter is divided into seven subtitles. They are background of the problem that explains about the background of the researcher to do research related to the researcher's problems. Identification of the problem is several problems that the researcher found in the first observation and interview. Limitation of the problem is the problem that will be researched by the researcher. Formulation of the problem is the guidance for the researcher to do research. Purpose of the research is the goal of the researcher to do research. Significance of the research is the benefits of the research that will be gotten after doing the research and definition of the key terms.

Chapter two is the review of the related literature. This chapter is divided into three subtitles. They are review of the related theories which describe about the theories related to the variables which will be discussed. Review of the related studies consists of the previous researches conducted by other researchers which are related with the researchers' variables. Conceptual framework is the research mind mapping related to the research problem.

Chapter three is research method. This chapter is divided into five subtitles. They are design of the research, population and sample, instrumentation, technique of data collection, and technique of data analysis.

Chapter four is the research finding and discussion. This chapter divide into two subtitle. They are Finding and discussion. It reveals the analyses, findings and interpretation of the data collected through test to answer the research questions.

Chapter five is the conclusion and suggestion. This chapter discusses the conclusions, and suggestions are drawn for the research findings in the previous chapter.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Concepts of speaking

a. Definition of Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to communicate in expressing themselves and forming social relationship through speech.[10]

Speaking is an ability to transfer information to other, learn as it is through process of socialization through communicating. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.

In other definition, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

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[10]Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

Based on that problems, the researcher can conclude definition of speaking is an ability that is taken for given, learned as it is through process of socialization through communicating.

b. Elements of Speaking

Some students have difficulties in speaking. Generally, in pronounciation and grammatical. In this occasion, there was four elements of speaking that must be mastered by students in order to be a good speaker:

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
4) Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying.[11] We often need ask for clarification when we are listening to someone else talk.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

Based on that problem, there are four element of speaking that are : Connected speech, Expressive devices, Lexis and grammar, and Negotiation language.

[11]Jeremy Harmer, *the Practice of English Language Teaching*, (Pearson Education limited England, 2002), 3rdEd.p. 269

c. Assessment of Speaking

Assessing students' speaking is needed to let students know whether they have successfully learnt the language that are taught or not. When they know where their position, they will able to plan improvements in the future. To assess students' speaking teacher commonly ask them to perform certain oral productions performance and teacher assess them by observing the performances. To help teacher in assessing, speaking rubric is demanded.

Based on the assessment of speaking there are five aspects to be assessed in speaking test[12].

1. Pronounciation : 20
2. Vocabulary : 20
3. Grammar : 20
4. Fluency : 20
5. Comprehension : 20

Total : 100

[12] David P. Harris, *Testing English as a Second Language,* (Georgetown University: 1969), p.81-82.

SCORING
GUIDANCE

NO	Aspects of Assessment	Score	Description
1	Pronounciation	17-20	Have few traces of foreign accent.
		13-16	Always intelligible, though one is conscious of a definite accent. Pronunciation problems
		9-12	necessitate concentrate listening and occasionally lead to misunderstanding.
		5-8	Very hard to understand because of pronunciation problems. must frequently be repeated.
		1-4	Pronunciation problems to severe as to make speech virtually unintelligible.
2	Grammar	17-20	Makes few (if any) noticeable errors of Grammar or word order.
		13-16	Occasionally makes grammatical and word order errors which do not, however, obscure meaning.
			Makes frequent errors of grammar and word order which occasionally obscure meaning.
		9-12	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him self to basic patterns.
		5-8	Errors in grammar and word order so severe as to make speech virtually unintelligible.

3	Vocabulary	17-20	Use of vocabulary and idioms is virtually that of native speaker.
		13-16	Sometimes uses un appropriate terms and/ or rephrase ideas because of lexical in adequacies.
		9-12	Frequently uses the wrong words, conversation somewhat limited because of in adequate vocabulary.
		5-8	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1-4	Vocabulary limitations so extreme as to make conversation virtually impossible.
4	Fluency	17-20	Speech as fluent and effort less as that of a Native speaker.
		13-16	Speed of speech seems to be slightly affected by language problems.
		9-12	Speed and fluency are rather strongly affected by language problems.
		5-8	Usually hesitant, often force into silence by language limitations.
		1-4	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	17-20	Appears to understand everything without Difficult
		13-16	Understands nearly everything at normal speed, although occasional repetition may be necessary.
		9-12	Understands most of what is said at slower than normal speed with repetitions.
			Has great difficulty following what Is said.
		5-8	Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1-4	Cannot be said to understand even simple conversation English

d. Teaching Speaking

Teaching speaking is started by teaching the students how to speak in English as their foreign language, for then requested them to be able to pronounce the new language accurately. It's continued then to guide students to a position where they can begin to judge whether their sound productions are correct or not. At this position, teacher is no longer primarily to correct, but he or she is supposed to raise students to practice speaking the target language. On The other hand, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

Based on that problems, researcher can conclude teaching speaking is begun at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately.

e. Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult language by some learners. In that occasion, a speaker should at least pronounce the words well for instances: choose the suit dictions, and try to do grammatically correct though, may be in any cases, it is common when a speaker speaks

without having good attention at accuracy or fluency.[13] There was eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

1) Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2) Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

   Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

   One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of

[13]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc,2001), 2nd Ed. p.270.

performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

Based on that problems, there was eight Characteristics of Spoken Language such us: clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction.

f. The Factors of Speaking Skill

No language skill is so difficult to assess with Exactness as speaking ability, for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems included in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1) Pronunciation including the segmental features-vowels and consonants and the stress and intonation patterns.
2) Grammar.
3) Vocabulary.
4) Fluency: the ease and speed of the flow of speech.
5) Comprehension.

   For oral communication certainly requires a subject to respond to speech as well as to initiate it.[14]

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

Based on that problem, there are five factors of speaking skill such us : pronounciation, grammar, vocabulary, fluency, and comprehension.

g. Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used, There was eight technique that can be alternative technique in teaching speaking:

[14]David P. Harris, *Testing English as a Second Language*, (George town University :1969), p.81

1) Acting from script

Acting from script is an activity to raise the students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This regularly involves them in coming out to the front of the class.

2) Communication games

Communication games contributed speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

3) Discussion

Discussion contributed one of speaking technique whose compose from two or more people by giving their opinion aimed to solve the problem is being to be discussed. One of the reasons that discussion fail is that students are unwilling to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.

4) Prepared Talks

Prepared talk can be defined as a popular kind of activity where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if correctly organized, can be greatly interesting for both speaker and listener.

5) Question Answer

Question answer is useful because by being pre planed. They confirm that both question answer and respondent have something to say each other. Depending on how tightly design they are, they may well raise the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

6) Simulation and role-play

Many students derive greet benefit from simulation and role-play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

7) Debate

Debate is an action in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.[15]

All speaking activities above raised the students to practice speaking in classroom. Teacher should choose suitable activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

Based on the problems, there are seven techniques in teaching speaking, such us: acting from script, communication games, discussion, prepared talks, question answer, simulation and role play, and debate.

h. The Roles of Teacher in Speaking Class

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However,

[15]Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*,(UK: Blackwell Publishing, 2003), 2nd Ed), p.144.

three have specific relevance if teacher are trying to get students to speak fluently:

1) Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a “The end action” of language or ideas.
2) Participant: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, confirm continuing student engagement, and generally maintain a creative atmosphere.
3) Feedback provider: the annoyed question is how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may block them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings

and hesitations. Everything depends upon our tact and the appropriation of the feedback teacher gives in particulars situation.[16]Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

Based on that problem, there are three the roles of teacher in speaking class such us: prompter, participant, and feedback provider.

2. Concepts of Debate

a. Definition of Debate

A debate is a speaking situation in which opposite points of view are presented and argued.[17]A debate is about the real or simulate issue. The learners' roles confirm that they have sufficient shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.[18]

Debate is data in which people take up positions, persuade arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.

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[16]Jeremy Harmer, ...,(Pearson Education limited England, 2002), 3rd Ed.p. 275

[17]Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (NY: Miami – Dade Community College, 2000, 2nd Ed), p.176

[18]William Little wood, *Communicative Language Teaching*, (UK : Cambridge University Press:1981),p.57

Debate is one of effective speaking activity which raises students to improve their communication skill. Debates are most suitable for intermediate and advanced learners who have been guided in how to prepare for them.

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position

b. The Benefits of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3) Questioning skill developed in and struggle--often in the face of disappointment and defeat.
4) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do soon a daily basis.

5) Debate is thus not only a way to associate students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
6) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem-solving skills.[19]

Because of some benefits above, debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

Based on that problem, we can conclude there are six benefit of debate such us :Improve students' critical thinking, Develop students' communication skill, Questioning skill developed in and struggle--often in the face of disappointment and defeat, They are capable of making and defending informed. Debate is thus not only a way to connect students with academic subjects, and Policy debate specifically teaches students to adopt multiple perspectives.

[19]Joe Bell on, *A Research-based Justification for debate Across the Curriculum*, (Atlanta, George State University: 2000,Vol 36), p.4.

c. The Parts of Debate

In the debate technical system, we will get some objects which relate to the debate process. The following are some items related to debate:

1) Motion

The topic in debate is called a motion. Generally, motion begins with word like “this house” (TH) or “this house believes (THB)”. Both affirmative and negative teams are debating upon a motion which should be protested and disinterested. Protest able means that the motion is still falsifiable can be denied in some ways. Disinterested implies a meaning that the motion should stand in the middle of neutral; it doesn’t incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Definition can be done in two ways; word by word definition or the global definition. Debaters should “down to earth” or see the current issue happened in society. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.

3) Theme line

Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent’s case. To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation.

4) Argument

Argument is the fragment of thought to support the theme line. A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks.

5) Sum-up/closing

Closing is simply concluding what has been through. An interesting summary is preferable. Before begin debating, debaters

should know these parts of debate in order to be a good debater. It also hoped that debate will run success.[20]

Based on that problem, researcher can conclude there are six part of debates such us : motion, definition, theme line, argument, rebuttal, and sub up/closing.

d. Debate Classroom

The Arrangement of debate is varied in use. In speaking classroom, debate can be taken such the following procedures:

1) Dividing students into two teams.
2) Selecting debate topic and assigning the two teams to debate the topic.
3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
4) Presenting the topic and format of the debate.
5) An example format of the debate as following:
   a) Side 1 presents opening arguments, with three members each giving a statement.
   b) Side 2 presents opening arguments, with three members each giving a statement.

[20]Mellshaliha,*DebateRules*http://mellshaliha.multiply.com.journal/item/17Australasian_english_debate_rules,p.1. Accessed on February3rd, 2016.

c) Side 1 has chance for rebuttal

d) Side 2 has chance for rebuttal

e) Side 1 has chance for a second rebuttal

f) Side 2 has chance for a second rebuttal

g) Side 1 takes time for a conclusion.

h) Side 2 takes time for a conclusion.

Debating usually consisted of three members in every team, although sometimes four members in many debates. Debates is variated in use, sometimes it used based on the number of students in the classroom and the level of students.

Based on debate classroom, there are three the procedures of debate that are:

a) Side 1 presents opening arguments, with three members each giving a statement.

b) Side 2 presents opening arguments, with three members each giving a statement.

c) Side 1 has chance for rebuttal

d) Side 2 has chance for rebuttal

e) Side 1 has chance for a second rebuttal

f) Side 2 has chance for a second rebuttal

g) Side 1 takes time for a conclusion

h) Side 2 takes time for a conclusion.

e. Debate to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to increase experience using all the "essential "for effective oral communication. What make the classroom activity useful for speaking practice? The most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skill is by using debate.

Debate can present opportunities for students to raise in using extended parts of language for an aim: to persuade defend one side of an issue. The debate is seemingly, more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing.[21]

[21]J.Michael O' Mallay and Lorraine Valdez Pierce, …, (Addison-Wesley company inc, 1996), p.143

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of chances in practicing speaking. Students' involvement is very important in implementing debate.

f. Strengths and Weaknesses of Debate in Speaking Classroom.

Every technique that applied in process learning and teaching has strengths and weaknesses. It is also happens in debate technique. Debate has much strength. They are:

1) Train the students to collaborate well with other friend. In debating, students are trained to work in team and hoped to have good cooperation each other.
2) Train the students to express their opinion. Opinion is very needed in process of debating. Students are raised in expressing their opinion to defend their position.
3) Students not bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity.
4) Improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking. Although debate has many strengthens in learning process, it has many weaknesses too.

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The weaknesses are stated as below:

a) Debate is only used for certain subject. Debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.
b) Debate needs long times and preparations.
c) Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.
d) Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

B. Related Study

There are many related theses belong to this research.

1. A researcher Zainul Muttaqin (3104374) Tarbiyah Faculty IAIN Walisongo Semarang has conducted a study "Teaching Conversation Gambits to Enhance Students' communicative competence in English debate. This research found that students of SMAN 1 Semarang got a good level to the five components of students' communicative competence in English debate such as the ability in using gambits, vocabularies, grammatical structure, fluency and speech contest.

In the last result students got average score 8.0 that mean the students have a good level in English debate after being taught the gambits.[22]

2. Carna Wiwitanto (2201464578) Languages and Arts Faculty Semarang State University in his study "The use of Australasian parliamentary debate system as an English interactive program based on disciplined eclecticism approach to implement KTSP in teaching speaking (an action research of the year eleven of science program of senior high school 11 Semarang in academic year 2009/2010)". He concluded that debate which is applied to teach students class X students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statistics result analysis of pre test and post test that by using debate to teach speaking could improve the Students' speaking skill. The T – test result (13.64) was higher than table (1.55) at 0.05 alpha level of significant.[23]

Both theses was difference from this thesis. The first previous thesis stated that the research is conducted to IAIN Padang. The thesis is focused on the teaching conversation gambits in enhancing students' communicative ability in English debate.

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[22]ZainulMuttaqin(3104374) Tarbiyah Faculty, *Teaching Conversation Gambits to Enhance Students' Communicative Competence in English Debate*, (Unpublished paper : 2008/2009).

[23] Carna Wiwitanto (2201464578) Languages and Arts Faculty, Semarang State University, *The Use of Australasian Parliamentary Debate System as an English Interactive Program Based on Disciplined Eclecticism Approach to Implement KTSP in Teaching Speaking*, (Unpublished Paper, 2008/2009).

The second previous research talked about teaching speaking use Australasian parliamentary debate system to implement KTSP. This research conducted in the eleven grader of senior high school.

This research of course difference from both previous theses. This thesis is focused on students' speaking skill. The researcher implements debate technique in order to improve students' speaking skill.

C. Action Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved.[24] The researcher proposes the hypothesis that there is improvement on students' speaking skill achievement after being taught by using debate.

[24]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), Edisi RevisiVI,p. 71.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research is a descriptive research of action Research. Descriptive research involves gathering, organizing, and describing the data. The major purpose of descriptive research is to describe the characteristics of a population or phenomenon.[25] It means that the descriptive research is design to get information about phenomenon and make description about the characteristics of the phenomenon. "Descriptive research involves collecting data in order the test hypotheses or to answer questions concerning the current status of the subject of study." [26]

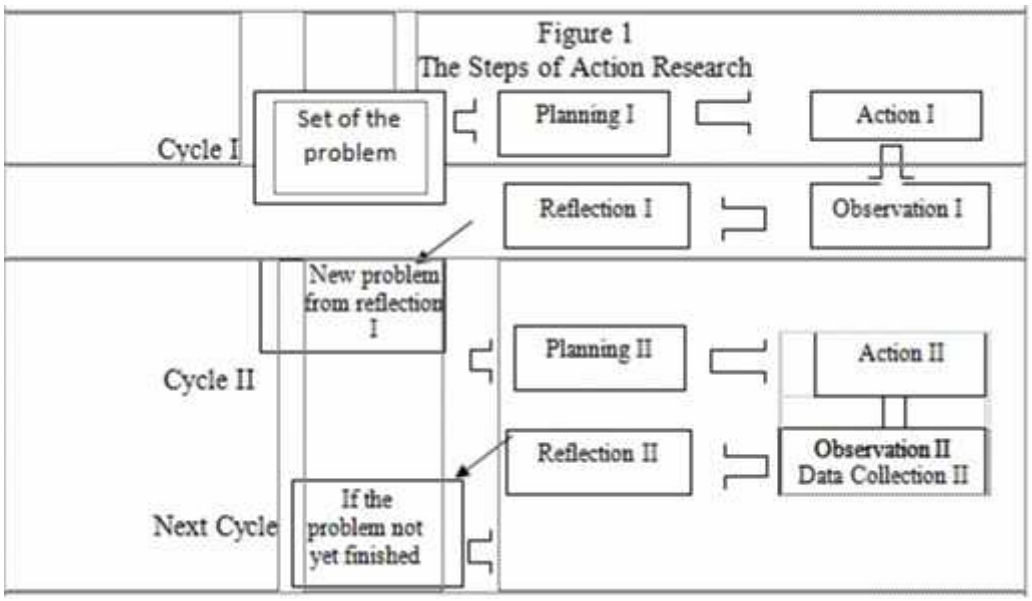
In this research, the researcher collects and describes the data about students speaking skill through debate technique. Furthermore, descriptive quantitative is a descriptive research which use numeral and statistic in describing the data. The descriptive quantitative is a numeral that related to statistic descriptive such as measuring scale, portrays graphic and variability.[27] It is clear that the researcher uses statistic and numeral in order to describe the data about improving students speaking skill through debate technique.

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[25]D Coldwell, F. Herbst, *Business Research*, (South Africa: Juta and Co.Ltd, 2004). P.9

[26]L.R. Gay, *Educational Research: Competencies for Analysis and Application*, (Singapore: Merril, 1990),p. 189. 3rd ed

[27]Husaini Usman, *Metodologi Penelitian Sosial*, (Jakarta: BumiAksara), p. 130.



An initial observation at first. Then she does some procedures and steps as follows:

1. Initial observation

In initial observation, the researcher intended to find out:

a. Data collected such as documentation includes the number of the students, students' list, and the course plan.

b. Observe the class.

c. Identify the problem.

Based on observation, the researcher can identify the problem of teaching learning process at the second Grade of SMA Nurul Ikhlas Boarding School. The problem of this research is students' speaking skill was still low. So researcher plans the action to improve it.

2. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

a. Planning

Planning is an action research by focusing on who, what, when, where, and how the action will be done.

b. Action

The planning strategy will be applied in teaching learning process.

c. Observation

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

d. Reflection

Reflection means to analyze the result base on the data that have been collect to determine the next action in the next cycle. In his phase, the researcher could observe the activity that results any process, the progress happen, and also about the positives and negatives sides.[28]

B. Population and Sample

The population and sample in this research are explained as follow:

1. Population

The population is the whole object of the research field. Gay states that, population is the group of interest to the researcher, the group to which he would like the results of the study to be generalizable.[29] It means that the population is a group which is chosen that the result of the study can be generalized to this group. In this research, the population is all students of the Second grade of Senior High School Nurul Ikhlas. They consist of 20 students. It is clear that, all students of the first grade of SMA Nurul Ikhlas Boarding School are included into Total Population in this research.

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[28]Suharsimi Arikunto, …,(Jakarta: PT. Rineka Cipta, 2006), EdisiRevisiVI,p. 75.
[29]L. R. Gay, *Education Research*, (New York: Mncmillan Publishing company 1990), p.101

2. Sample

Sample is a part of population. Sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.[30]Sample in this research is the Second grade of SMA Nurul Ikhlas Boarding School which consist of 20 students). The researcher chose them because based on the researchers' observation in this class the students have low skill to speak English.

In determining the sample of this research, the researcher used total sampling technique. The sample was chosen by concerning certain criteria that is suitable with the sample needed by the researcher. Purposive sampling technique is a technique that is used by researcher by using some consideration to determine the sample.[31] The researcher has considerated in choosing the class XI Intensive pi as the informant of this research. First, it is because the students have low motivation to practice English. Second, the students have lack vocabulary to practice English. The last students are lazy to practice English in daily activity.

[30]L. R. Gay, *Education Research*, (New York: Mncmillan Publishing company 1990), p.102

[31]Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif,* (Bandung: Alfabeta, 2009) 8[th]ed, p.300

C. Instrumentation

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

An instrument could be in form of questionnaire, observation list, test, etc. in this study the researcher used observation checklist, document, and test.

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Test

In this research, the researcher uses an achievement test to measure the student's speaking skill improvement. The researcher uses oral test in the form of debate. There are four elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency and comprehension. With this form, the scoring can be done quickly and easily.

D. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. The techniques and methods which are used by the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom .In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through debate to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

2. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.

The researcher used an achievement test to measure the student's progress in speaking. The forms of tests are spoken test in the form of debate. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily. There was five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension.

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on

planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.[32]

E. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using debate in improving speaking skill.

The data from observation are group base on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the debate technique is introduce. The result of observation is analyzed such as below:

$$Score = \frac{Total\ Score}{maximal\ score} \times 100\%$$

In this research, the researcher also used mean formula to know the average of students' score and to check students' improvement in speaking. The formula is as follow:

[32]Suharsimi Arikunto, …,(Jakarta: PT. Rineka Cipta, 2006), Edisi RevisiVI,p. 74.

$$\bar{x} = \frac{\Sigma x}{n}$$

Explanation:

$\bar{x}$: The average of students' score (mean)

x : Total score

N : The number of students

The researcher got score from the two cycles conducted in the research.. Mean of score from first cycle will be compare with mean of second cycle. It is to know how far the progress of students in this research.

There was four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They was cycle one and cycle two. The researcher will collaborate in class XI intensive IPA pi.

The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intended to know the initial condition of students. The researcher observes students' activity in speaking class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in speaking.

2. Cycle 1

The teacher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure as follow:

a. Planning

1) Arranging lesson plan.
2) Preparing the media related to the material.
3) Preparing teaching material.
4) Preparing checklist observation.
5) Making the test material.

b. Action

1) Teacher explains the material.
2) Teacher introduces debate technique to the students
3) Teacher asks students to make group and conduct debate base on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in debate.
2) The students' response during the teaching and learning process.
3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Base on the data that had been collect, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem.
2) Arranging lesson plan.
3) Preparing the media related to the material.
4) Prepare teaching material.
5) Prepare checklist observation.
6) Make the test material.

b. Action

1) Teacher explains the material.
2) Teacher introduces debate technique to the students.
3) Teacher asks students to make group and conduct debate base onthe topic given.

c. Observation

The observation is done to check:

1) The students' activity in debate.
2) The students' response during the teaching and learning process.
3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Base on the data that had been collect, teacher and researcher discuss and made evaluation.

The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of teaching speaking through debate at the second grade of SMA Nurul Ikhlas Boarding School in Academic Year *2016/2017*" and to find out the students' improvement in speaking.

In this research, the researcher used classroom action research. Its purpose is to know students ability in speaking. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through pre-cycle, cycle one and cycle two. The results descriptions of all cycles are as follows:

1 The Analysis of Pre-Cycle

The pre-cycle was conducted at the beginning of the research. The purpose of this meeting was to find out the student's problems in speaking. This activity was conducted on Sunday, October 04th, 2016. In this activity, the researcher observed the situation of the classroom before conducting the study. researcher also shared with Ms. Reni Ernita the English teacher of the a second grades IPA PA

who have ever taugh in that class before. The teacher explained that the students of the A second grade were still poor in speaking, because the motivation of students to learn English was poor.

Next, the researcher also observed the process of teaching learning in the class. In the teaching learning process, the teacher taught 20 students . Besides, the researcher found some facts that happened in the classroom during in English lesson. In teaching learning process, the students were not active to ask to the teacher related to the material. They just kept silent and did the exercise from the teacher without understanding the point of the material. There were only half of the students were active and enthusiastic. A half of students needed more attention from the teacher in teaching and learning process

The last researcher prepared the material of test. In This occasion, The researcher gave test by instrument " What do you think of Nurul Ikhlas Boarding School?". In This occasion, the students should give opinion about Nurul Ikhlas Boarding School one by one. The test was followed by 20 students as the participants of the study and they were given 30 minutes to do it.

The purpose of the test was to measure students' speaking competence before given an action. After giving the test, the researcher examined the answer sheet and found the results. The result of test can be seen in the following table :

No	Name	Pre cycle
1	ANPA	62
2	AH	65
3	AFT	61
4	AF	63
5	BIR	60
6	DRPA	65
7	EPM	56
8	ENS	64
9	FFS	56
10	GGPZ	69
11	H	73
12	K L	63
13	K	63
14	LOJ	65
15	NHR	64
16	PKA	60
17	TLD	66
18	MD	58
19	JM	71
20	U	65
Total Score		**1.269**
Average		**63,45**
Minimum Score		**56**
Maximum Score		**73**

(Data Source: test, October04th, 2016)

Based on the result of test that the students did, it can be concluded that the average score of pre-cycle was 63,45 points. The highest score was 73 and the lowest score was 56. Also, the researcher analyzed that among 20 students who joined the test, only 2 (10%) students could get score 70 or more and the 18 students (90%) gotscore less than 70. It meant that the students'speaking ability in the A second grade was still poor. It was in line with the students' result, the teacher intended to improve the students' score that was 10 points from the average score of pre-test. It was also explained in chapter I that the criteria of succes of improving students speaking

skill through debate technique could be said succesful if 80% of students' reached standard minimum score that was 70.

The Implementation of Debate Technique

This research was done by the researcher on October up to December, 2016 to improve the students' ability in speaking through debate technique. This section covers the actions of research. It was conducted in II cycles and each cycle consisted of four steps, namely: planning, action, observation, and reflection.

1. Cycle I

The activity of cycle 1 was conducted on October 18th,25th 2016. Cycle 1 activity was in Two meeting (4x45 minutes). In cycle 1, there are four steps that were carried out concerning the aims of this research. The steps were as follow:

(a) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments.The researcher also prepared the instrument of observation checklist, in order to know students activeness in joining teaching learning process.

There was ten steps researcher's plan in learning process follow by:

1. researcher greeted the students.
2. researcher check students attendance list

3. researcher asked the students to give opinion about something. This occasion purposed to stimulate and relate students thinking about the material will be explained.
4. researcher explain the material follow :
   a. Asking and Giving opinion
   b. Expression Agree and Disagree
5. researcher explained example debate videos
6. researcher explained what is debate and how to debate based on the videos.
7. researcher gave topic to students :
   a. Topic for team: Boarding school is better than formal school.
   b. Topic for (test):
      1) Studying grammar is more important than practicing conversation skills.
      2) Females are better than males student's.
      3) Television is the leading cause of violence in today's society.
      4) Money is more important than love in a relationship
      5) Reading in English is more difficult than writing in English.

8. researcher divided students into affirmative and negative team.
9. researcher asked the students to practice debate
    - On Team
10. researcher closed the class by giving comment and suggestion about students performance.

(b) Action

Based on the planning, In this step, the teacher conducted activities according to the schedule that was arranged in planning stage. As mentioned in the lesson plan, the use of debate technique conducted by ten step in two meeting. Here are the explanation of the activity during the first cycle.

1) The first meeting

First meeting was held on 18th October, 2016. In the teaching speaking, the teacher was implemented in three phases of activities, as below:

Generally, in the opening session first, the teacher always greeted the students and checked the students' attedance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning process. After that, researcher asked the students to give opinion about something.

such as “What do think about me ?” “What do you think about this class”? This question is aimed to related and stimulated student’s mind to material will be explained.

Second, researcher explained the material about asking and giving opinion. researcher explained it by using audio lingual method. It aimed to interest student motivation in learning process. Teacher presented it by using power point. Next, teacher explained the material about Agree and Disagree by present examples expression and videos. In this step, students pay attentions to teacher explanation.

Third, researcher presented example debate videos to all students. In this occasion, researcher observed that students pay attention and enjoyable the videos. In this occasion, teacher also explained what videos tell about.

Fourth, researcher presented the videos, researcher explained definition of debate and how to debate. In this section, many students pay attentions to teacher explanation. On the other hand there are many students no pay attention to teacher explanation such us: students talking and gossiping, moreover there was slept when teacher explained the material.

In addition, researcher gave topics to the students. In this occasion, researcher divided topic for two session. The First topic for team. The topic is “ Boarding school is better than formal school” Its aimed to show debate performance in team

and to analyze students activeness and students ability in team. researcher choose this topic because based on students daily activity in Nurul Ikhlas Boarding school, researcher thought, this topic available with students condition in Nurul Ikhlas Boarding school with the result that the students more easy to give their opinion. Second, researcher gave students about 5 topics for couple. it aimed to know students ability each of students. Besides that, It also to help researcher more easy analysis student ability each of students.

Further, the researcher divided students into team and couple. The first session is debate on team, in this session there were four group will be performance that are: affirmative and negative team by topic “Boarding school is better than formal school. this topic aimed because researcher want to know student ability in speaking and to know all student’s opinion about Nurul Ikhlas Boarding school. It also aimed to limited time in learning process. Second session, is researcher divided students into couple. there were five topics have given to students (**see appendix 10**). it aimed to know students ability each of students. Besides that, It also to help researcher more easy to analysis student scores each of students.

At least of the class, researcher stopped the class because of time was over. researcher closed the class by gave instruction to all student to prepare the task for next meeting.

2) The Second Meeting

Second meeting was held on 25th October, 2016. In the teaching speaking, the teacher was implemented in three phases of activities, as below:

- The Opening

Generally, in the opening session the teacher always greeted the students and checked the students' attedance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; Are you ready for Debate?", many students said "yes miss" and most of the students said " no miss". researcher was shocked and asked the students "Why do you don't ready? One of the student answered," last night there was OSPUNI Meeting until at 11.pm miss. Then researcher said "I don't hear any reasons". Debate class should be presented. If you could show your performance you could get out from my class and your English score is empty. Then the students said by scare " ok miss we are sorry miss, we will show our performance miss" after that, researcher gave time for 10 minute to all team. It aimed to prepare all team in performance.

- Whilst-speaking

Next, student's performance in team by topic " Boarding school is better than formal school. In this session There are two team was performance. First, two team presented the debate and another team be audience. In this session researcher found most of students inactive in debate team, beside that researcher found grammatical error when they practice speaking, then researcher also found the lack of vocabularies when they practice speaking. Meanwhile researcher also found many audiences no pay attention when another time performed the debate.

In addition, student's performance in group. there are five of group performed. In this session, researcher also found grammatical error when they speak such us: the less of pronounciation when they practiced debate like: "effect, violence, society, writing, grammar. besides that researcher also found the less accuracy when they speak. For examples: Students still looked the text that were they made. Moreover researcher also found the less of vocabularies. for example : they forgot what will they said for next. On the other hand researcher also found improvement than pre cycle. In this occasion researcher found some of students have used many expression variation of expression giving opinion such us: in my point of view, in my mind, according to me, in my opinion. Beside that

researcher also found second improvement that is students have used expression agree and disagree for instance: I agree with it , I don't think so. Besides that many students active and interested in debate test based on the topic. For example by topic" money is more important than love " in this occasion, students can give many opinion clearly, smile and happily.

- The Closing

At least of the class The teacher stopped the class because the time was over. Researcher closed the class by gave comment and suggestion about student's performance. In this session researcher also announced who the best team and the best participant in class. Researcher also announced will give reward for next meeting. The reward divided into two categories that are : The best team and the best participant.

c) Observation

Based on the action, In this research, the researcher was as a teacher. To complete the data of the observation, the researcher used the observation checklist and observer analysis. The researcher was assisted by another teacher as collaborator to observe the teacher's action. As a result of observation in cycle I, it is found the following findings as follows :The researcher observed students' activity during teaching learning process

Tabel 1

No	Activities	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the teacher's explanation.				V		4
2	Students' ability to manage class in the form of team.			V			3
3	Students' activeness and enthusiast in debating.				V		4
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes.				V		4
6	Students present arguments with clarity and appropriate			V			3
7	Students' activeness in giving opinion in debating.				V		4
8	Students' responses on another' opinions in debating.				V		4
Total Score							**30**

Observation Checklist in the First Cycle

The score of the observation as below:

Total score

Scoring $= \frac{Total\ score}{Maximal\ score} \times 100\%$

$= \frac{30}{40} \times 100\%$

= 75 %

Based on the action above, To measure the ability of each student's speaking skill, teacher conducted test in the form of debate in pairs. Researcher recorded it and analyzed the test, the result of the first cycle test were showed in the table below:

Table 2

Students' Speaking Score test in the First Cycle

NO	Name	Students' Score
1	ANPA	64
2	AH	69
3	AFT	61
4	AF	63
5	BIR	61
6	DRPA	70
7	EPM	59
8	ENS	67
9	FFS	59
10	GGPZ	71
11	H	75
12	K L	74
13	K	75
14	LOJ	67
15	NHR	67
16	PKA	61
17	TLD	68
18	MD	60
19	JM	71
20	U	67
Total Score		**1.329**

The mean of students' score as follow:

$$M = \frac{X}{N}$$

$$= \frac{1.329}{20}$$

$$= 66{,}45$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well.

Second, based on Observer analysis (see appendix 14) researcher could concluded many suggestion from observer to researcher follow by:

1. In the step two, observer gave suggestion to more increase classroom management.
2. In step six, observer suggested to give more explanation about debate
3. In the step nine, observer suggested to divide team into couple
4. at the end of the class observer suggested to give rewards to take students spirit, activeness and motivation.

d) Reflection

Based on the observation researcher analyzed, it is clear that the average of the students test result of the first cycle was 66.45 but there were five students who still have low score in speaking. Meanwhile, teacher still found many students inactive on team,

not all of students active in group, therefore teacher decided to students in couple the next meeting to know students ability one by one in debates. Besides that, teacher still found the students grammar error and the lack of vocabularies when they practiced debate. Hence, the researcher decided to conduct the next cycle and intended to give better situation.

Furthermore, Based on the observation, researcher analyzed the result of observation that some students still had some problems as the following:

1) Some students did not active in team.
2) Most of students still low in grammar especially in pronunciation.
3) Students were difficulties in giving their opinion.
4) Most of students still found the less of vocabularies.

Then, the researcher and collaborator decided that the researcher was to conduct the second cycle. It needed the next cycle to solve the problem above.

2. Cycle II

Based on the reflection in cycle one. The result of the observation show that the students' achievement was still below the criteria of succes. The average score was 63 points. Having this result, the researcher re-planned the action and conducted the cycle 2. It was conducted two meetings.

a) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of observation checklist, in order to know students activeness in joining teaching learning process.

There was eleven steps researcher's plan in learning process follow by:

1. researcher greeted the students
2. researcher check students attendance list
3. researcher asked the students to give opinion about something. This occasion purposed to stimulate and relate students thinking about the material will be explained.
4. researcher explained the material follow:
   a. Asking and Giving opinion
   b. Expression Agree and Disagree
5. researcher explained example debate videos
6. researcher explained what is debate and how to debate based on the videos.
7. researcher gave topic to students by instrument follow by :
   a) Instrument for practicing debate (team)

      Make affirmative and negative team and practice debate by the topic: Education is the key be

b) Instrument of test (couple)

Choose one of the five topics and perform your debate in front of the class.

1) Smoking should be prohibited.
2) It is a good thing to live in a modern city..
3) Public school is better than private school.
4) Is beauty contest needed?
5) Modern Technology destroyed the soul of humanity.

8. researcher divided students into affirmative and negative team
9. researcher asked the students to practice debate
10. researcher closed the class by giving comment and suggestion about student's performance.
11. researcher gave reward at the end of the class as categories follow by
    - The Best team/group
    - The Best couple

b) Action

Based on the planning, In this step, the teacher conducted activities according to the schedule that was arranged in planning stage. As mentioned in the lesson plan, the use of debate technique conducted by eight step in two meeting . Here are the explanation of the activity during the first cycle.

1) The First Meeting in Cycle II

The First meeting was held on 29th October, 2016. In the teaching speaking, the teacher was implemented in phases of activities, as below:

Generally, in the opening session first, the teacher always greeted the students and checked the students' attedance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning process. After that researcher ask the student to give opinion about something. such as "What do think about money ?"."What do you think about females?." This question is aimed to related and stimulated student's mind to material will be explained.

Second, researcher explained the material about asking and giving opinion. researcher explained it by using audio lingual method. It aimed to interest student motivation in learning process. Teacher presented it by using power point.

Next, teacher explained the material about Agree and Disagree by present examples expression and videos. In this step, students pay attentions to teacher explanation.

Third, researcher presented example debate videos to all students. In this occasion, researcher observed that students pay attention and enjoyable the videos. In this occasion, teacher also explained what videos tell about.

Fourth, after researcher presented the videos, researcher explained definition of debate and how to debate. In this section, most of students pay attentions to teacher explanation.

In addition, researcher gave topics to the students. in this occasion, researcher divided topic for two session. First, ”Education is the key be successful person than Business” researcher choose this topic aimed to interest students activeness in speaking. Second, researcher gave students about five topics for ten couple. it aimed to know students ability each of students. Besides that, It also to help researcher more easy analysis student scores each of students.

Further, the researcher divides students into team and couple. The first session is debate on team, in this session there were four group will be performance that are: affirmative and negative team by topic “Education is the key be successful person than Business”. In this session researcher only took one topic for four team. researcher choose this theme by many reasons.

Firstly, to analyze student ability in speaking. Second, to interest the student to critical thinking about education and business. besides that, to know all student's opinion about education. And the last is to create student activeness in Debate team. Second session, is researcher divided students into couple. there were five topics (see appendix 11) only for students who did not active on team. it aimed to know students ability each of students. Besides that, It also to help researcher more easy to analysis student scores each of students.

At least of the class, researcher stopped the class because of time was over. researcher closed the class by gave instruction to all student to prepare the task for next meeting.

2) The Second Meeting in Cycle II

Second meeting was held on 5th November, 2016. In the teaching speaking, the teacher was implemented in three phases of activities, as below:

Generally, in the opening session the teacher always greeted the students and checked the students' attedance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Are you ready for Debate?". Most of students said "yes miss". researcher was glad to hear it. after that, researcher re explained about roles

in debate about 10 minute and gave time about 10 minute to all team. It aimed to prepare all team in performance.

Next, student's performance in team by topic "Education is the key be successful person than Business". In this session There were four team was performance. The first, two team presented the debate and another team be audience. In this session researcher found most of students inactive in debate team, beside that researcher found grammatical error when they practice speaking, then researcher also found the lack of vocabularies when they practice speaking. Meanwhile researcher also found many audiences no pay attention when another time perform the debate.

In addition, student's performance in couple. there were ten of couple performed. In this session, researcher also found grammatical error when they speak such us: the less of pronounciation when they practiced debate like: "effect, violence, society, writing, grammar. besides that researcher also found the less accuracy when they speak. For example: Students still looked the text that were they made. Moreover researcher also found the less of vocabularies. for example: they forgot what will they said for next. On the other hand researcher also found many students active and interested in debate test based on the topic. For example by topic" money is more important

than love " in this occasion, students can give many opinion clearly, smile and happily.

At least of the class The teacher stopped the class because the time was over. researcher closed the class by gave comment and suggestion about student's performance. In this session researcher also announced who the best team and the best participant in class. researcher also announced will give reward for next meeting. The reward divided into two categories that are: The best team and the best participant.

(c) Observation

In the second cycle, the researcher got three resources of data observation. First, the researcher observed students' activity during process teaching and learning. The result of observation was shown in the table below:

No	Activities	Grade					Score
		1	2	3	4	5	
1	Student' paying attention to the lecturer explanation.					V	5
2	Student' ability to manage class in the form of team.				V		4
3	Students' activeness and enthusiast in debating.					V	5
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes.				V		4

Tab6	Students present arguments with clarity and appropriate volume.			V			3
el7	Students' activeness in giving opinion in debating.				V		4
38 O	Students' responses on another' opinions in debating.				V		4
bs	**Total score**						**33**

ervation Checklist the Second Cycle

Total score of the observation as below:

Total score

Scoring $= \frac{Total\ score}{Maximal\ score} \times 100\%$

$= \frac{33}{40} \times 100\%$

= 82,5 %

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the second cycle could run well. It can be seen from their responses. While the process of debate, majority of the students were taking good involvement. Based on the action, to measure students' achievement in the second cycle, the researcher conducted spoken test in the form of debate in pair. The result of the test was shown in the table below:

Table 4

Students' speaking score in the second Cycle

	Name	Students' Score
	ANPA	79
	AH	81
	AFT	77
	AF	78
	BIR	78
	DRPA	78
	EPM	77
	ENS	77
	FFS	77
	GGPZ	77
	H	82
	K L	77
	K	75
	LOJ	79
	NHR	78
	PKA	76
	TLD	71
	MD	66
	JM	80
	U	79
Total Score		**1.54**

The mean of students' score as follow:

$$M = \frac{X}{N}$$

$$= \frac{1.542}{20}$$

$$= 77{,}1$$

Based on the result above (table 4.), it could be concluded that there were 95% of the students who passed and 5% failed in this third cycle. It increased 63%fromthe first cycle. The criteria of succes had been determined 85%. It meant that the second cyle was succesful.

c) Reflection

After the researcher had finished the whole activity, the researcher assessed students' speaking result as in cycle II. From the result, the teacher could calculate the mean of the score students'speaking result. The result of the evaluation test in cycle II is as follow:

Based on the result above (table 4.), it could be concluded that there were 95% of the students who passed and 5% failed in this third cycle. It increased 63%fromthe first cycle. The criteria of succes had been determined 80%. It meant that the second cyle was succesful.

B. Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher intended to concern the implementation of Debate technique to improve students' speaking skill. In this research, the researcher used classroom action research. Its purposed was to know whether there was improvement of students' skill in speaking or not after being taught using debate technique.

In Addition, Debate Technique can improve student's speaking skill significantly of student's at the second grade of SMA Nurul Ikhlas Boarding School. Typically, debate is very interested to be implemented to improve

speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate.[1] However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

In addition, it also supported in many benefit of debate: Improve students' critical thinking, develop students' communication skill, questioning skill developed in and struggle often in the face of disappointment and defeat, they are capable of making and defending informed choices about complex issues outside of their own area, a way to re-connect students to public life if they have been overcome by feelings of alienation, teaches students to adopt multiple perspectives which describe as one of the most important problem-solving skill.[2]

Furthermore, teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. In the first cycle the average of the students' achievement was 66.4 In the second cycle the

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[33] J. Michael O'Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc, 1996), p.87

[34] Joe Bell on, *A Research-based Justification for debate Across the Curriculum*, (Atlanta, Georgio State University, Vol 36, 2000), p.4

average of the students' achievement was 77.1. Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate. Result of the research show that the students improve their speaking skill efficiently and effectively.

In the meantime, the researcher presented the result of research and the analysis of the data were collected through pre-cycle and two times of treatments. Pre-cycle was conducted before did the action in cycle I. two times of treatments were the teaching and learning processes and the assessment tests were conducted as implementation done. In the teaching and learning processes,the teacher was conducted in eight step. Here is the descriptions of the result as following:

1. **The Analysis of Pre cycle**

   In this activity, The researcher gave test by instrument " What do you think of Nurul Ikhlas Boarding School?" In this occasion, the students should give opinion about Nurul Ikhlas Boarding School one by one. The pre-cycle was followed by 20 students as the participants of the study and they were given 30 minutes to do it. Based on the observation in this activity, most of the students had difficulties in practicing speaking. It could be seen from their speaking result. After implementing the pre-cycle, the researcher assessed the result of the students' speaking.

From the result, he could calculate the mean of the score of students' speaking result using the following formula:

From the result of the table above, there were 2 (10%) students got good mark, 18 (90%) students got fair mark. The average of students' score of pre-cycle test was 63 points. It was in line with the students' result, the teacher intended to improvement the students' score that was 10 points from the average score of pre-cycle. It also explained in chapter I that the criteria of succes of improvement of debate technique can be said succesful if 80 % of students' reached standard minimum score that was 70. Therefore, researcher was aware that most the students in the A second grade still had difficulties to practiced debate. Most of them low in speaking especially in pronounciation, grammar and vocabularies . Therefore, the students had low motivation in speaking.

2 The Analysis of Cycle I

The first cycle was teaching and learning process and the assessment. In the teaching learning process of this cycle,debate technique was used as a technique in teaching speaking. Then, the researcher gave the test for first cycle. After whole activities had finished, the researcher assessed the students' speaking result. From the result, researcher calculated the mean of the score students' speaking result using the following formula:

From the result of the first cycle, there were 5 (25%) students got good mark, 15 (75%) students got fair mark. The average of students' score of post-test in first cycle was 66 points. It increased 3 points from the pre-cycle. and it could be concluded that first cycle was unsuccessful enough. In first cycle, the researcher analyzed that some students still had difficult to practiced debate, particularly in pronounciation and grammar. Based on the problem above, the teacher conducted cycle 2 in order to improve the students speaking skill. The researcher decided to conduct the next cycle and give better explanation, good example of debate technique, repeatedly and clearly.

3. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the graphic organizer strategy as an aid in teaching reading descriptive text. In this cycle, students could improve their ability in practicing. Based on the observation, the majority of the students joined the class fervently. All activities in the cycle II could run well. It can be seen from their responses.While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. Same as the previous meeting, the researcher gave the test. The topic of speaking test in this cycle is " Education is the key be successful

person than business." From the result of students' test, researcher calculated the mean of the score using the following formula:

From the result of the second cycle, there were 19 (95%) students got good mark, 1(5%) students got fair mark. The average of students' score of test in second cycle was 77 points. It increased 11 points from the first cycle. and it could be concluded that first cycle was successful enough, it showed that there were improvements from cycle I to cycle II. The result of this cycle was also considered as improment. It was better than the previous one. The average of students' test result of this cycle was 77,1 with the highest score was 82 and the lowest score was 66. The researcher concluded that the problems have been solving using debate technique for teaching English speaking in descriptive text and the teaching and learning process was effective to improve their speaking skill. Thus, by this result, the researcher found that the criteria of succes 80% was passed.

4. The Analysis of the Whole Meeting

The result of the test from the first cycle and the second cycle can be seen briefly as follow:

Table 5

Comparison of the students' score average in the first cycle test and the second cycle test.

No	Name	Cycle I	Cycle II
1	ANPA	64	79
2	AH	69	81
3	AFT	61	77
4	AF	63	78
5	BIR	61	78
6	DRPA	70	78
7	EPM	59	77
8	ENS	67	77
9	FFS	59	77
10	GGPZ	71	77
11	H	75	82
12	K L	74	77
13	K	75	75
14	LOJ	67	79
15	NHR	67	78
16	PKA	61	76
17	TLD	68	71
18	MD	60	66
19	JM	71	80
20	U	67	79
Total Score		**1.329**	**1.542**
Average		**66,45**	**77.1**
Minimum Score		**59**	**66**
Maximum Score		**75**	**82**

In the cycle I, The average result was 66. There were 5 (25%) students who achieved score 70 and 15 (75%) students who did not achieve score 70.

In the cycle II, the average of students score result was 77. It meant that there were improvements from cycle I. It show that there were significant improvements in students' achievement. There were 19 (95%) students who achieved score 70 and 1 (5%) students who achieved under score 70. Furthermore, the using of graphic organizer strategy as a learning aid washelpful in the process of teaching and learning reading descriptive text.

5. Testing Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved. The researcher proposes the hypothesis that there is improvement on students' speaking skill achievement after being taught by using debate.

Based on analysis in cycle that researcher have done, researcher want to present the comparison of average student speaking score before and after researcher have done debate technique by using three variant average can be seen briefly as follow

No	Name	Pre cycle	Cycle I	Cycle II
1	ANPA	62	64	79
2	AH	65	69	81
3	AFT	61	61	77
4	AF	63	63	78
5	BIR	60	61	78
6	DRPA	65	70	78
7	EPM	56	59	77
8	ENS	64	67	77
9	FFS	56	59	77
10	GGPZ	69	71	77
11	H	73	75	82
12	K L	63	74	77
13	K	63	75	75
14	LOJ	65	67	79
15	NHR	64	67	78
16	PKA	60	61	76
17	TLD	66	68	71
18	MD	58	60	66
19	JM	71	71	80
20	U	65	67	79
Total Score		**1.269**	**1.329**	**1.542**
Average		**63,45**	**66,45**	**77.1**
Minimum Score		**56**	**59**	**66**
Maximum Score		**73**	**75**	**82**

As whole the meetings ran well. There was some significant improvement from pre cycle, cycle one and cycle two.

In pre cycle, the average result was 63,4. In this occasion, the teacher has not used debate technique in learning process. The researcher only asked the students to give some opinion about something.

researcher found most of student could give their idea in speaking. Besides that, researcher also found most of students have the grammatical error and the lack of vocabularies when they spoke.

In the first cycle, the average result was 66.4. The teacher used debate as technique in teaching speaking. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate.

In the second cycle, the average result was 77.1. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the activity. It also showed the improvement significantly. Therefore, it could be mean the treatment was success.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. Based on the researcher's finding and the data analysis about using debate technique to improve students' speaking skill (a classroom action research which the Second grade of SMA Nurul Ikhlas Boarding school in the academic year of (2016-2017), it can be concluded that:

1. Debate Technique can improve student's speaking skill significantly of student's at the second grade of SMA Nurul Ikhlas Boarding School. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.
2. Teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. In the first cycle the average of the students' achievement was 66.4 In the second cycle the average of the students' achievement was 77.1. Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate. Result of the research show that the students improve their speaking skill efficiently and effectively.

B. Suggestion

For all of English teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyable ought to be the foremost aims which hopefully will have good effects on the education, because

What they dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students love to play and learn best when they are enjoying themselves.

In addition, researcher also suggested for all English teacher, especially in teaching speaking, should give student's reward. It aimed to increase student's motivation to speak out.

This research has found out the description about speaking improvement at the first grade of SMA Nurul Ikhlas Boarding School in term of teaching technique. Teaching speaking using debate technique can motivate students to practice speaking more, and it improves student's speaking skill. The researcher suggests the teacher uses this technique because it encourages students to speak in speaking class.

Finally, the writer realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.

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CURRICULUM VITAE

Personal details:

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Place and Date of Birth : Padang Panjang , August 8th, 1992

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Education Background:

1. SD Negeri 23 Pincuran Tinggi
2. SMP Nurul Ikhlas
3. MAN/MAKN Koto Baru
4. IAIN Bukittinggi

Bukittinggi, August 3th,2015

Widi Rahmania

Student Number: 2310.065

Appendix 1

STUDENTS' NAME of XI INTENSIVE IPA PI IN THE ACADEMIC YEAR 2016/2017

NO	N I S	STUDENT'S NAME
1	15.1996	AMI NADYA PUTRI AZHARA
2	15.1998	ANNISA HANDAYANI
3	15.2001	AULIA FARAZ TANTIA
4	15.2001	AULIA FITRIANSYAH
5	15.2005	BILGIA ICA ROSMITA
6	15.2007	DILLA RIZKI PUTRI ALINAR
7	15.2009	ERA PRATIWI MAZLY
8	15.2010	ERIKA NURLAILA SARI
9	15. 2071	FADILLA FADYA SAID
10	15.2016	GHOLIYA GHISKA PUTRI ZUDA
11	15.2018	HERMANIA
12	15.2026	KURNIA LISDA
13	15.2027	KURNIATILLAH
14	15.2029	LOVITA OLIVIA JAMAICA
15	15.2040	NANDA HELWANA RISDA
16	15.2046	PUTRI KHUMAIRAH ABIDAH
17	15.2059	TASYA LIRA DELLA P
18	15.2060	MELIZA DELVIYANTI
19	15. 2023	JAKSY MAHARANI
20	15. 2030	ULYATUNISA

Appendix 2

OBSERVATION CHECKLIST

NO	Activities	Grade				
		1	2	3	4	5
1	Students' paying attention to the Teacher explanation.					
2	Students' ability to manage class in the form of team.					
	Students' activeness and enthusiast in debate.					
3	Students' role in debating.					
	Students have minimal reliance on notes.					
4	Students present arguments with clarity and appropriate volume.					
5	Students' activeness in giving opinion in debating.					
6	Students' responses on another' opinions in debating.					

NOTES:

1. -< 54% = Very Poor
2. 55-59% = Poor
3. 60-75% = Enough
4. 76-85% = Good
5. 86- 100% = excellent

Appendix 3

LESSON PLAN

CYCLE I

Semester : I

Skill focus : Speaking

Subject : Agreeing and Disagreeing

Time allotment : 2 x 45 minutes

1. **Standard of competence** : to get students engage in communication that is close as possible as the real communication.
2. **Basic competence** : to use and demonstrate English in variety of situation especially in expressing agreement and disagreement.
3. **Indicators** : Students are able to:
   Express agreeing and disagreeing. Give argument in the way of debate.
4. **Learning outcome** : By the end of lesson students will Have been able to:
   Know the way to organize argument in debate.
   Express agreement and disagreement through debate.
5. **Technique** : CLT, Debate

6. **Activities**:

- **The Opening**

1) Teacher greets students
2) Teacher checks students' attendance.
3) Teacher asks some questions related to material.

- **While activity**

4) Teacher explains the material.
   Ok class. We will learn the way to express asking and giving opinion and expressing agree and disagree.

Expressions of ASKING OPINION / THOUGHTS	
Formal	**Less formal**
- Have you got any comments on …..	- What do you think of…….?
- Do you have any idea?	- What do you think about……?
- Do you have any opinion on ……	- What is your opinion?
-Would you give me your opinion on..?	- Do you think it is going?
- What is your reaction to ……	- How do you like?
- What is your opinion about…….?	- How was the trip?
- What are you feeling about…….?	- How do you think of Rina's idea?
- What are your views on…….?	- How do you feel about this …….?

Expressions of GIVING OPINION / THOUGHTS	
Formal	**Less formal**
- I personally believe ….. - I personally consider …. - I personally think /feel …. - I hold the opinion …. - My own view of the matter is …… - Well, personally ……. - If I had my view, I would …..	- I think I like it. - I don't think I care for it. - I think it's good/nice/terrific…….. -I think that awful/not nice/ terrible .. - I don't think much of it. - I think that.. -In my opinion, I would rather… - In my case ….. - What I'm more concerned with …. - To my mind ….. - From my point of view ….

Expressions for Agreeing and Disagreeing

Showing Agreement	Disagreement
I agree with you	I don't agree
I do	I totally disagree
That's a good idea	Your opinion was in complete contradiction to…
That's sound good	I refuse
I know what you	I have different opinion
I agree to do so	I don't think so
I don't have any objection to it	I'm not so sure
I am with you	I have different opinion
That is true	I am sorry, but I disagree with you
There is no doubt about it	I cannot agree with your idea
I agree entirely	I am not so sure about that
I am of the same opinion	I am of different opinion
I have the same opinion	That is not always true

Dialog 1

Andre : What do you think about math?

Rahma : Actually, it is very easy to learn. Do you think so?

Andre : I don't think so. I have troubles when I study about it. I always get bad score.

Rahma : If you will get good score, you have to practice exercise every day.

Andre : I am with you. But I do not have friends to discuss together.

Rahma : You can join with me if you want to learn about it. Please come to my house if you have free time to learn math.

Andre : Okay, I agree. By the way, my friends say that they can learn math without practice the questions.

Rahma : That's true. But not all of people can do it. Practice is more important, than remember of pattern.

Andre : You are absolutely right.

Dialog 2

Rara : What do you think of my new house?

Mariska : It is beautiful. I think. Oh you have many novels in your new house.

Rara : Yeah, some. I like Andrea Hirata's novels.

Mariska : How do you feel about Andrea Hirata's novels?

Rara : I feel they are great novels.

Mariska : Yes, you are right. I think it is going to rain.

Rara : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Mariska : But I watched the weather forecast yesterday. It said that today is going to rain. OK Rara. See you.

5) Teacher presented examples debate's videos

6) Teacher explained about debate and roles in debate.

7) Teacher gave topic for debating. The topic is boarding school is better than formal school.

8) Teacher divides the students into affirmative and negative team.

9) Teacher asked the students to practiced debate.

d. **Closing**

10). Teacher closed the class by giving comment and suggestion to students debate performance.

7. Assessment

Form	: Spoken test	
Technique	: Students asked to debate in pair in front of class.	
Aspects to be assessed	: Pronunciation	: 20
	Vocabulary	: 20
	Grammar	: 20
	Fluency	: 20
	Comprehension	: 20
	Total	: 100

8. References

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9. Instrument

a) Instrument for practicing debate.

Make affirmative and negative team and practice debate under the topic: Boarding school is better than formal school!

b) Instrument of test.

Choose one of the five topics in the cards and perform your debate based on your position and topic written in the card!

1. Studying grammar is more important than practicing conversation skills.
2. Females student’s are better than males student’s.
3. Television is the leading cause of violence in today's society.
4. Money is more important than love in a relationship
5. Reading in English is more difficult than writing in English.

Bukittinggi, November 04th, 2016

Known by:

Teacher, Researcher,

Widi Rahmania Widi Rahmania

Appendix 4

LESSON PLAN

CYCLE II

Class : XI intensive IPA Pi

Semester : I

Skill focus : Speaking

Matery : Agreeing and Disagreeing

Time allotment : 2 x 45 minutes

1. **Standard of competence** : that is close as possible as the real communication.
2. **Basic competence** : To use and demonstrate English in variety of situation especially in expressing agreement and disagreement.
3. **Indicators** : Students are able to:
   Express agreeing and disagreeing.
   Give argument in the way of debate.
4. **Learning outcome** : By the end of lesson students will have been able to:
   Know the way to organize argument in debate.
   Express agreement and disagreement.
5. **Technique** : CLT, Debate

6. **Activities**:

- **The Opening**

1) Teacher greets students

2) Teacher checks students' attendance.

3) Teacher asks some questions related to material.

- **While activity**

4) Teacher explains the material.

Ok class. We will learn the way to express asking and giving opinion and expressing agree and disagree.

Expressions of ASKING OPINION / THOUGHTS	
Formal	**Less formal**
- Have you got any comments on …..	- What do you think of…….?
- Do you have any idea?	- What do you think about……?
- Do you have any opinion on ……	- What is your opinion?
-Would you give me your opinion on..?	- Do you think it is going?
- What is your reaction to ……	- How do you like?
- What is your opinion about…….?	- How was the trip?
- What are you feeling about…….?	- How do you think of Rina's idea?
- What are your views on…….?	- How do you feel about this …….?

Expressions of GIVING OPINION / THOUGHTS	
Formal	**Less formal**
- I personally believe ….. - I personally consider …. - I personally think /feel …. - I hold the opinion …. - My own view of the matter is …… - Well, personally ……. - If I had my view, I would …..	- I think I like it. - I don't think I care for it. - I think it's good/nice/terrific…….. -I think that awful/not nice/ terrible .. - I don't think much of it. - I think that.. -In my opinion, I would rather… - In my case ….. - What I'm more concerned with …. - To my mind ….. - From my point of view ….

Expressions for Agreeing and Disagreeing

Showing Agreement	Disagreement
I agree with you	I don't agree
I do	I totally disagree
That's a good idea	Your opinion was in complete contradiction to…
That's sound good	I refuse
I know what you	I have different opinion
I agree to do so	I don't think so
I don't have any objection to it	I'm not so sure
I am with you	I have different opinion
That is true	I am sorry, but I disagree with you
There is no doubt about it	I cannot agree with your idea
I agree entirely	I am not so sure about that
I am of the same opinion	I am of different opinion
I have the same opinion	That is not always true

Dialog 1

Andre : What do you think about math?

Rahma : Actually, it is very easy to learn. Do you think so?

Andre : I don't think so. I have troubles when I study about it. I always get bad score.

Rahma : If you will get good score, you have to practice exercise every day.

Andre : I am with you. But I do not have friends to discuss together.

Rahma : You can join with me if you want to learn about it. Please come to my house if you have free time to learn math.

Andre : Okay, I agree. By the way, my friends say that they can learn math without practice the questions.

Rahma : That's true. But not all of people can do it. Practice is more important, than remember of pattern.

Andre : You are absolutely right.

Dialog 2

Rara : What do you think of my new house?

Mariska : It is beautiful. I think. Oh you have many novels in your new house.

Rara : Yeah, some. I like Andrea Hirata's novels.

Mariska : How do you feel about Andrea Hirata's novels?

Rara : I feel they are great novels.

Mariska : Yes, you are right. I think it is going to rain.

Rara : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Mariska : But I watched the weather forecast yesterday. It said that today is going to rain. OK Rara. See you.

5) Teacher presented examples debate's videos

6) Teacher explained about debate and roles in debate.

7) Teacher gave topic for debating. The topic is boarding school is better than formal school.

8) Teacher divides the students into affirmative and negative team.

9) Teacher asked the students to practiced debate.

d. **Closing**

10). Teacher closed the class by giving comment and suggestion to students debate performance.

11). Teacher gave reward for the best team and the best couple.

7. Assessment

Form	: Spoken test	
Technique	: Students asked to debate in pair in front of class.	
Aspects to be assessed	: Pronunciation	: 20
	Vocabulary	: 20
	Grammar	: 20
	Fluency	: 20
	Comprehension	: 20
	Total	: 100

8. References

Jami Hanreddy and Elizabeth Whalley, *Mosaic 1 Listening/Speaking*, NY: McGraw-Hill Companies, 2002, Ed 4.

http://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm. Accessed on February 1st, 2016.

9. Instrument

a) Instrument for practicing debate on team.

Make affirmative and negative team and practice debate under the topic :

Education is the key be successful person than Business!

b) Instrument of test.

Choose one of the ten topics in the cards and perform your debate based on your position and topic below!

1. Smoking should be prohibited.
2. It is a good thing to live in a modern city..
3. Public school is better than private school.
4. Is beauty contest needed?
5. Modern Technology destroyed the soul of humanity

Bukittinggi, November 15th, 2016

Researcher,

Widi Rahmania

Appendix 5

SCORING GUIDANCE

NO	Aspects of Assessment	Score	Description
1	Pronunciation	17-20	Have few traces of foreign accent.
		13-16	Always intelligible, though one is conscious of a definite accent.
		9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		5-8	Very hard to understand because of pronunciation problems. Must frequently be repeated. Pronunciation problems to severe as to make speech virtually un intelligible.
2	Grammar	17-20	Makes few (if any) noticeable errors of grammar or word order.
		13-16	Occasionally makes grammatical and word order errors which do not, however, obscure meaning.
		9-12	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		5-8	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns. Errors in grammar and word order so severe as to make speech virtually
3	Vocabulary	17-20	Use of vocabulary and idioms is virtually

			that of native speaker.
		13-16	Sometimes uses un appropriate terms and/or rephrase ideas because of lexical inadequacies.
		9-12	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
		5-8	Misuse of words and very limited vocabulary make comprehension quite difficult. Vocabulary limitations so extreme as to make conversation virtually impossible.
4	Fluency	17-20	Speech as fluent and effortless as that of a native speaker.
		13-16	Speed of speech seems to be slightly affected by language problems.
		9-12	Speed and fluency are rather strongly affected by language problems. Usually hesitant, often forced into silence by language limitations. Speech is so halting and fragmentary as to
5	Comprehension	17-20	Appears to understand everything without difficulty
		13-16	Understands nearly everything at normal speed, although occasional repetition may be necessary. Understands most of what is said at slower than normal speed with repetitions.

		5-8 1-4	Can comprehend only "social conversation" spoken slowly and with frequent repetitions. Cannot be said to understand even simple conversation English

The score analytic scale is like below:

Score	Grade
17-20	Excellent
13-16	Good
9-12	Fair
5-8	Poor
1-4	Very bad

Appendix 6

STUDENTS' SPEAKING SCORE IN THE FIRST CYCLE TEST

NO	Students Name	Scoring Elements of Speaking					
		V	P	G	F	C	Score
1	AMI NADYA PUTRI	12	13	12	13	14	64
2	ANNISA HANDAYANI	14	14	14	13	14	69
3	AULIA FARAZ TANTIA	13	13	11	12	12	61
4	AULIA FITRIANSYAH	13	12	13	12	13	63
5	BILGIA ICA ROSMITA	12	13	12	12	12	61
6	DILLA RIZKI PUTRI	14	14	14	14	14	70
7	ERA PRATIWI MAZLY	12	12	11	12	12	59
8	ERIKA NURLAILA SARI	14	13	13	13	14	67
9	FADILLA FADYA SAID	12	12	12	11	12	59
10	GHOLIA GHISKA PUTRI	13	13	12	13	13	64
11	HERMANIA	15	15	15	15	15	75
12	KURNIA LISDA	13	14	12	12	12	63
13	KURNIATILLAH	13	13	12	12	13	63
14	LOVITA OLIVIA JAMAICA	14	14	12	14	13	67
15	NANDA HELWANA RISDA	13	13	14	13	14	67
16	PUTRI KHUMAIRAH	13	12	12	12	12	61
17	TASYA LIRA DELLA	14	13	13	14	14	68
18	MELIZA DELVIANTI	13	12	11	12	12	60
19	JAKSI MAHARANI	14	14	15	14	14	71
20	ULYATUNNISA	14	13	13	13	14	67
TOTAL SCORES							**1.329**
AVERAGE							65.3

Appendix 7

STUDENTS' SCORE IN THE SECOND CYCLE TEST

NO	Students Name	Scoring elements of speaking					
		V	P	G	F	C	Score
1	AMI NADYA PUTRI	15	16	15	16	17	79
2	ANNISA HANDAYANI	14	17	15	17	18	81
3	AULIA FARAZ TANTIA	16	14	15	16	16	77
4	AULIA FITRIANSYAH	15	16	15	16	16	78
5	BILGIA ICA ROSMITA	16	15	15	16	16	78
6	DILLA RIZKI PUTRI	16	16	15	16	15	78
7	ERA PRATIWI MAZLY	14	17	15	15	16	77
8	ERIKA NURLAILA SARI	16	15	15	15	16	77
9	FADILLA FADYA SAID	16	15	15	15	16	77
10	GHOLIA GHISKA PUTRI	15	15	14	17	16	77
11	HERMANIA	17	16	16	16	17	82
12	KURNIA LISDA	16	16	15	15	15	77
13	KURNIATILLAH	15	15	15	15	15	75
14	LOVITA OLIVIA JAMAICA	16	17	15	15	16	79
15	NANDA HELWANA RISDA	15	16	15	16	16	78
16	PUTRI KHUMAIRAH	15	15	15	15	16	76
17	TASYA LIRA DELLA	14	14	13	15	15	71
18	MELIZA DELVIANTI	13	13	13	13	14	66
19	JAKSI MAHARANI	16	15	16	16	17	80
20	ULYATUNNISA	17	15	15	16	16	79
TOTAL SCORE							1.542
AVERAGE							77.1

Appendix 8

OBSERVATION CHECKLIST IN 1st CYCLE

Researcher : Widi Rahmania

Number of student : 20 students

Skill : Speaking

Subject : Agreeing and Disagreeing

No	Activities	Grade					score
		1	2	3	4	5	
1	Students' paying attention to the Teacher's explanation.				V		4
2	Students' ability to manage class in the form of team.			V			3
3	Students' activeness and enthusiast in debating.				V		4
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes.				V		4
6	Students present arguments with clarity and appropriate volume.			V			3
7	Students' activeness in giving opinion in debating.				V		4
8	Students' responses on another's opinions in debating.				V		4
Total score							30

NOTES:

1. -< 54% = Very Poor
2. 55-59% = Poor
3. 60-75% = Enough
4. 76-85% = Good
5. 86- 100% = Very Good

Appendix 9

OBSERVATION CHECKLIST IN 2nd CYCLE

Researcher : Widi Rahmania

Number of student : 20 students

Skill : Speaking

Subject : Agreeing and Disagreeing

No	Activities	Grade					Score
		1	2	3	4	5	
1	Students' paying attention to the Teachers explanation					V	5
2	Students' ability to manage class in the form of team.				V		4
3	Students' activeness and enthusiast in debating.					V	5
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes				V		4
6	Students present Arguments with clarity and appropriate volume.			V			3
7	Students' activeness in giving opinion in debating.				V		4
8	Students' responses on another' opinions in debating.				V		4
Total score							33

NOTES:

1. -< 54% = Very Poor
2. 55-59% = Poor
3. 60-75% = Enough
4. 76-85% = Good
5. 86- 100% = Very Good

Appendix10

TEST INSTRUMENT IN CYCLE I

1. **Studying grammar is more important than practicing conversation skills.**

2. **Females student's are better than males student's.**

3. **Television is the leading cause of violence in society.**

4. **Money is more important than love in a relationship**

5. **Reading in English is more difficult than writing in English.**

Appendix11

TEST INSTRUMENT IN CYCLE II

1. **Smoking should be prohibited.**

2. **It is a good thing to live in a modern city**

3. **Public school is better than private school.**

4. **Is beauty contest needed?**

5. **Modern Technology destroyed the soul of humanity**

Appendix 12

SCRIPTS OF STUDENTS' SPEECH IN FIRST CYCLE TEST

Money is more important than love in a relationship

Ami **:** Money is more important than love in a relationship because in relationship we need some money to buy some flowers to make our partner more happy and get more love with us.

Annisa **:** in my opinion, that money is not more important than love. Because love is one of feeling that we have so it is about heart and money is about this (students indicates his pocket). Heart can make us sad and happy. It is so deep.

Females are better student than males

Aulia FT : I think females are better student than males. We can see that in our Boarding school, female students are more diligent and clean than males. For example: in learning process we can see females more diligent present and do homework than males on the other hand males students usually don't follow class and usually don't make homework.

Aulia F : I disagree with you. Because I think males very active than females and from table percentage can make better than female in class. Usually man example Bung Soekarno, eh…Mr Soekarno that an example male better than female

Reading English is more difficult than writing English

Bilgia : in my point of view, reading is more difficult than writing. In reading we have to know more about the voice. That why reading is more difficult than writing.

Dila : from me, writing is more difficult because we have to know the vocabulary, structure and must write completely.

Television is the leading cause of violence in today's society

Era : Television makes people do the violence. The action in the film especially the bad character can make people follow their action. That why television give bad effects to people.

Fadila : In my opinion, television gives good effect for us. It can entertain us and can gives us more information. The violence is not caused by television, but it comes from people.

Studying grammar is more important than practicing conversation skills

Gholia : In my opinion it's true, because by studying grammar we be good speaker. Grammar can make our conversation be better so that means that studying grammar is more important.

Hermania : I disagree with your opinion. I think practicing conversation is more important, because by practicing we can directly studying grammar. Practice is more important than studying grammar.

Money is more important than love in a relationship

Kurnia : Money is very needed in a relationship. By money we can buy what we want and what our couple wants. Love is need money, so that why money more important than love.

Kurniatillah : I think that's wrong. In my opinion, love is more important. Love can gives everything we need. Because of love we can understand our couple in relationship.

Reading English is more difficult than writing English

Lovita : Reading is more difficult because in reading we have to know the sound of English we are as Indonesian, therefore reading English is more difficult for us because our sounds is different from English sound.

Nanda : I don't agree with you, I think writing is more difficult, because in writing we have to know the structure so the vocab. So I my mind writing is more difficult.

Television is the leading cause of violence in today's society

Putri : In my opinion television gives bad effects to society, on of the effect is violence. the people who see a lot of film, especially the film that is bad character, they can follow the dad action like in television.

Tasya : I disagree with you. I think television gives a lot of benefits for us. We can get something interest from television. There are a lot of programs can make us enjoy and happy.

Females are better student than male

Meliza : I think female is better student than male. Gender is important. We know that part of leader in Indonesia like in DPR and MPR most of them are women.

Ulya : In my opinion, man is better, they can look for money for us and he can be our leader.

Studying grammar is more important than practicing conversation skills

Jaksi : in my opinion it's true, because by studying grammar we can know the true structure of English. Before speaking we have to know the grammar to make us fluent in speaking.

Ami : I disagree with you, me my self practicing conversation is more important. Because we know that practice makes perfect. So it's need to make us more clever in speaking.

SCRIPTS OF STUDENTS' SPEECH IN SECOND CYCLE TEST

Is beauty contest needed?

Ami : In My Mind, If beauty contest is needed I have to say yes. Beauty contest like is needed. So, what about you?

Annisa : I don't think so, beauty contest is not very needed. Because beauty contest is just like wasting money. We can get another way to make another contest, more important contest.

Public school is better than private school

Bilgia : yes, I agree with it. Do You know?….. public school example faculty, the campus, public school so much people together in here they learn together and I think public school what is it….we can make good society and good relationship with it meanwhile in private school you only learn and play what you want. And nobody force you to study , so that why public school better than private school.

Dilla : I don't think so.. but in the fact in private school we can learn anything what we want base on our skill.. and we can improve it. For example Cinta laura is famous actress who has ever been studying in private school, as we know that she has graduated only in three year. And she got a Cumlaud, beside that she is also Hollywood actress.

Public school is better than private school

Era : There are many teachers and friends. We will get many best friend there. We will increase my experience there.

Fadila : I'm not so sure , in my opinion private school is more have high quality than public school, because we are as subject or people who learn the knowledge. It depens on our motivation for beginning. If we compare with public school, there is no vocational majority. We have small talent …..if we improve our talent of course it improve our talent in the future. So we will be success person.

Young generation knows best

Kurni : young generation knows best because we can master better. We can have knowledge. Young generation have still big spirit.

Hermania : I disagree with you, because in our country, young generation or some people is what is it??? Some people have bad character like drinking, playing card…..

Smoke should be prohibited

Nanda : Smoke should be prohibited because it can destroy the lungs and make us spend lot of money. So smoke should be prohibited.

Putri : Smoke is nice thing. it can make us feel enjoy. It can give a lot of advantages for us. So much people get money from victory of cigarette.

Modern Technology destroyed the soul of humanity

Meliza : I Think, technology like computer….give a lot advantages for human. It make us easy in doing everything… Technology make us….e… make our life become more modern. What about you?

Tasya : I don't agree. Because technology has destroyed human soul. Human become lazy person and human always depend on the

technology in. doing everything

Is beauty contest needed?

Ammy **:** In my point of view**,** Beauty contest like miss universe and miss Indonesia has become culture. I think it is needed, because it can give inspiration to the whole women in this world to be good women I mean….women have good inner and outer beauty like in miss universe contest. What do you think?

Annisa : I don't agree with you. I think beauty contest only last the hours and the money. It is better to make another contest like Indonesian got tailent and so on.

Public school is better than private school

Ulyatu : I think public school is better than private school, because in public school, we can share our knowledge with a lot of people, beside it we can have a lot of friends there. In public school we can do lot of think like activities outside study.

Hermania : I don't agree with you. I think public school is than private school. In private school we can really study, not like in public school. Private school give better education than public school

It is good to live in modern city

Kurnia **:** on my opinion it's better to live in modern city, because in Modern city we can know the new invention and all news in the world can be accessed faster we also can be modern people not like in village.

Tasya **:** I don't agree with you, I think live in modern city have much problem. Like in Jakarta, many people feel stress there. It is because of many problems such as traffic jam, pollution etc.

Beauty gets you ahead in life than brain

Aulia fa **:** beauty gets us ahead in life than brain. I agree with this, in my opinion the beautiful people easy to become famous. Like many actress in Indonesia. They can be successful in their life because their beauty.

Aulia fi **:** I don't agree because a lot of people in this world can be successful person **because** of their brain. Like barrack Obama the president of USA. He become president not because his beauty.

Debate class images











Appendix

Speaking Script on Team

Cycle I

"Boarding School is better than formal school"

A. Affirmative

Dilla : According to me, boarding school is better than formal school, I agree with this this statement, because in boarding school we get many knowledge not only general lesson such us geography, mathematic, science, but also deep religion like taklim Alquran, and tahfizh . Beside that we also learn many language like: mandarin, English, and Arabic in boarding school.

Ami : In my opinion, I think so, boarding school is better than formal school because we can manage our time more discipline than in formal school. In here we can study together with all friends in dormitory and always study about Alquran.

B. Negative

Kurnia L : I have difference opinion, I think formal school is better than boarding school First is, in formal school we can get many information about world, on the other hand in boarding school we have limited of internet access for example: boarding school students are prohibiting bring hand phone, laptop, computer, and other electronic tool. Therefore Boarding school students far for technologies and information, that why formal school is better than boarding school.

Jaksi : I don't think so, I think formal school is better than boarding school because in formal school we can get many knowledge free anywhere, meanwhile in boarding school we have limit of place to study for example: we can't get out from dormitory except with asking permission process very difficult.

Appendix

Cycle II

"Education is the key be successful person than business"

A. Affirmative Team

Meliza : I agree with this statement, because in education we can know everything about business, if we have good education we can manage out income safely. On the other hand if we don't have education we can't manage our money to be rich person. Every success person ever get education first, For example: Bill gate, Agnes Monica, Ir. Soekarno, President Jokowi. It means we can't be success person without education.

Putri : In my point of view, I'm in line with this statement Education is the key be successful person than business. Because if we do not know the strategies of business we can't be successful person because be successful person need high education.

B. Negative Team

Lovita : I don't agree with you, I think education is not always the key to be successful person. For example: my sister graduated from Senior high school, on the other hand she has a beautiful hotel and a big home. It show education is not always the key to success. It depend on your effort and your diligences in business.

Kurniatillah : I have difference opinion, according to me education is not the key be successful person because business more important than education for instance: Bill Gates is more choose business than education. It is the fact that he become success and rich person in the world. It show education is not always the key become success person.