



**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
DEBATE TECHNIQUE AT GRADE OF XI SMA 1
PANYABUNGAN UTARA**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S. Pd) in English Program

Written by :

**RIZKI SARAH LUBIS
Reg. No. 14 203 00126**

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



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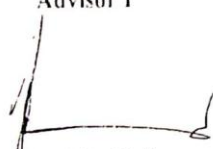
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Rizki Sarah Lubis, entitled "*Improving Student's Speaking Skill Through Debate Technique At Grade Of XI SMA 1 Panyabungan Utara*", we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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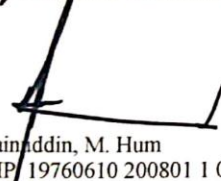

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vi



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I realize this thesis can't be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, January 2020

Researcher

RIZKI SARAH LUBIS

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ABSTRACT

Rizki Sarah Lubis (Student's Number: 14 203 00126). Improving Students' Speaking Skill through Debate Technique at Greade of XI SMA 1 Panyabungan Utara.

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

This study 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 study 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 study 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 greade SMA N 1 Panyabungan conducted in two cycles including cycle one and cycle two. The participant of this study was 30 students in class XI SMA N 1 Panyabungan. The result of this study 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 65.3 and in the second cycle students got 76.6.

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

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is important skill in every language, speaking one of four language skills. speaking is one of the language skills that used to communicate orally. speaking should be mastered

By students besides listening, writing, and reading, speaking is act, utterance of discourse of who speaks, it also can be defined as an activity in giving and asking information in giving and asking information as dialog by two or more people in speaking, there is process of communicate between speaker and listener. People put ideas into words, taking and expressing about perceptions and feeling that they want the other people to understand.

Speaking is one of language skills in which the function as the student's target language as communication tool. Speaking is the process of building and sharing meaning through verbal and symbol of varieties in contexts.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in

Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulty in speaking. This problem also appears to the students at XI SMA N 1 Panyabungan Utara.

The students' difficulties occur when they speak English. This caused by students' limitation in mastering the component of speaking. Beside it, students practice speaking English rarely. They only have a little chance to practice speaking English out of class because most of their friends speak Indonesian.

Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of technique can be used in teaching speaking is debate.

Debate is presented as a valuable learning activity for teaching critical Thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Based on the problems above, the researcher decides to carry out a Research entitled "IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE IN GRADE OF XI SMA N 1 PANYABUNGAN UTARA".

B. Identification of the Problem

Based on the background above there were some problems of student's speaking skill as follow:

1. Student's speaking skills was low
2. Students' vocabulary and grammar were low
3. Students' mother tongue and Indonesian language when they studied English, and
4. Teachers' strategy was less suitable in teaching speaking skill in the classroom.

C. The Limitation of the Problem

Here the Research limits the problem of the reaches like **“IMPROVING STUDENTS’ SPEAKING SKILL THROUGH DEBATE TECHNIQUE IN GRADE OF XI SMA N 1 PANYABUNGAN UTARA”**.

1. Improving

In Oxford Advanced Learners' Dictionary, improving is making or becoming better; making good use of something. Or it can be said that improving is doing in any way in making something better, or becoming increased.

2. Speaking Skill

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Speaking skill is the ability to use the language for expressing idea.

3. 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. Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. A debate is a type of role play where students are asked to take sides on an issue and defend their positions.

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.

4. Classroom Action Research

Harmer states that classroom action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures.¹¹ This means that classroom action research is an activity includes a series of procedures which has purpose to improve a teaching learning process in a classroom which is done by teachers.

D. Formulation of the Problems

The problem that will be discussed in this study can be stated as follows:

1. How is students' speaking skill SMA N 1 Panyabungan Utara?
2. How is students' speaking skill trough debate?

3. What is the students' speaking skill improving through debate technique at grade SMAN 1 Panyabungan Utara?

E. The Objectives of the Research

The objective can be stated as follows:

1. To know How is students' speaking skill SMA N 1 Panyabungan Utara
2. To know How is students' speaking skill through debate
3. To know What is the students' speaking skill improving through debate technique at grade SMAN 1 Panyabungan Utara.

F. Significance of the Study

1. The students

In this study the students are expected to be able to improve their speaking skill by using debate.

2. The teachers

This study is hoped to help teachers to get alternative ways in their teaching process, especially by using debate.

3. The readers

By reading this thesis, the readers are expected to catch any information in order to improve their knowledge.

4. The writers

This thesis helps the writer to develop her knowledge and experience in composing academic writing.

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.¹ Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

According to Hall speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating.² 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.³

In short 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.

b. Elements of Speaking

¹ Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

² *Ibid*, p. 21

³ A S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (NY: Oxford University Press, 1987), 6th Ed, p. 827.

Many students have difficulties in speaking. They are many 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 non verbal 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 negotiatory language we use to seek clarification and to show the structure of what

we are saying.⁴ 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.

c. Teaching Speaking

Teaching speaking is started 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. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, 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.

d. Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good

⁴ Jeremy Harmer, *the Practice of English Language Teaching*,(Pearson Education limited England: 2002), 3rd Ed., p. 269

attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:⁵

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 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

⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

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.⁶

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.⁷

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

⁶ *Ibid.*

⁷ *Ibid.*

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.

e. The Factors of Speaking Skill

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved 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.⁸

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

⁸ David P. Harris, *Testing English as a Second Language*, (Georgetown University: 1969), p.81-82

f. Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:

1) Acting from script

This activity encourages 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.⁹ This frequently involves them in coming out to the front of the class.

2) Communication games

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.¹⁰

3) Discussion

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 exposed in discussion situations.¹¹

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak

⁹ Jeremy Harmer, *Op. Cit*, p. 271

¹⁰ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher s Guide*, (UK:Blackwell Publishing,2003), 2nd Ed), p.144.

¹¹ *Opcit*, p. 272

from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.¹²

5) Questionnaires

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage 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.¹³

6) Simulation and role-play

Many students derive great 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.¹⁴

7) Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage

¹² *Ibid*, p. 274

¹³ *Ibid*

¹⁴ *Ibid*

in using extended chunks of language for a purpose: to convincingly defend one side of an issue.¹⁵

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate 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.

g. 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, three have particular 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 “deed end” 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

¹⁵ J. Michael O' Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc :1996), p.87.

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, ensure continuing student engagement, and generally maintain a creative atmosphere.

- 3) Feedback provider: the vexed question of when and 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 inhibit 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 appropriacy of the feedback teacher gives in particulars situation.¹⁶
- 4) Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

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 simulated issue. The learners' roles ensure that they have adequate shared knowledge about the

¹⁶ Jeremy Harmer, *Op. Cit.*, p. 275

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

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, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.¹⁹

Debate is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them.²⁰

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.

¹⁸ William Littlewood, *Communicative Language Teaching*,(UK :Cambridge University Press: 1981), p.57

¹⁹ Ronald Carter and Mc Carthy, *Exploring Spoken English*, (UK :Cambridge University Press: 1997), p.10

²⁰ J. Michael O' Malley and Lorraine Valdez Pierce, *Op. cit*, p.85

- 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 so on 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 skills.²¹
 - 7) Because of some benefits above, debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.
- c. The Parts of Debate

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

1) Motion

The topic debated is called a motion. Usually, motion starts with word like “this house” (TH) or “this house believes that (TH) or “this house believes (THBT)”. Both affirmative and negative teams are debating upon a motion which should be debatable and

²¹ Joe Bellon, *A Research-based Justification for debate Across the Curriculum*, (Atlanta, Georgio State University: 2000, Vol 36),

impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial 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

Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. 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

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. 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.

4) Argument

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. Argument is the fragment of thought to support the theme line.

5) 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. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal.

Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable.³³

Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

d. A Debate Classroom

The form 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.
 - 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.²²

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

²² Paul B. Pedersen, *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association, 2002), p.88-89

e. Debate to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the “prerequisites “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 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 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.²³

Debate in speaking class is aimed to improve students’ critical thinking and students’ communication skill. By performing debate students have a lot of

²³ J. Michael O’ Malley and Lorraine Valdez Pierce, *op.cit*, p.87

opportunities 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 cooperate 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 encouraged 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. The weaknesses are stated as below:

- 1) 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.

- 2) Debate needs long times and preparations.²⁴ Many preparations need in debating in order to make debate runs well. Students
- 3) should prepare their arguments before debate to make them easier to attack the opponent's opinion.
- 4) Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

B. Previous Research

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 (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009)". This research found that students of WEC 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.²⁵
2. Carna Wiwitanto (2201464578) Languages and Arts Faculty Semarang State University in his study "The use of Australasian parliamentary debate system

²⁴ *Ibid*

²⁵ Zainul Muttaqin (3104374) Tarbiyah Faculty, *Teaching Conversation Gambits to Enhance Students Communicative Competence in English Debate*, (Unpublished paper: 2008/2009).

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 XI 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 statistical result analysis of pre 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.²⁶

Both theses are difference from this thesis. The first previous thesis stated that the research is conducted to the member of WEC at IAIN Walisongo Semarang. The thesis is focused on the teaching conversation gambits in enhancing students' communicative ability in English debate.

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.

²⁶ 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).

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.²⁷ The researcher proposes the hypothesis that there is improvement on students' speaking skill achievement after being taught by using debate.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), Edisi Revisi VI, p. 71.

CHAPTER III

METHODS OF RESEARCH

A. Setting of the Study

The researcher conducted the classroom action research SMA N 1 Panyabungan Utara. This research was conducted for about one month and took place at SMA N 1 Panyabungan Utara.

B. The Subject of the Study

The subject of this study is the grade of XI SMA N 1 Panyabungan Utara. The participants are 30 students.

C. Methods of the Research

1. Design of Research

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.¹ Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.² Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.³ Kemmis and Mc. Taggart add in Nunans' book

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), P. 344.

² Syamsudin AR and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2006), p. 161.

³ Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara,

explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be ‘action research’, the essential impetus for carrying out action research is to change the system.⁴

From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through debate, this data was analyzed through two cycles in action.

2. Characteristics of Classroom Action Research

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- b. It is collaborative.
- c. It is aimed at changing things.⁵

3. Aim of Classroom Action Research

There are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would

2008), P. 104.

⁴ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

⁵*Ibid*, P. 17.

look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁶ In other words, can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. Hey have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

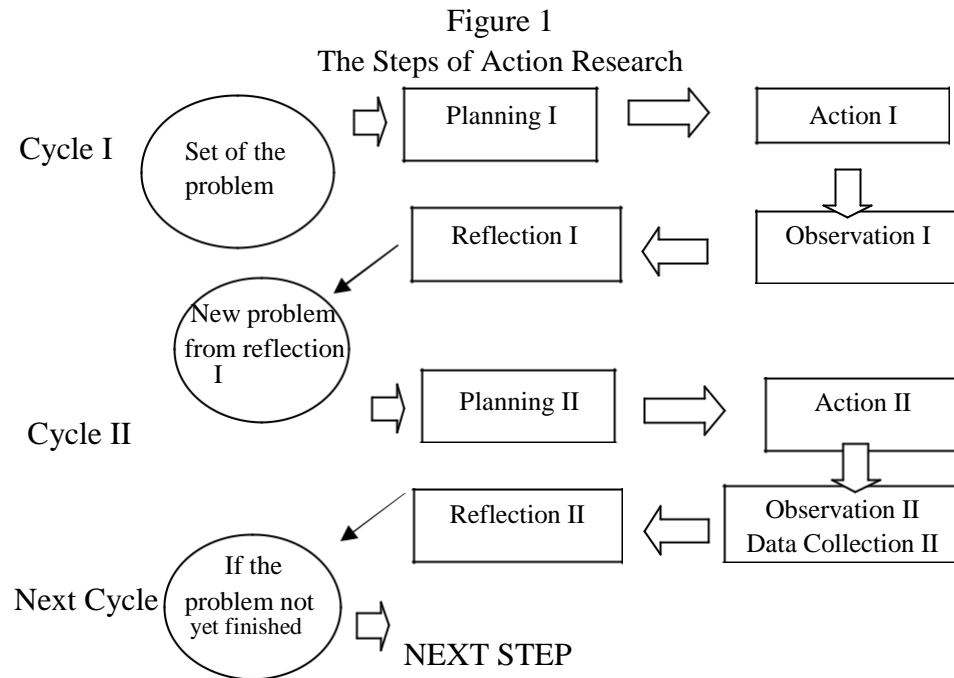
Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching speaking.

4. Procedures of Classroom Action Research

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.⁷

⁶ Jeremy Harmer, *Op. Cit*, P. 345.

⁷ Suharsimi Arikunto, et. al, *Op. Cit*, p. 74.



Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

- 1) Data collected such as documentation includes the number of the students, students' list, and the course plan.
- 2) observe the class.
- 3) Identify the problem.

Based on observation, the researcher can identify the problem of teaching learning process at XI students at SMA N 1 Panyabungan Utara. The problem of this research is students' speaking skill was still low. So researcher plans the action to improve it.

b. 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.

1) Planning

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

2) Action

The planning strategy will be applied in teaching learning process.

3) 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 speaking lecturer) 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.

4) Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.⁸

D. Source of the Data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document,

⁸ Suharsimi Arikunto, et. al., *Op.cit.*, (Jakarta: PT Bumi Aksara, 2008), P. 75-80.

picture, or statistical data.⁹ The researcher collected the source of the data related to this research from observation and test which is conducted in every cycle.

E. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English speaking lecturer who teaches speaking at SMA N 1 Panyabungan Utara.

F. 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 are enacted.¹⁰ 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.

⁹ Lexy J Moleoeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216.

¹⁰ David Nunan, *Op. cit*, P. 93

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.¹¹ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹²

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 are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. (See appendix 5)

G. Instrument of the Study

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.¹³

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.

¹¹ J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

¹² Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd Ed, P. 401.

¹³ Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136.

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.

H. 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 grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the debate technique is introduced. The result of observation is analyzed such as below:

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

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

$$M = \frac{\sum x}{N}$$

Explanation:

M : The average of students' score

Σx : Total score

N : The number of students

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

I. Procedure of the Study

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.¹⁴

There are 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 are cycle one and cycle two. The researcher will collaborate with the speaking lecturer who teaches in class TBI 1b. The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intends 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

¹⁴ Rochiati Wiriadmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), p. 13.

- 1) Arranging lesson plan (See appendix 3)
- 2) Preparing the media related to the material.
- 3) Preparing teaching material.
- 4) Preparing checklist observation.(see appendix 2)
- 5) Making the test material. (see appendix 10)

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 based 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. Based on the data that had been collected, 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.(see appendix 4)
- 3) Preparing the media related to the material.
- 4) Prepare teaching material.
- 5) Prepare checklist observation.(see appendix 2)
- 6) Make the test material. (see appendix 11)

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 based 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.

Based on the data that had been collected, teacher and researcher discussed 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 OF THE RESULT OF RESEARCH

A. Finding of the Research

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 to the students of XI SMA N 1 Panyabungan utara 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 in juli 2019. In this occasion, the researcher joined the speaking class and observed the initial condition and students' activity in the class to identify the problem. Students were not asked to practice debate, teacher only asked students to practice agreement and disagreement in pairs. The researcher found that many students have difficulties in speaking, that is because students have little practice in speaking. From the problem found in pre-cycle observation, researcher planned to implement debate in speaking class in order to improve their speaking achievement.

2. The Analysis of the First cycle

The first cycle was held on September 2019. The first cycle was about teaching learning process and the assessment test. Teacher implemented debate technique to support students' activity in expressing agreement and disagreement. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in last meeting. Teacher asked many students to retell their activity when they were in SAC. There were three students that asked to retell the experience in SAC. The next steps teacher explained the new topic. The teacher explained the expression of agreement and disagreement, and then asked many students to gives an example of the expression. After explaining the expression teacher told students that

students will be divided into two team, affirmative and negative team for practicing debate. Teacher explained the way of debate to students in order to make the debate runs well. After that, the teacher asked each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. The topic of debate was *money is the most important thing in life*. Debate was begin and it started by affirmative team to deliver their opinion.

The researcher observed students' activity during teaching learning process. The result of observation was shown in the table below:

Table 1
Observation Checklist in the First Cycle

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 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							30

The score of the observation as below:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{30}{40} \times 100\% \\
 &= 75\%
 \end{aligned}$$

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.

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	Ari Supriyanto	64
2	Robingul Achsan	69
3	Rohmatun Ni'mah	61
4	Rudy Alfa Hidayat	63
5	Saputri Dwi Lestari	61
6	Sufiyarif'ul Achidah	70
7	Sukma Nada Desmanto	59
8	Susi Susanti	67
9	Syifaul Jannah	59
10	Ulin Nafi'ah	64
11	Ummu Kultsum	75
12	Yuliana Zakiyah	63
13	Zul Fatun Nikmah	63
14	Ade Agung Nur Listiyantor	67
15	Ashari	67
16	Inayatul Mardliyah	61
17	Jalal Makhalli	68
18	Khusniyah Dwi Atmini	60
19	Manar Abdurra'uf Fatin	71
20	Malikhatur Rifqiyyah	67
21	Muflikhatun Nisa Muyassar	70
22	Muhammad Nurisshobah	77
23	Nailin Nikmah	68
24	Rifqi Nuril Ahera	68
25	Roni Bayu Setiawan	67
26	Saifuddin Wafa	59
27	Umi Maftuchatul Chasanah	63
28	Umi Sulkiyah	75
29	Winda Purwanti	57
30	Yunia Marya Ulfa	62
31	Viska Yunilia Anggraini W	59
Total Score		2024

The mean of students' score as follow:

$$M = \frac{\sum X}{n}$$

$$= \frac{2024}{31}$$

$$= 65.3$$

From the analysis above, it is clear that the average of the students test result of the first cycle was 65.3, but there were five students who still have low score in speaking. Hence, the researcher decided to conduct the next cycle and intended to give better situation.

3. The Analysis of the Second Cycle

The second cycle was held on September 2019. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the topic of debate was different for the first cycle. The teacher asked many students to retell their activity in that day beginning from waking up from sleeping till that time. Then teacher reviewed the expressions of agreement and disagreement given in last meeting, then teacher divided students into two teams to conduct debate. The topic of debate was *should man do the household chores?*. In the second cycle, the researcher prepared the article as the media to support students' arguments in debate; beside it the researcher also prepared flash cards for the test.

The researcher observed students' activity during process teaching and learning. The result of observation was shown in the table below:

Table 3
Observation Checklist in the Second Cycle

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
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

Total score of the observation as below:

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\ &= \frac{33}{40} \times 100\% \\ &= 82.5\% \end{aligned}$$

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.

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

NO	Name	Students' Score
1	Ari Supriyanto	79
2	Robingul Achsan	81
3	Rohmatun Ni'mah	77
4	Rudy Alfa Hidayat	78
5	Saputri Dwi Lestari	78
6	Sufiyarif'ul Achidah	78
7	Sukma Nada Desmanto	77
8	Susi Susanti	77
9	Syifaul Jannah	77
10	Ulin Nafi'ah	77
11	Ummu Kultsum	82
12	Yuliana Zakiyah	77
13	Zul Fatun Nikmah	75
14	Ade Agung Nur Listiyantor	79
15	Ashari	78
16	Inayatul Mardliyah	76
17	Jalal Makhalli	71
18	Khusniah Dwi Atmini	66
19	Manar Abdurra'uf Fatin	80

20	Malikhatur Rifqiyyah	79
21	Muflikhatun Nisa Muyassar	78
22	Muhammad Nurisshobah	85
23	Nailin Nikmah	79
24	Rifqi Nuril Ahera	79
25	Roni Bayu Setiawan	72
26	Saifuddin Wafa	78
27	Umi Maftuchatul Chasanah	72
28	Umi Sulkiyah	74
29	Winda Purwanti	72
30	Yunia Marya Ulfa	75
31	Viska Yunilia Anggraini W	70
Total Score		2376

The mean of students' score as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2376}{31} \\
 &= 76.6
 \end{aligned}$$

The result of the second cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate technique.

B. 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	Ari Supriyanto	64	79
2	Robingul Achsan	69	81
3	Rohmatun Ni'mah	61	77
4	Rudy Alfa Hidayat	63	78
5	Saputri Dwi Lestari	61	78
6	Sufiyarif'ul Achidah	70	78
7	Sukma Nada Desmanto	59	77
8	Susi Susanti	67	77
9	Syifaul Jannah	59	77

10	Ulin Nafi'ah	64	77
11	Ummu Kultsum	75	82
12	Yuliana Zakiyah	63	77
13	Zul Fatun Nikmah	63	75
14	Ade Agung Nur Listiyantor	67	79
15	Ashari	67	78
16	Inayatul Mardliyah	61	76
17	Jalal Makhalli	68	71
18	Khusniyah Dwi Atmini	60	66
19	Manar Abdurra'uf Fatin	71	80
20	Malikhatur Rifqiyyah	67	79
21	Muflikhatun Nisa Muyassar	70	78
22	Muhammad Nurisshobah	77	85
23	Nailin Nikmah	68	79
24	Rifqi Nuril Ahera	68	79
25	Roni Bayu Setiawan	67	72
26	Saifuddin Wafa	59	78
27	Umi Maftuchatul Chasanah	63	72
28	Umi Sulkiyah	75	74
29	Winda Purwanti	57	72
30	Yunia Marya Ulfa	62	75
31	Viska Yunilia Anggraini W	59	70
Total Score		2024	2376
Average		65.3	76.6
Minimum Score		57	66
Maximum Score		77	85

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

In the first cycle, the average result was 65.3. 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 76.6. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the activity.

The researcher felt that the implementation of debate in teaching speaking was successful, because debate is an interesting activity where students have a lot of opportunity to practice speaking in speaking class.

Students also have active involvement during the debate process in order to defend their opinions. So, researcher concluded that debate is an appropriate technique used in teaching speaking for university students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using debate technique to improve students' speaking skill (a classroom action research which students of XI SMA N 1 Panyabungan Utara), it can be concluded that:

1. The use of debate technique has been advocated in teaching speaking process. 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 65.3. In the second cycle the average of the students' achievement was 76.6. 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

In English language teaching and learning at university, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment 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.

This research has found out the description about English language teaching learning at SMA N 1 Panyabungan Utara 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

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Education Background :

1. SD 118 Muhammadiyah Panyabungan
2. SMP Muhammadiyah 31 Panyabungan
3. SMA Negeri 1 Panyabungan Utara
4. IAIN Padangsidimpuan

Padangsidimpuan, January 27th, 2020

Rizki Sarah Lubis
Reg. Number : 14 203 00126

**STUDENTS' NAME AT CLASS TBI 1B AT IAIN WALISONGO
PANYABUNGAN IN THE ACADEMIC YEAR 2010/2011**

NO	STUDENTS' NUMBER	NAME	SEX
1	103411006	Ari Supriyanto	Male
2	103411041	Robingul Achsan	Male
3	103411042	Rohmatun Ni'mah	Female
4	103411043	Rudy Alfa Hidayat	Male
5	103411044	Saputri Dwi Lestari	Female
6	103411045	Sufiyarif'ul Achidah	Female
7	103411046	Sukma Nada Desmanto	Male
8	103411047	Susi Susanti	Female
9	103411048	Syifaul Jannah	Female
10	103411049	Ulin Nafi'ah	Female
11	103411051	Ummu Kultsum	Female
12	103411052	Yuliana Zakiyah	Female
13	103411053	Zul Fatun Nikmah	Female
14	103411054	Ade Agung Nur Listiyantor	Male
15	103411055	Ashari	Male
16	103411056	Inayatul Mardliyah	Female
17	103411057	Jalal Makhalli	Male
18	103411058	Khusniyah Dwi Atmini	Female
19	103411059	Manar Abdurra'uf Fatin	Male
20	103411060	Malikhatur Rifqiyyah	Female
21	103411061	Muflikhatun Nisa Muyassar	Female
22	103411062	Muhammad Nurisshobah	Male
23	103411063	Nailin Nikmah	Female
24	103411064	Rifqi Nuril Ahera	Female
25	103411065	Roni Bayu Setiawan	Male
26	103411066	Saifuddin Wafa	Male
27	103411068	Umi Maftuchatul Chasanah	Female
28	103411069	Umi Sulkiyah	Female
29	103411070	Winda Purwanti	Female
30	103411071	Yunia Marya Ulfa	Female
31	103411072	Viska Yunilia Anggraini W	Female

OBSERVATION CHECKLIST

NO	Activities	Grade				
		1	2	3	4	5
1	Students' paying attention to the lecturer explanation.					
2	Students' ability to manage class in the form of team.					
3	Students' activeness and enthusiast in debate.					
4	Students' role in debating.					
5	Students have minimal reliance on notes.					
6	Students present arguments with clarity and appropriate volume.					
7	Students' activeness in giving opinion in debating.					
8	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

LESSON PLAN**CYCLE I**

Lecture	: Speaking
Semester	: I
Skill focus	: Speaking
Subject	: Agreeing and Disagreeing
Time allotment	: 1x 90 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:**
 - a. **BKOF** (Building Knowledge of Field)
 - 1) Teacher greets students
 - 2) Teacher checks students' attendance.
 - 3) Teacher asks some questions related to material.
 - Do you ever have different opinion with your friend?
 - What do you say to your friend if you disagree with his opinion?

b. **MOT** (Modeling of Text)

1) Teacher explains the material.

Ok class. We will learn the way to express agreement and disagreement.

Expressions for Agreeing and Disagreeing

<p>Stating an opinion</p>	<ul style="list-style-type: none"> • In my opinion... • The way I see it... • If you want my honest opinion.... • According to Lisa... • As far as I'm concerned... • If you ask me...
<p>Asking for an opinion</p>	<ul style="list-style-type: none"> • What's your idea? • What are your thoughts on all of this? • How do you feel about that? • Do you have anything to say about this? • What do you think? • Do you agree? • Wouldn't you say?
<p>Expressing agreement</p>	<ul style="list-style-type: none"> • I agree with you 100 percent. • I couldn't agree with you more. • That's so true. • That's for sure. • (slang) Tell me about it! • You're absolutely right. • Absolutely. • That's exactly how I feel. • Exactly. • I'm afraid I agree with James. • I have to side with Dad on this one. • No doubt about it. • (agree with negative statement) Me neither. • (weak) I suppose so./I guess so. • You have a point there. • I was just going to say that.

Expressing disagreement	<ul style="list-style-type: none"> • I don't think so. • (strong) No way. • I'm afraid I disagree. • (strong) I totally disagree. • I beg to differ. • (strong) I'd say the exact opposite. • Not necessarily. • That's not always true. • That's not always the case. • No, I'm not so sure about that.
Settling an argument	<ul style="list-style-type: none"> • Let's just move on, shall we? • Let's drop it. • I think we're going to have to agree to disagree. • (sarcastic) Whatever you say./If you say so.

- 2) Teacher explains the steps in debating.
- 3) Teacher gives motion or topic for debating. The topic is money is the most important thing in life.
- 4) Teacher distributes the article in order to support students in giving opinion.
- 5) Teacher divides the students into affirmative and negative team.

c. **JCOT** (Join Construction of Text)

- 1) Teacher asks each group to discuss the topic in group before debating.
- 2) Teacher asks the students to practice debate based on the topic given by teacher.

d. **ICOT** (Independent Construction of Text)

- 1) Teacher asks students to debate in pairs, each pair demonstrates its debate in front of the class based on the topic chosen by them.
- 2) Teacher reviews the activity
- 3) Teacher closes the class

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
	<u>Comprehension : 20</u>
	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:
Money is the most important thing in life!

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!

- Studying grammar is more important than practicing conversation skills.
- Females are better students than males.
- Television is the leading cause of violence in today's society.
- Children should provide room and board for their aging parts.
- Reading English is more difficult than writing English.

Panyabungan, September 2019

Known by:

Teacher,

Agus Prayogo, S. Pd.I

Researcher,

Rizki Sarah Lubis

LESSON PLAN**CYCLE II**

Lecture	: Speaking
Semester	: I
Skill focus	: Speaking
Subject	: Agreeing and Disagreeing
Time allotment	: 1x 90 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.
- 5. Technique** : CLT, Debate
- 6. Activities:**
- a) BKOF (Building Knowledge of Field)**
1. Teacher greets students.
 2. Teacher checks students' attendance.
 3. Teacher builds students' interest.
- b) MOT (Modeling of Text)**
1. Teacher overviews the material.
 2. Teacher explains the steps in debating.

3. Teacher divides students into affirmative and negative team.
4. Teacher gives the topics of debate. Should man do the household chores?
5. Teacher

c) JCOT (Join Construction of Text)

1. Teacher asks students to debate based on the topic given by teacher and steps explained before.
2. Each speaker asked to stand up while delivering the opinions and arguments.

d) ICOT (Independent Construction of Text)

- a. Teacher asks students to debate in pairs, each pair demonstrates its debate in front of the class based on the topic chosen by them.
- b. Teacher reviews the activity.
- c. Teacher closes the class.

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
	<u>Comprehension</u>	<u>: 20</u>
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 November 1st, 2010.

9. Instrument

a) Instrument for practicing debate.

Make affirmative and negative team and practice debate under the topic:
Man should do the household chores!

b) Instrument of test.

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

- Students should have a part-time job.
- The younger generation knows best.
- Smoking should be prohibited.
- It is a good thing to live in a modern city..
- Man should do the household chores.
- Public school is better than private school.
- Is beauty contest needed?
- Modern Technology destroyed the soul of humanity
- Beauty gets you a head in life than brain.

Panyabungan, November 11th, 2010

Known by:

Teacher,

Researcher,

Agus Prayogo, S. Pd.I

Rizki Sarah Lubis

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.
		1-4	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.
		1-4	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

		13-16	that of native speaker. 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.
		1-4	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.
		5-8	Usually hesitant, often forced 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 difficulty
		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

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

STUDENTS' SPEAKING SCORE IN THE FIRST CYCLE TEST

NO	Students Name	Scoring Elements of Speaking					Score
		V	P	G	F	C	
1	Ari Supriyanto	12	13	12	13	14	64
2	Robingul Achsan	14	14	14	13	14	69
3	Rohmatun Ni'mah	13	13	11	12	12	61
4	Rudy Alfa Hidayat	13	12	13	12	13	63
5	Saputri Dwi Lestari	12	13	12	12	12	61
6	Sufiyarif'ul Achidah	14	14	14	14	14	70
7	Sukma Nada Desmanto	12	12	11	12	12	59
8	Susi Susanti	14	13	13	13	14	67
9	Syifaul Jannah	12	12	12	11	12	59
10	Ulin Nafi'ah	13	13	12	13	13	64
11	Ummu Kultsum	15	15	15	15	15	75
12	Yuliana Zakiyah	13	14	12	12	12	63
13	Zul Fatun Nikmah	13	13	12	12	13	63
14	Ade Agung Nur Listiyantor	14	14	12	14	13	67
15	Ashari	13	13	14	13	14	67
16	Inayatul Mardliyah	13	12	12	12	12	61
17	Jalal Makhalli	14	13	13	14	14	68
18	Khusniyah Dwi Atmini	13	12	11	12	12	60
19	Manar Abdurra'uf Fatin	14	14	15	14	14	71
20	Malikhatur Rifqiyyah	14	13	13	13	14	67
21	Muflikhatun Nisa Muyassar	14	14	14	14	14	70
22	Muhammad Nurisshobah	16	15	15	16	15	77
23	Nailin Nikmah	14	14	14	13	13	68
24	Rifqi Nuril Ahera	13	14	13	14	14	68
25	Roni Bayu Setiawan	13	13	13	14	14	67
26	Saifuddin Wafa	12	12	12	11	12	59
27	Umi Maftuchatul Chasanah	12	13	12	13	13	63
28	Umi Sulkiyah	14	15	15	16	15	75
29	Winda Purwanti	12	11	12	11	11	57
30	Yunia Marya Ulfa	13	12	11	12	14	62
31	Viska Yunilia Anggraini W	12	12	11	12	12	59
TOTAL SCORE							2024
AVERAGE							65.3

STUDENTS' SCORE IN THE SECOND CYCLE TEST

NO	Students Name	Scoring elements of speaking					Score
		V	P	G	F	C	
1	Ari Supriyanto	15	16	15	16	17	79
2	Robingul Achsan	14	17	15	17	18	81
3	Rohmatun Ni'mah	16	14	15	16	16	77
4	Rudy Alfa Hidayat	15	16	15	16	16	78
5	Saputri Dwi Lestari	16	15	15	16	16	78
6	Sufiyarif'ul Achidah	16	16	15	16	15	78
7	Sukma Nada Desmanto	14	17	15	15	16	77
8	Susi Susanti	16	15	15	15	16	77
9	Syifaul Jannah	16	15	15	15	16	77
10	Ulin Nafi'ah	15	15	14	17	16	77
11	Ummu Kultsum	17	16	16	16	17	82
12	Yuliana Zakiyah	16	16	15	15	15	77
13	Zul Fatun Nikmah	15	15	15	15	15	75
14	Ade Agung Nur Listiyantor	16	17	15	15	16	79
15	Ashari	15	16	15	16	16	78
16	Inayatul Mardiyah	15	15	15	15	16	76
17	Jalal Makhalli	14	14	13	15	15	71
18	Khusniyah Dwi Atmini	13	13	13	13	14	66
19	Manar Abdurra'uf Fatin	16	15	16	16	17	80
20	Malikhatur Rifqiyyah	17	15	15	16	16	79
21	Muflikhatun Nisa Muyassar	16	16	14	16	16	78
22	Muhammad Nurisshobah	17	17	17	17	17	85
23	Nailin Nikmah	17	16	15	16	15	79
24	Rifqi Nuril Ahera	16	15	15	16	17	79
25	Roni Bayu Setiawan	14	15	14	14	15	72
26	Saifuddin Wafa	15	16	15	16	16	78
27	Umi Maftuchatul Chasanah	14	14	15	14	15	72
28	Umi Sulkiyah	15	15	15	14	15	74
29	Winda Purwanti	15	15	14	14	14	72
30	Yunia Marya Ulfa	15	15	15	14	16	75
31	Viska Yunilia Anggraini W	14	14	14	13	15	70
TOTAL SCORE							2376
AVERAGE							76.6

OBSERVATION CHECKLIST IN 1st CYCLE**Lecturer : Agus Prayoga, S. Pd. I****Researcher : Rizki Sarah Lubis****Number of student : 31 students****Lecture : Speaking****Subject : Agreeing and Disagreeing**

No	Activities	Grade					score
		1	2	3	4	5	
1	Students' paying attention to the lecturer 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' 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

OBSERVATION CHECKLIST IN 2nd CYCLE**Lecturer : Agus Prayoga, S. Pd. I****Researcher : Rizki Sarah Lubis****Number of student : 31 students****Lecture : Speaking****Subject : Agreeing and Disagreeing**

No	Activities	Grade					Score
		1	2	3	4	5	
1	Students' paying attention to the lecturer 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

TEST INSTRUMENT IN CYCLE I

Studying grammar is more important
than practicing conversation skills

Females are better students than males

Television is the leading cause of
violence

Money is more important than love in a
relationship

Reading English is more difficult than
writing English.

TEST INSTRUMENT IN CYCLE II

Students should have a part-time job

Smoking should be prohibited

It is a good thing to live in a modern
city

Junk food must be banned in schools

Man should do the household chores

Public school is better than private
school

Modern Technology destroyed the Is
beauty contest needed?

soul of humanity

Beauty gets you a head in life than
brain

The younger generation knows best

SCRIPTS OF STUDENTS' SPEECH IN FIRST CYCLE TEST

- Money is more important than love in a relationship**
- Ari : Money is more important than love in a relationship because in relationship we need some money to buy some flower to make our partner more happy and get more love with us. What about you?
- Robingul : 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 male**
- Nikmah : I think female is better student than male. We can see that in our campus, female students are more quickly graduated than male. Beside it, femalee...
- Wachidah : I disagree with you. Because male I think very active than female and from table percentage can make better than female in class. Usually man example bapak Soekarno,eh....Mr Soekarno that an example male better than female
- Reading English is more difficult than writing English**
- Sukma : in my opinion reading is more difficult than writing. In reading we have to know more about the voice. That why reading is more difficult than writing.
- Susi : 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**
- Yuliana : television makes people do the violence. The action in the film especially the bad character can make people follow their action. That way television give bad effects to people.
- Ulin : 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**
- Saifuddin : 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.
- Ynia : 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.
- Females are better student than male**
- Nailin : Female is better than male. Female have a lot of involvement in study. Female students has graduated faster than male. That we know women now have active in politics.
- Viska : I disagree, male I think they very active and they have good role. Man can do what women don't can. And a lot of leader are man.
- Money is more important than love in a relationship**

- Ade : 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
- Jalal : 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**
- Zulfatun : 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.
- Ummu : 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.
- Money is more important than love in a relationship**
- Mishbah : Money is more important because by money we can buy everything that we want. We can by what we need in love someone. Without money we can do nothing. So money is really needed in relationship.
- Roni : In my opinion love is more important in a relationship. By love we can do everything with spirit. Love is the most important for couple in a relationship.
- Television is the leading cause of violence in today's society**
- Rifqi : 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.
- Khusniyah : 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**
- Ashari : I think female is better student than male. Gender is important. We know that pert of leader in Indonesia like in DPR and MPR most of them are women. What about you?
- Rudi : 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**
- Umi M : 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.
- Muflikhatur :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.
- Money is more important than love in a relationship**
- Syifa : Money is more important than love in relationship because have much money, we buy something,

Nisa : I disagree with you, I think love is more important in a relationship. With love we feel happy because love is a thing that is very need in our life.

SCRIPTS OF STUDENTS' SPEECH IN THE SECOND CYCLE TEST

Is beauty contest needed?

Ashari : If beauty contest is needed I have to say yes. Beauty contest like miss universe and miss Indonesia and so on. May be we can.....it means that beauty contest in Indonesia like our culture. I think they have to take not only beauty but also inner beauty. So I think beauty contest is needed. So, what about you?

Robingul : I think beauty contest is very needed. Because beauty is just like wasting money. We can get another way to make another contest, more important contest.

Smoke should be prohibited

Ari : If smoke should be prohibited I must say yes. Because if we smoke, smoke the cigarette. And smoker I think smoking only destroy the heart, the.....so how about your opinion?

Jalal : Me my thought, I can say that by smoking can improve my imagination, right? I don't think smoking have negative effect.

Smoke should be prohibited

Zulfatun : In my opinion, I just say effect of the smoking make our part, heart sick or your tough I think and you just paid your money. I really smoke but just for several time. Not real smoker.

Ulin : If you say smoke should be prohibited, I think it is not true. If I smoker, I can find of problem solving. I have so feel enjoy and happy with cigarette because smoke is our. For example: I have problem with my lesson. I have to buy what....???? sebungkus cigarette then I feel like fly on the air.....

Public school is better than private school

Ummu : yes, I agree. You know.....do you know public school 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.....better than private school.

Inayah : I don't agree, because in private school you only find course but you not study really. But you just play.

Ummu : In public school we can get learn better, we have friend, we have can socialisy.

Public school is better than private school

Nailin : There is many lectures, many teachers. We will get many best friend there. We will increase my experience there.

Winda : From me, my opinion private school is more have high quality than public school, because we are as subject or people who learn the knowledge. It depends on our motivation for beginning. If we compare with public school, there is no vocational majority. We have small talentif we improve our talent of course it improve our talent in the future. So we will be success person.

Students should have part-time job

Rifqi : I think that students should have part-time job, because we need many things to improve our study like book and then pen and the other thing. We need many money and our parent often give us not enough money. So we have to look for way to add our money by having part-time job. There many place to get part-time job like we give course to many students in elementary school and

- then junior high school.
- Zulfatun : In my opinion I disagree with that statement, because duty of students is studying. Students have part-time job. Because if we study in the school we don't have time to study if students have part-time job.
- Young generation knows best**
- Susi : young generation knows best because we can....e....menguasaimaster better. We can have knowledge. Young generation have still big spirit.
- Yuliana : I disagree because in our country, young generation or some people is.....what is it??? Some people have bad character like drinking, playing card.....
- Modern technology destroyed the soul of humanity**
- Manar : Modern technology like internet, had destroyed our brain and destroyed our character. It makes the calm person change to what....change to....brutal. so technology destroyed the soul of humanity.
- Roni : Modern technology is not destroyed the soul humanity. It makes us more easy and clever. We can get much things from technology.
- Smoke should be prohibited**
- Yunia : Smoke should be prohibited because it can destroy the lungs and make us spend lot of money. So smoke should be prohibited.
- Sukma : 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**
- Viska : 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?
- Umi M : 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?**
- Rudy :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?
- Rohmatun :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 Indonesia mencari bakat and so on.
- Public school is better than private school**
- Umi S : I think public school is better than private school, because in public 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.
- Syifaul : I don't agree with you. I think public school is not better 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**
- Khusniyah : 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.

Rifqi : 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

Ulin : 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.

Sukma :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, but because of his brain

