**IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE**

**(An Action Research at Grade X of Mas Amaliyah Sunggal )**

**A SKRIPSI**

**Submitted to the Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of** *Sarjana Pendidikan*

**By**

**ZUAIDA FITRIANI**

**NIM: 34.15.3.055**

**DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYA AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

**MEDAN**

**2019**

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### ZUAIDA FITRIANI

### NIM: 34.15.3.055

Advisor I                                                        Advisor II

**Prof. Dr. Didik Santoso, M. Pd**              **Ernita Daulay, S. Pd., M. Hum**

NIP. 19660616 199403 1 006                  NIP. 19801201 200912 2 003

## DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYA AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

## MEDAN

## 2019

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683
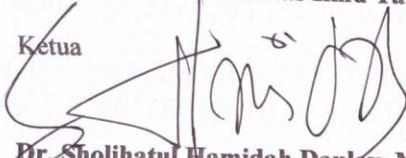
## SURAT PENGESAHAN

Skripsi yang berjudul : IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE (An Action Research at Grade X of Mas Amaliyah Sunggal ) oleh Zuaida Fitriani, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi**
**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

Ketua

**Dr. Sholihatul Hamidah Daulay, M.Hum**
NIP. 19750622 200312 2 002

Sekretaris

**Reflina, M.Pd**
NIP. 1100000078

Anggota Penguji

1. **Prof.Dr. Didik Santoso, M.Pd**
   NIP. 19660616 199403 1 006

2. **Ernita Daulay, S. Pd, M. Pd**
   NIP. 19801201 2000912 2 003

3. **Maryati Salmiyah, M. Hum**
   NIP. 19820501 200901 2 012

4. **Deasy Yunita Siregar, M.Pd**
   NIP. 19830610200912 2 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

**Dr. Amiruddin Siahaan, M.Pd**
NIP. 19601006 199403 1 002

Nomor      : Istimewa                 Medan, 11 November 2019

Lampiran    : -                     Kepada Yth :

Perihal      : Skripsi                Bapak Dekan Fakultas Ilmu Tarbiyah

              a.n. Zuaida Fitriani       dan Keguruan UIN Sumatera Utara

                                           Di –

                                           Medan

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       Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari

Nama         : Zuaida Fitriani

NIM           : 34.15.3.055

Jurusan      : Pendidikan Bahasa Inggris

Judul         : IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE

       Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

<div align="right">Medan, November 11<sup>st</sup> 2019</div>

Pembimbing I                                                Pembimbing II

<u>Prof. Dr. Didik Santoso, M. Pd</u>                      <u>Ernita Daulay, S. Pd., M. Hum</u>

NIP. 19660616 199403 1 006                   NIP. 19801201 200912 2 003

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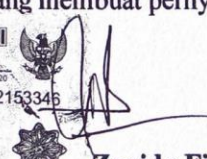
Nama                  : Zuaida Fitriani

Nim                    : 34.15.3.055

Jurusan/ Prodi      : Pendidikan Bahasa Inggris / S1

Judul                : Improving Students' Speaking Skill Through Debate Technique

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Yang membuat pernyataan

**Zuaida Fitriani**
**NIM. 34.15.3.055**

# ABSTRACT

**Zuaida Fitriani, Registrasion Number: 34153055, IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE (An Action Research at Grade X of Mas Amaliyah Sunggal ). A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2019.**

This research was aimed to find out the implementation of Debate Technique to improve students' achievement in speaking skill. The subject of this research was at ten grade of MAS Amaliyah Sunggal in academic year 2019/2020. The research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview. The quantitative data were taken from the tests such as: pre-test and post-tests. The result of the analysis showed that the mean of the pretest was 64, 516. The mean of the post-test in the first cycle was 73, 225. Then the mean of the post-test in the second cycle was 77,387. It showed that the implementation of debate technique could improve students' achievement in speaking skill. The students' were more active, creative, interactive, brave and confident in the learning activity. Therefore, it can be concluded that the implementation of debate technique was effective to improve the students' achievement in following the learning teaching process.

**Keywords:** *Speaking Skill, Debate Technique*

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The writing of this thesis entitled "Improving The Students' Speaking Skill Through Debate Technique ( An Action Research at Grade X of MAS Amaliyah Sunggal). This thesis is written to fulfill one of the requirements for the *Degree of Sarjana Pendidikan* at the Department of English Education, Faculty of Tarbiya and Teachers' Training, State Islamic University of North Sumatera.

 In the process of finishing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thanks to Allah Swt for The Blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps. Therefore, the writer would like to thanks for:

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Finally, may Allah Subhaanahu Wa Ta'ala receives all their work and kindness. Aamiin.

Medan,03 Oktober 2019

**Zuaida Fitriani**

**NIM. 34.15.3.055**

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# CHAPTER I

# INTRODUCTION

## A. The Background of the Problem

As stated in the standard competency in curriculum 2013, the students of the Senior High School at ten grade are expected Communicate interpersonal, transactional and functional about oneself, family, and people, animals, and objects, concrete and imaginative, which are closest to the daily life and activities of students at home, school, and society, and related to other subjects and the world of work. Capturing the meaning, editing, and composing oral and written text, using text structure in order and coherent and linguistic elements accurately, acceptable, and fluently.

Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking, people are able to know kind of situation happens in their environment.[1] It means that without speaking practice the speaker and listener cannot make a good communication, the speaker should be able to use spoken language in conveying information to the listener. As the important skill, speaking need a lot of practice to create a communication that connected between the speaker and the listener.

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[1] Scott Thornburry, *How To Teach Speaking*, Edingburgh Gate: Press Longman, (2005) p. 1

As we know that God created human in different condition and character, so they need interact among people. Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

$$\text{وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَاءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ}$$
$$\text{إِحْسَانًا وَذِى الْقُرْبَى وَالْيَتَامَى وَالْمَسَاكِينِ وَقُولُوا لِلنَّاسِ}$$
$$\text{حُسْنًا وَأَقِيمُوا الصَّلَوةَ وَءَاتُوا الزَّكَوةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا}$$
$$\text{قَلِيلًا مِّنكُمْ وَأَنتُم مُّعْرِضُونَ ﴿٨٣﴾}$$

"And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing."

From the statement above, it can be explained that speaking is the way to make communication between speaker and listener. Good speech is a tool to build a good relationship between people to another.

However, in reality, there are still many students who cannot speak English. Their feel speaking is difficult for students' because they are not used to it. From the phenomenon when researcher observe students' speaking skill, researcher find there are some problems faced by these students', lack of understanding of English, lack of vocabulary so they are not confident, lack of support from the environment especially from schools to always speak English in a language class English, lack of learning media and monotonous learning strategies.

In teaching and learning English as the foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the students' themselves. These concern with personality factors. The students' were afraid to express their ideas. They worried everyone

will mock them. Other factors came out from students'.[2] This concerns with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher does not choose the suitable technique of teaching speaking. She thought them by asking the students' to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, students' cannot improve their speaking skill in teaching learning process.

The teacher should aware that each students has different ability, not all students' can speak English well. The teacher has to find the best solution to make all the students can be easy in speaking English. One of techniques which is suitable for students in teaching speaking is Debate technique. It is a teaching technique to improve verbal communication and critical thinking skills.

Debate provides an experience by which students' can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, And Formulating Their own opinions based on evidence.[3] It means that, debate is a technique that can develop competencies to make students more actively to speak and listen to each other in order to provide accurate information and respect the arguments with disproving the opinions based on the fact among them.

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[2] Fernandes Arung, Jumardin, *Improving the Students' Speaking Skill through Debate Technique* : journal of english education (JEE), (2016)
[3] Darby M, Debate: *A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*, Norfolk: Old Dominian University,( 2007), p.78. Epub 2007 Oct 1

Krieger states that debate is an excellent activity for learning language because it engages students in a variety of cognitive and linguistic ways.[4] It means that debate technique is highly effective for developing argumentation skills. Human asked to argue through good way. It means that human have to communicate softly and polite. That's what has been said by Allah in his holybook. In debating, human are asked to express their opinions in polite way.

Based on the problems above, the researcher decides to carry out a research entitled "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE".

## B. The Identification of the Problem

There are two factors that affect students' speaking skills, internal factors and external factors. Internal factors: students are afraid of making mistakes, lack of vocabulary, difficult to say and others. External factors: lack of support from the environment in speaking practices and the use of techniques that are less appropriate to be used by teachers in teaching including practice. Many factors can influence students' speaking skills, therefore researchers want to limit.

## C. The Limitation of the Problem

Based on identification of the problem above, the researher focusing on using Debate to improve the students speaking ability. This Research was taken at grade eleven of MAS AMALIYAH SUNGGAL.

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[4] Daniel Krieger, *Teaching Debate to ESL Students*: *A Six-Class Unit*, The Internet TESL Journal: (2006), Available at http//iteslj.org. html, Accessed on June, 06th 2019

**D. The Research Problem**

Based on the limitation of the problem above, the problem of the study is formulated as follows : "How can debate technique improve the students' speaking skill ? "

**E. The Objective of the Study**

The objective of the study is to describe whether debate technique can improve the students' speaking skill.

**F. The Significance of the study**

After conducting this research, the researcher hopes that reader would receive a lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using debate technique in teaching process, especially to teach speaking.

For the students', by using debate technique it is expected that the students' are more interested and motivated in learning English, so they can improved their skill in speaking. For the teachers, this study is hoped to help teachers to get alternative ways in their teaching process, especially by using debate. And for other researcher, the result of this research can enrich the knowledge that the learning process need effective strategy such as debate technique to be applied in order to achieve the goals of learning process and the researcher hopes that this study could be one of the reference.

# CHAPTER II

# THEORETICAL REVIEW

## A. Theoretical Framework

### 1. Speaking Skill

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.[5] Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. As Muslims, we must speak in good and right words. so that we do not hurt the feelings of those who communicate with us.

From Abu Huraira that the Prophet of Muhammad SAW said:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ ٱلْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

"Those who believe with Allah and the last day good or let him be silent".    (Al-Bukhari and Moslem)[6]

Based on that hadith explained above that as a human we have to choose the good words that come from our mouth. If we cannot say the right words then we should be silent. So we cannot get sin and hurt the feelings of others.

Speaking is the process of interaction between the speaker and the listener. Speaking as an exchange of thoughts and ideas about one or more topics between two or more speakers[7]. As a process of interaction, speaking allows a person to express thoughts, ideas, opinions or criticism verbally. People speak for various reasons such as: conveying information or opinions, asking questions, debating, expressing feelings, or wanting something. Speaking is also one of the most important skills to master in a language

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

[6] Athirah Mustajab, *Bicara Baik atau Diam*, (2014) accessed on  september 3, 2019 at 20:45pm https://muslimah.or.id/5118-bicara-baik-atau-diam.html

[7] Greene, S, *Commmunicating Naturally in s Second Language*, New York: Cambridge University, p. 91.

According to Hall, speaking in ability that is taken for granted, is learned because through the process of socialization through communication.[8] As humans we are social creatures meaning we cannot live alone, we also need others to communicate with each other.

A skill is the ability to use reason, thoughts, ideas and creativity in doing, changing or making something more meaningful so as to produce value from work.[9] The ability of course arises because of the encouragement from within humans who then continue to be trained to become proficient.

According to Gordon, skill is the ability to operate work easily and accurately. The ability of someone who is accustomed to being trained to do something can certainly do the work easily.

According to Nadler, skills are activities that require practice or can be interpreted as an activity implication. This means skill is the ability to use reason, thoughts, ideas and creativity to do something that can be practiced.

Based on the definitions above, it can be concluded that, speaking skills are the ability to speak at any time and can be practiced in any situation and anywhere well so that the listener understands the purpose of what we are talking about. Talking skills are not active, rude or fast in reply. That doesn't always mean you have a good voice. This skill enables the speaker, to convey his message with enthusiasm, wisdom, and convincing. Speaking skills also help ensure that someone will not be misunderstood by those who listen.

Speaking skill can be interpreted as a skill to express ideas, thoughts and feelings through spoken by paying attantion to English functions that include the pronunciation, vocabulary, grammar, fluency and comprehension.[10] In short speaking is used as a way to express feelings

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[8] Ibid, p. 21

[9] Tommy Suprapto, *Pengantar Teori Dan Manejemen Komunikasi,* MedPress, Yogyakarta, cet. 8, (2009), p. 135

[10] Didik Santoso, *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterampilan Berbicara Bahasa Inggris*, Medan : Duta Azhar, (2008), p. 28

through words, even conversations with others. This means that humans use words and phrases in the communication process to build meaning of speech.

## 2. Debate Technique

### a. Definition of Debate Technique

A debate is a speaking situation in which opposite points of view are presented and argued.[11] A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.[12] 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.[13]

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.[14] Based on the definitions above, It means that debate is a formal discussion expressing different opinion which come from expert or research study. Allah has explained the instruction of debate in the Quran surah An-Nahl: 125

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَـٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ﴿١٢٥﴾

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

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

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

[14] J. Michael O' Malley, and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, Addison-Wesley Company Inc: (1996), p. 85.

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided."

From the statement above it shows that a person must express their opinion or give a rebuttal should in a good way. In addition, in explaining the statement it must be in accordance with the reality.

In addition, Prophet Muhammad SAW said, that:

نفسكمعانوغيركمجادلةمصواءالحقيقبولأخيـافعليكوصدقناآمناو، أطغاوسمغا، فقلالحقلكتبينفمتى .

"Therefore, O my brother, you should accept the truth, whether it be on the opposite of your debate or in yourself. Whenever it seems to you the truth, them say, "We hear and obey, and we believe and justify it."

Based on hadith that explained above is the thing that must be considered if someone is involved in a debate forum, he must be ready to be criticized as he can criticize. When someone criticizes, it must be done with full manners, because searching for the truth is necessary but maintaining the unity of heart must also not be ruled out. Do not let because they want to find the truth, the rope of unity is torn apart. Therefore, debates that are built on the intention of merely wanting to seek victory or seek truth but without courtesy, should be abandoned because there is no benefit.

Technique is the specific activities  manifested in classroom that were consistent with a method and therefore in harmony with an approach as well.[15] According to John Mc Manama, technique is a conceptual structure composed of interconnected functions that work as an organic unit to achieve the desired results.

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[15] H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy )*, San Francisco State University, 2nd  Ed, (2001), p. 14

According to Uno and Muhammad[16] technique is a road, tool or media used by teachers to direct the activities of students towards the goals to be achieved. It means that the technique is the means used and is implementative, directly practiced in the reality of learning in the classroom.

It can be defined that debate techniques are teaching speaking activities where students' are divided into various sides of the problem and must defend their opinions by thinking critically to improve communication skills through practice and practice. Through this technique students have many opportunities to practice speaking and expressing their thoughts.

**b. Principle of Debate Technique**

There are several principles in the debate, namely: (1) Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable. (2) Critical analysis, synthesis, rhetorical skill, and wit are keys to debate success. (3) Focus on the opposing side's position or argument. Knowing the "other side" is critical for preparing strategies to refute your opponent's arguments. (4) Limit your arguments to three or less. (5) Use logic to make your arguments. Present these arguments clearly and concisely. (6) Know the common errors in thinking like logical fallacies and use them effectively in your refutation. (7) Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources. (8) Be certain of the validity of all external evidence presented for your arguments. Also, challenges to the validity of evidence should be made only on substantive grounds. (9) Your rebuttal in a

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[16] Hamzah B. Uno dan Nurdin Muhammad, *Belajar Dengan Pendekatan Pembelajaran Aktif Inovatif Lingkungan Kreatif Efektif, Menarik*, Bumi Aksara, Jakarta, (2011), p.7

debate is your final summary position. [17]Use it as an opportunity to highlight important issues that indicate proof of your points or refute your opponent's argument.

**c. Design**

in order for an approach to lead to a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider (a) what the objective of method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the role of learners; (e) the role of teachers; (f) the role of instructional materials.[18]

**d. Procedure of Debate Technique**

Debates technique has the procedures or steps to do orderly. And the teacher was expected to use the procedures accurately in order to obtain the successful in teaching and learning process, so that the students can get more understanding about the subject being learned.

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:

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[17] DEBATE, *The 9 Principles of Good Debating* .[on line]. Accessed on 03 July 2019, Tersedia:http://iidebate.org/the-9-principles-to-be-a-good-debater/

[18] Jack C. Richards and Theodore S. Rodgers, *Aproaches and Methods in Language Teaching*, Cambridge: Cambridge University Press,(1986) p. 20.

(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.[19]

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.

**e. The Advantages and Disadvantages of Debate Technique**

Debates are communicative and interactive activities that can be applied in class to stimulate students' ability to speak. By participating in watching and listening to their friends' opinions in class, the debate provides several benefits for students including speaking skills.

Barkley[20] stated that  there are three benefits of debate for students. Firstly, debate can improve students' motivation to practice their spoken languange. Secondly, it can encourage students' in critical thinking, and develop students' speaking proficiency in comunication. Thirdly, it growthes and developes students' tolerance and appreciation to the their friends' point of view.[21] This means that debates can make students more active in discussions, build confidence when they give presentations and build students' intellectual abilities.

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

[20] Barkley, *Collaborative Learning Techniques*, Translated by Narulita Yusron, Bandung: Nusa Media, (2005), p. 192

[21] Joseph W. Luckett, *Basic Concepts for Teaching and Learning Debate*, Japanese Journal Online, Hokkaido: Hakusei Gakuen University, (2006), p.119 (http:// mmursyidpw. files. wordpress. com/ 2009/ 05/ teachingspeaking. Pdf), accessed 14 July 2019.

Ericson[22] Stated that the debate had many strengths to be applied in teaching speech towards students. They are as follows: (1) The ability to collect and organize ideas. A successful debate speaker is one which can absorb a large amount of material and choose from it is the best for use in certain debates. (2) Ability to subordinate ideas. A debater will hear about four hundred and five hundred up to five thousand words from opponents during a typical single round debate. Together with a colleague, this debate will provide an additional forty five hundred to five thousand words. Only by sorting out the main ideas from the small one can each speaker hope to understand the flood of these words. (3) Ability to evaluate evidence. The most important skills in gathering evidence is the hallmark of a smart speaker. Not every statement, quotes, statistics, or ideas in debate are commensurate with the objection problem. (4) Ability to see logical connections. Aristotle once pointed out that the ability to see what is similar between different things is a sign of genius. That large amounts of data presented during most of the debates caused confusion between them listener; Therefore the speaker can identify the relationship between items help to clarify the debate for the audience and thus improve their own chance of success. (5) The ability to think and speak in outline. Clarity is very important in the debate (And in good communication, in this case), where clashes occur ideas often confuse the audience. Debates must have not only perfect clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience. (6) The ability to speak convincingly. An awareness of what an audience  expects—what it takes to convince that particularaudience—is absolutely essential, both in debate and in other types of speaking. (7) The ability to adapt. Since a debate is a fluid situation, constantly changing as new ideas are introduced by various speakers, it places a premium on  readiness of reply. In practice, this readiness means that

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[22] John M. Ericson, *Debater's Guide Third Edition*, Carbondale: Southern University Press, (2003), p.3

you must be not only well organized, logical, analytic, and convincing but also able to react to new ideas quickly.

It means that debate can improve students' speaking abilities. Speaking skills automatically increase when students' practice debating, because they are forced to give their opinions through speaking.

Because of the benefits above, it can be concluded that debate really needs to be practiced in the classroom to train students to speak. This is the right technique to be applied in teaching to speak as a way to give students more opportunities to practice their English verbally in other places so that their speaking skills in communication can improve and become better.

Besides having various kinds of benefits debate techniques to improve students' speaking skills also have several weaknesses in the learning process, namely: (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. (3) Many preparations need in debating in order to make debate runs well. Students' should prepare their arguments before debate to make them easier to attack the opponent's opinion. (4) Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.[23]

Based on the explanation above, the researcher has a solution to minimize weaknesses in the debate technique. First, the teacher must create a topic that attracts students' to give opinions such as things that relate to them, which they are experiencing or even topics that are widely discussed by students'. The second, was present on time before preparing for the

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[23] Zainul Muttaqin, *"Teaching Conversation Gambits to Enhance Students' Communicative Competence in English Debate"* skripsi, Semarang: Tarbiyah Faculty UIN Walisongo, (2008), p. 29

debate. Third, before the teacher conducts a technical debate in class, it is better to confirm with students'. So, students' will look for more information so that they can also add their insights. The fourth, the teacher becomes a moderator and gives an explanation of the rules in the debate so that other students' also pay attention.

Although debate techniques has many weakness as stated above, its benefits are greater especially in teaching speaking, because it gives more chance to the students' to practice their English orally. In this particular case, the teacher can use simulation and role play to minimize the weaknesses. Many students' may get great benefit from simulation and roleplay. 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.[24] It is infinitely more valuable when directed to the actual or potential language needs of the students'.

## B. Related Study

Muttaqin[25] 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.

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[24] Jo Mcdonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide*, UK: Blackwell Publishing, (2003), p.144.

[25] Zainul Muttaqin, *"Teaching Conversation Gambits to Enhance Students Communicative Competence in English Debate"*, skripsi, Semarang, Tarbiyah Faculty UIN Walisongo , (2008/2009).

The other researcher conducted by Carna Wiwitanto[26] in his study "The use of Australasian parliamentary debate system as an English interactive program based on disciplined eclecticism approach to implement Education Unit Level Curriculum (EULC) 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 statististical 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.

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 Education Unit Level Curriculum (EULC). This research conducted in the eleven grader of senior high school. This research of course difference from both previous theses. This thesis is focused on students' speaking skill. The researcher implements debate technique in order to improve students' speaking skill.

## C. Conceptual Framework

Debate techniques can improve students' speaking skills because by using debate techniques. It can help students' to express their thoughts or ideas through speaking, and with

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[26] Carna Wiwitanto, "*The Use of Australasian Parliamentary Debate System as an English*", skripsi, Languages and Arts Faculty, Semarang State University, (2009/2010)

debating activities they have more time to practice with their friends so that they can increase their confidence in speaking. Debates also help teachers to activate prior students' knowledge about a topic or subject and promote research, active reading, and inquisition. The use of debate techniques in teaching speaks English is very useful because in addition to broadening students' knowledge also they get more vocabularies that they will learn.

The form of debate is varied in use. In speaking classroom, debate can be taken such as the following procedures (1) Dividing students' into two teams, (2) Selecting debate topics and assigning the two teams to debate the topic, (3) Ensuring that participants have time beforehand to prepare for the argument and collect supporting data to present during the debate, (4) Presenting the topic and format of the debate. This activity can be used individually, in small groups, and with all class activities.

The debate strategy aims to improve students' critical thinking. In debating, every students' is proposed to analyze a problem critically. It is clear that the debate strategy helps students' individually or in small groups to express opinions, or their thoughts about the topics discussed, besides that they also accept the opinions of others to add their insights.

**D. Actional 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 through debate technique

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

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Setting

This research was conducted at the eleven grade students of MAS AMALIYAH SUNGGAL which is located at jalan. Tani asli, Tanjung Gusta village on october 2019. This research was conducted on the first semester in the academic year of 2019/2020.

## B. Data and Data Sources

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, picture, or statistical data.[28] The researcher collected the source of the data related to this research from observation and test which is conducted in every cycle.

## C. Research Method

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.[29] 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

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[28] Suharsimi Arikunto, et. al., Op.cit, Jakarta: PT Bumi Aksara,( 2008), P. 75-80.
[29] Jeremy Harmer, *The Practice of English Language Teaching,* England: Longman, (2003), P. 344.

own reflection upon the effects of those actions.[30] 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.[31] Kemmis and Mc. Taggart add in Nunans' book 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.[32] 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.

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

[31] Suharsimi Arikunto, et. al, Penelitian Tindakan Kelas, (Jakarta: PT Bumi Aksara, 2008), P. 104

[32] David Nunan, Research Method In Language Learning, (Cambridge: Cambridge University Press, 1993), p.18.
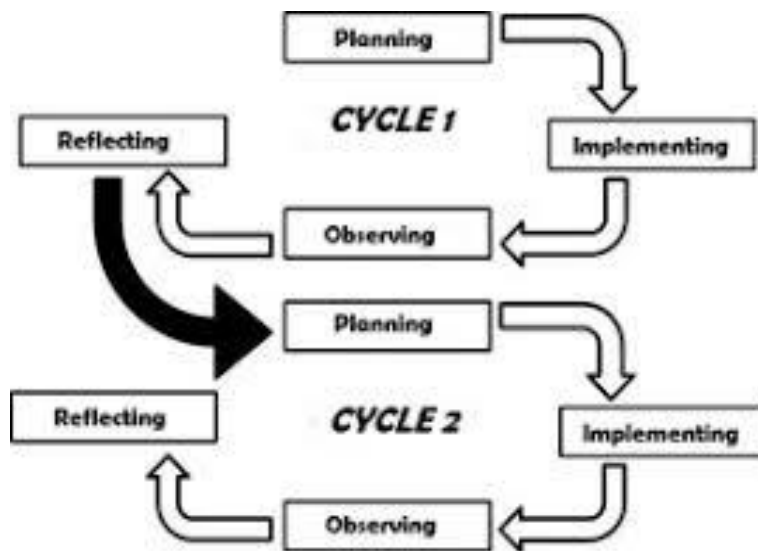
Figure 1.Cycle of Classroom Action Research

The diagram above was described as follows: (1) Planning, (2) Action, (3) Observation and (4) Reflection. 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 researcher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure as follow:

a. Planning

Planning is arrangement for doing something. The researcher prepared everything needed in teaching learning process. The activities are done in the step of planning such as :

arranging lesson plan, preparing the media related to the material, preparing teaching material, preparing checklist observation, making the test material.

b. Action

Action is the application of the planning that has been made. This step discussed about implementation the plan, which is made in previous phase in the field of research. What the researcher had planned in planning step, it is applied in this step. Researcher explains the material, reasearcher introduces debate technique to the students and reseacher asks students to make group and conduct debate based on the topic given.

c. Observation

A researcher observes all activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted. Some activities done by researcher: (1) Observe the teachers' activities during teaching learning process, (2) Observe the students' activities and participation during teaching learning process, (3) The researcher records everything happens during teaching learning process including the effects of the action, (4) The reseacher also take notes all students' activities and participation during the teaching learning process.

d. Reflection

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

In cycle 2, the researcher planned the following activities : (1) identify the problem and make the solution for the problem, (2) arranging lesson plan, (3) preparing the media related to the material, (4) prepare teaching material, (5) prepare checklist observation, (6) make the test material.

b. Action

To conduct cycle 2, the researcher did these activities : (1) Student will be given warming up before starting the materials, the warming up can be asking the students some vocabulary that related to the theme would introduce (2) Introducing the theme that students will learn (3) Students are guided to use vocabularies into the sentences (4) Giving the students questions about the theme. (5) After the students answer the questions, teacher will correct the answer and guide them how to make sentences. (6) Students will be asked to make a preparation to be presented in front of their friends about the theme, their preparation must be a small note that contain some vocabularies they sometimes forget. (7) Students will present their presentation. (8) After presenting their presentation, otomaticly there will be respons such a question or addition they will interact each other. (9) Almost the end of the class, after presentation, teacher will tell the students about their errors that teacher found during discussing. (10) In the end of the session, give the students verbal quiz related to the theme discussed among those students so that students quickly come to realize that the topic is not just to learn insede the class, but really count to their life.

c. Observation

The researcher will observe the following activities : (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 analyses the whole action that has been done. Based on the data that had been collected, the teacher and the 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.

**D. Techniques of Collecting Data**

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 speaking test, observation, interview, documentation and diary notes.

1. Speaking Test

a. Conceptual definition

Speaking skill is the ability to speak at any time and can be practiced in any situation and anywhere well so that the listener understands the purpose of what we are talking about. Talking skills are not active, rude or fast in reply.

b. Operational definition

Operational definition of speaking skill is the students score of taking the speaking test which indicates pronunciation, vocabulary, grammar, fluency and comprehension.

c. Specification

Specification of the speaking test is giving opinion assessed with pronunciation, vocabulary, grammar, fluency, comprehension. (see appendix II, III, and IV )

| NO | The function of language | Elements | Total of question | Number of question |
|---|---|---|---|---|
| 1 | Giving opinion | Pronounciation Vocabulary Grammar Fluency Comprehension | 1 | 1 |
| | Total | | 1 | |

2. Observation

Observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.[33] 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. (see appendix XV)

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[33] David Nunan, Op. cit, P. 93.

3. Interview

Interview, the main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. The students are interviewed by the researcher about their opinion about English subject that they have learned and their difficulties in learning English especially in speaking. (see appendix XIX)

4. Documentation

Documentation is all of data are collected and interpreted by reseacher and they also supported by some medias such as photos or videos which will be related to reseach focusing. In documentation, the researcher also collects the students' worksheet as the proof of students' progressive in the activities of speaking. (see appendix XXIV )

5. Diary Notes

Diary notes is used to note personal evaluation about the situation of the class while teaching learning process. The researcher will write all events during the learning process including reflection and evaluation of teaching learning process. (see appendix XXIII)

**E. Technique of Analyzing The Data**

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. To analyse the data, the researcher used t- test for quantitative data and Miles and Huberman for qualitative data. The result of observation is analyzed such as below:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\overline{D}$ = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

Miles and Huberman consists of 3 steps (1) Data Reduction, is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written–up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. (2) Data Display, It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use interview,observation, diary notes and documentation in displaying the data, because it is most common data display was used in qualitative research. (3) Conclusion Drawing and Verification, from the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in

qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.[34]

## F. Techniques of Establishing the Trustworthiness

According to Lincoln and Guba[35] trustworthiness consists of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability in preference to objectivity. In this research, the researcher uses credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d).Theory triangulation. In this research, researcher used source triangulation.

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data to be taken from the informant will be compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data to be taken from interview will be compared to the data taken from observation which has the same

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[34] Andrea Daniel, *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications,* Wiesbaden: Gabler, (2010), p.138.

[35] Y. S, & Guba, E. G,*Naturalistic inquiry*, Newbury Park: CA Sage, (2002,) p. 289.

source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.[36]

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[36] HB Sutopo, *Metodologi Penelitian Kualitatif*, Surakarta: UNS Press, (2002), p.78

# CHAPTER IV

## RESEARCH FINDING AND DICUSSION

### A. Research Finding

The data of this study includes preliminary data, the results of the first cycle and the second cycle. The researcher also analyzed the qualitative data were taken from interview, observation sheet, diary notes and documentation.

1. Preliminary Study

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. In the preliminary study, the researcher used speaking test to see the students' speaking skill before debate technique was applied. The results showed that the students" still confused when speaking English language correctly. The Minimum Passing Grade in that school was 75. The number of students who followed the test was 31 students. The result of pre-test, the total score of the students was 2.000 and the mean of students' score was 64, 516.

The quantitative data above indicates that the students' speaking skill was low. It can be seen from the mean score of the students was 64, 516 and the percentage of the students' score of the test was 12, 9 % or only 4 students who success or got score up to 75. On the other hand, 27 students unsuccessful or didn't get score up to 75. This data can be seen in appendix XII and XIII.

To support the quantitative data, it can be seen from the qualitative data that is taken by using interview. The researcher did interview to the English teacher. The teacher said: "Actually these students can speak English, but still lacking in confidence because of less vocabulary, still afraid in pronouncing the sentences in English so they choose to remain silent".

In conclusion, it can be seen that the reason for the weak skill of students to speak is because students are not sure of their skill and lack of self- confidence.

2. First Cycle

The researcher did some steps in the first cycle. They were planning, action, observing and reflection. Here the activities have done in every steps:

a. Planning

In this step, the researcher had prepared all of the materials that was used while learning, such as: preparing observation guide, interview guide, conducting the test, preparing the material that was used in gist strategy (board marker, eraser, and etc), and preparing the camera to take the photograph.

There were some points had been done by researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, objectives of learning, prepare the subject matter, learning method, steps of learning activities, learning sources, assessment.

b. Action

In this step, there were some activities which were done by the researcher,

including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher  motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

The main activity,  there were some activities had done by  researcher, such as: (1) The reseacher explained the expression of asking for and giving opinion (2) The reseacher gave examples of how to ask people's opinion about someone or something and then how to answer it (3) the teacher ask many students to give example of the expression asking for and giving opinion. (4) the teacher asked the students to make a conversation about asking for and giving opinion with their friend. (5) the teacher told students that students will be divided into two teams,  affirmative and negative team for practicing debate. (6) Reseacher explained the way of debate to students in order to make the debate runs well. (7) Researcher ask each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. (8) Debate was began and it was started by affirmative team to deliver their opinion (9) Then, the teacher gave the feedback for the students and evaluated the whole activities.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

c. Observation

The observation was done to observe what the students had done during the teaching learning process. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching

learning process. The teacher could improve the students' speaking skill although most of students were still not active and were not interested in speaking English language.

Quantitatively, the result of the post-test of the first cycle showed that the total score of the students was 2270 and the number of the students who successed the test were 14 from 31 students. So, the mean of the students' score of the test west was 73, 225 ( appendix XII ). The percentage of the students' score of the test was 14 students successed and got score 75 or up to 75 is 45, 16 % ( appendix XII and XIII). It can be seen that the students' score in post-test I was increased higher than pre-test. Based on the post-test I result, the second cycle was needs to be conducted.

Qualitatively the data were taken from interview with english teacher and student, observation, diary notes and documentation. The result of the first interview with English teacher showed that 50% students interested in speaking English and 50% was low. In interaction between the researcher and students, the students was enthusiasctic and active in learning process. The researcher in control the class was good. The researcher need to continue to the next cycle to be better. And the interview with student showed that in expressing the opinion, it is shown from the result of interview with the teacher as follow: "Students' speaking activities are not very active. Because there are still many students who feel insecure and afraid to express their opinions, and most of them still have to carry notes when told to come forward with carring the notes."

In Conclusion the students still have the difficulties. In answering the question from the teacher, the students also still have the difficulties because of less vocabulary. The students feeling in speaking English was the difficulties in pronouncing the sentence in English. In giving the opportunity to ask, the researcher choose some students to ask. The students' speaking skill was increased slightly.

It was also strengthned by the result of interview with the students as follwos : "Hmm menurut saya sih, pembelajarannya menyenangkan miss, saya jadi tau gimana kalau mau menyampaikan pendapat gitu". In conclusion their feel more confident for expressing their opinion. The interview transcript can be seen in appendix XXI, observation sheet in appendix XV, diary notes in appendix XXIII and documentation in appendix XXIV.

d. Reflection

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students' difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

From the students' response and the students' score above, the researcher stated to continue in cycle two hopefully the students' score be better than before. The second cycle was held to achieve the improvement score of the students' speaking skill.

3. Second Cycle

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students' speaking skill was still low. It happened because of the students got difficulties to speak English and much of their speaking score still not achieved the minimum passing grade.

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. And give their a theme for debate so they better prepare for the theme of debate. The lesson plan with the new material could be seen in appendix I.

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The reseacher explained the expression of agreement and disagreement (2) The reseacher gave examples of how to ask people's opinion about someone or something and then how to answer it (3) the teacher ask many students to give example of the expression agreement and disagreement. (4) the teacher asked the students to make a conversation about agreement and disagreement with their friend. (5) the teacher told students that students will be divided into two teams, affirmative and negative team for practicing debate. (6) Reseacher explained the way of debate to students in order to make the debate runs well. (7) Researcher ask each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. (8) Debate was began and it was started by affirmative team to deliver their opinion (9) Then, the teacher gave the feedback for the students and evaluated the whole activities.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the debate technique more effective in improving the students' speaking skill, and 3).The mean score of the students was categorized success is 77, 387.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2. 399 and the number of students who success the test was 25 students, and the mean of the students' score of the test was 77, 387. It could be concluded that the students' score in the post test II was improved. The percentage of the students' score was 80, 64% consist of 25 students successes and achieved score 75 or up 75. So, the post-test II was categorized successful. The data can be seen in appendix XII and XIII.

Based on the data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were 4 from 31 students (12, 9%). In the post-test of the first cycle, the students who got the score 75 or more were 13 from 31 students (45, 16%). In the post-test of second cycle, the students who got the score 75 or more were 25 from 31 students (80,64%). In the first test there was 12,9% (4 students) who got the score 75 or more. In the second test there was 45, 16% (13 students) who got the score 75 or more. It means that there was improvement about 32, 26%. In the third test there was 80,64% (25 students) who got the score 75 or more. There was improvement about 35, 48% from the second test, and about 67, 74% from the first test to third test. Most of students' score improved from the first test to the third test.

It also used to test the hypothesis in this research from the compilation, it could be seen that the coefficient of t-observed and t-table to df= N-1= 31-1=30, with fact α=0.05 was 1. 69726. In the coefficient of t-observed (10, 12) > t-table (1. 69726). Thus, alternative hypothesis ($H_a$) could be received. Based on finding, alternative hypothesis ($H_a$) stated that debate technique could improve the students' speaking skill.This data can be seen in the appendix XIV.

The quantitative data above was also supported by the qualitative data taken through interview with English teacher and students, observation, diary notes and documentation. Interview was done when the researcher applying debate technique to the students who got the low and high score during learning process. The result of the second interview with English teacher showed that there has been an improvement on the students' speaking skill. The students was interested in learning process used debate technique. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to controled the class. And the interview with student showed that in expressing the opinion, the students can speaking English better than before. In answering the question from the teacher, the students can answer it. In using debate technique the students was happy, confident and critical thinking. In giving the opportunity to ask, the researcher gave them the time to ask. The students' speaking skill was increased than before. The interview transcript can be seen in appendix XXI, observation sheet in appendix XV, diary notes in appendix XXIII and documentation in appendix XXIV.

In conclusion above, it showed the good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied debate technique. It could be seen with the contrast of the students' score in pre-test, post-test I, and post-test 2.

d. Reflection

After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the student' score improved after checked the students' test, and the researchers skill in teaching speaking showed the improvement too.

The researcher motivated the students, it made the students' score improved. It can be seen from the mean of the students' score. In the pre-test, the students who got the score 75 or more were 4 of 31 students (12, 9%). In the post test of cycle I, the students who got the score 75 or more were 13 of 31 students (45, 16 %). In the post test of cycle II, the students who got the score 75 or more were 25 of 31 students (80, 64%).

In the first test there was 12,9% (4 students) who got the score 75 or more. In the second test there was 45, 16% (13 students) who got the score 75 or more. It means that there was improvement about 32, 26%. In the third test there was 80,64% (25 students) who got the score 75 or more. There was improvement about 35, 48% from the second test, and about 67, 74% from the first test to third test. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in speaking test was improved through debate technique.

**B. Discussion**

The research was conducted to find out the improving of students speaking skill through debate technique. The debate technique could be used by the teacher in teaching English especially to help the students to improve the students' speaking skill. This also had been proved by the result of observation and interview. Both of them showed that students' speaking skill got improved since debate technique applied either in cycle I or in cycle II though the result in cycle I was still not enough.

Based on the quantitative data, students' score increased significantly. In the pre-test, there were 12, 9% (4 of 31 students) who got score ≥ 75. In the post-test I, there were 45, 16% (13 of 31 students) who got score ≥ 75. In the post-test II, there were 80, 64% (25 of 31 students) who got score ≥ 75. the coefficient of t–observation = 10, 12. It means that there was improvement scores from pre-test to post-test I were 32, 26%. The improvement scores from post-test I to post-test II were 35, 48%. And from the pre-test to post-test II were 67, 74%. Most of students' score improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, observation, diary notes and documentation. The students become more enthusiastic, more confident, more active in speaking, and easily controlled. At least, when the students were given the test in the cycle II, they looked more confident.

From the explanation above, the research can be concluded that the use of debate technique can improve the students' speaking skill. The students' score improved and the students were more serious to learn. The students' attitude changed after the researcher used debate technique. Debate technique shown a simple concept of making students can be speak to another people step by step. The students were more interested in debate and the students also were active to ask and to give their opinion. Most of students were able to improve their score. As the result above, debate technique can improve the students' speaking skill with good and true. But there were a little problem in doing the game, it is about the time. The time is not enough, the researcher and the students forget about the time when done this debate activity.

# CHAPTER V

# CONCLUSIONS AND SUGGESTION

## A. Conclusion

This research conducted to debate technique which was classroom action research used as the research method. After the research accomplished, the researcher could take conclusions in the preliminary study, the students' speaking skill was found still low. It was proven by the result of quantitative and qualitative data. When the test in preliminary study was given, quantitatively, the students score in the average was only 64, 516. It was only 12, 9%, or 4 of 31 students passed the test in preliminary study. Qualitatively, based on the result of the interview and observation showed that the students' speaking skill was still low, they found difficulties in speking test.

Next, the result of the cycle I showed that quantitatively, there were only 45,16% or 13 of 35 students passed the test in cycle I, in which, the average of the students' score was 73, 225. It means, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it was also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.

In the cycle II, there was a significant improvement of the students' speaking skill. It was proven by the result of the test in the cycle II which 25 of 31 students passed the test, or as many as 80, 64% of 31 students passed the test. All students who passed the test success with the mean score 77, 387. On the other side, the result of the observation and interview in the cycle II showed that there was a significant improvement too. From the interview result,

generally, students claimed that debate technique was fun and made their English improved so that they could answer the questions of the test.

It can be concluded that the students' speaking skill can be improved by using debate technique.

**B. Suggestions**

The finding of the research is expected to be useful for the teacher, the students, the institution and another researchers.

1. For the teacher, it is expected to improve their professionalism in teaching English especially teaching using debate technique. Besides, as a suggestion for the teacher to attract students' interest in learning English.

2. For the students', it is expected to improve the students' speaking skill and interest in learning English.

3. For the institution, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.

4. For other researchers, as information about the contribution of debate technique to improve speaking ability for senior high school students and as reference for studying in the same topic.

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## LESSON PLAN

## (CYCLE I)

School         : MAS AMALIYAH SUNGGAL

Class          : X

Subject       : English

Material      : Asking for and Giving Opinion

Aspects      : Speaking

Time          : 2x45 Minutes (2 meetings)

## A. Core Competence

- **KI-1 and KI-2 :** Practicing honest behavior, discipline, courtesy, caring, working together, tolerant, peaceful, responsive, and pro-actively interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment.

- **KI 3** : Understand, implement, and analyze factual, conceptual, procedural knowledge, based on curiosity about science, technology, art, culture, and humanities with insights about humanity, nationality, state of unity, and causes related to existing phenomena, as well as applying procedural knowledge in specific fields of study according to students' talents and interests in solving problems.

**B. KI 4** : develop and expand insights related to the developments he has learned at school independently, act effectively and creatively, and be able to use appropriate methods for academic rules.

**C. The Basic Competencies and Indicators of Achievementof the Competencies.**

| The Basic Competencies | Indicators |
|---|---|
| 3.4 Distinguish social functions, text structure, and language features in some oral and written transactional interaction text by giving and requesting information related to asking for and giving opinion according to the context of their use | 1. Identify the use of oral and written the transactional interaction text by giving and requesting information related to asking for and giving opinion. <br> 2. Analyzing the transactional interaction text in the form of asking for and giving opinion based on the context of their use. <br> 3. Carry out the communicative actions regarding transactional interaction text by giving and requesting information related to asking for and giving opinion based on the context of their use. |
| 4.4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written transactional interaction text related to asking for and giving opinion. <br> 4.5Arrange the transactional interaction text related asking for and giving opinion by paying attention to social functions, text structure, and language elements that are correct and in context | 4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written the transactional interaction text related to asking for and giving opinion.. <br> 5. Arrange the transactional interaction texts relate to asking for and giving opinion by paying attention to social functions, text structure, and language elements that are correct and in context |

**C. The Objectives of Study**

1. Identify the use of oral and written the transactional interaction text by giving and requesting information related to asking for and giving opinion.
2. Analyzing the transactional interaction text in the form of asking for and giving opinion based on the context of their use.
3. Carry out the communicative actions regarding transactional interaction text by giving and requesting information related to asking for and giving opinion based on the context of their use.
4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written the transactional interaction text related to asking for and giving opinion.
5. Arrange the transactional interaction text relate to asking for and giving opinion by paying attention to social functions, text structure, and language features that are correct and in context.

**D. Learning Material**

- Social Function

  Keep the interpersonal relation to the teacher and friends.

- Structural Text
  - Expression of asking for opinion :

    *What do you think about…?*

    *Do you agree with me…?*

    *Would you agree with me…?*

    *Do you think (that)……?*

    *What are your thoughts on that…?*
  - Expression of Giving Opinion :

    *I think…*

    *I suppose…*

    *In my opinion…*

    *According to me/us…*
- Languages Feature
  - Certain verbs such as : feel, think, believe, understand, etc.
  - Linking verb : appear, seem, look, and get.

- Opinion adjective : the best, nice, clean, excellent, etc.
- Phrases : *In my opinion…., According to me…., etc*

• Topic

The transactional interaction text relate to asking for and giving opinion.

**E. Learning Method**

Debate

**F. Media of Learning**

- Media : worksheets
- Tools : board marker, whiteboard, and recorder

**G. Learning Sources**

Textbook, another references' book, internet.

**H. Learning Activity**

*(First Meeting)*

| Activity | Description | Time |
|---|---|---|
| Opening | 1. The researcher says greetings to students and lead the student to say a prayer.<br>2. The researcher check the attendance list<br>3. The researcher tells to the students about the topic of asking for and giving opinion.<br>4. The researcher motivates the students to learn.<br>5. Explain the objective of learning in asking for and giving opinion. | 10 minutes |
| Core Activity | Exploration<br>1. The students will hear the dialogue about asking for and giving opinion that given by the researcher.<br>2. The students imitate the researcher to speaking up the dialogue about asking for and giving opinion.<br>3. The students identification the use of asking for and giving opinion.<br>Elaboration<br>1. The researcher will divide the students into some groups. | 70 minutes |

| Activity | Description | Time |
|---|---|---|
| | 2. The researcher asking for the opinion to the students about the English language.<br>3. The students must discuss in group and give the opinion about that topic.<br>Communicating<br>1. Each of groups must deliver their opinion orally.<br>2. Each of groups must give the feedback and exchange their opinion each other. | |
| Close Activity | 1. The students make the conclusion the about the result of discussion in groups.<br>2. The researcher gives the feedback to the student's conclusion.<br>3. The researcher tells to the students about the next material.<br>4. The researcher closes the lesson by greetings. | 10 minutes |

*(Second Meeting)*

| Activity | Description | Time |
|---|---|---|
| Opening | 1. The researcher says greetings to students and lead the student to say a prayer.<br>2. The researcher check the attendance list<br>3. The teacher tells to the students about the topic of asking for and giving opinion.<br>4. The researcher motivates the students to learn.<br>5. Explain the objective of learning in asking for and giving opinion. | 10 minutes |
| Core Activity | Exploration<br>1. The researcher will give the example of dialogue and the students will identificate of expressing asking for and giving opinion.<br>Elaboration<br>1. The researcher divides students into 2 teams, namely: pro (affirmative sides) and contra (negative sides) | 70 minutes |

| | | |
|---|---|---|
| | 2. The researcher explains to students about the rules in the debate | |
| | 3. The researcher gives a topic to be discussed | |
| | 4. The researcher divides students into groups of 3 - 4 students | |
| | 5. The researcher shares articles related to the topic to support students in expressing opinions. | |
| | 6. The researcher gives students time to prepare presentations in debates | |
| | Communicating | |
| | 1. Affirmative sides present opening arguments with other students giving statements | |
| | 2. The negative side presents the opening argument and another student gives a statement | |
| | 3. Affirmative side is given the opportunity to refute the argument from the negative side | |
| | 4. The negative side is given the opportunity to refute the argument from the affirmative side | |
| | 5. affirmative side is given a second chance to refute the argument from the negative side to win the argument | |
| | 6. negative side is given a second chance to refute the argument from the affirmative side to win the argument | |
| | 7. affirmative side conveys a conclusion | |
| | 8. negative side conveys a conclusion | |
| | Confirmation | |
| | The researcher asks questions with students to correct misconceptions and provide reinforcement | |
| Close Activity | 1. The researcher make a summary / conclusion | |
| | 2. Conduct an evaluation or reflection on activities that have been carried out consistently and programmed. | |
| | 3. Provide feedback on the process and learning outcomes. | 10 minutes |
| | 4. Plan a learning plan at the next meeting. | |
| | 5. The reseacher closes the lesson. | |

**I. Instrument of Assessment**

1. Assessment Technique  : Oral Test
2. Instrument                     : asking for and giving opinion.
3. Criteriaand Rubric of Assessment :

| No | Aspects | Description | Score |
|---|---|---|---|
| **1. Pronunciation** | | | |
| | a. Unsatisfied | Errors in pronunciation are frequent but can be understood. | 1-4 |
| | b. Fair | Accent is intelligible though often quite faulty | 5-8 |
| | c. Good | Errors never interfere with understanding and rarely disturb | 9-12 |
| | d. Very good | Errors in pronunciation are quite rare. | 13-16 |
| | e. Excellent | Equivalent to and fully accepted by educated native speakers | 17-20 |
| **2. Fluency** | | | |
| | a. Unsatisfied | No specific fluency description. | 1-4 |
| | b. Fair | Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events. | 5-8 |
| | c. Good | Can discuss particular interest of competence with reasonable pase. Rarely has to grope for words | 9-12 |
| | d. Very good | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of frequency | 13-16 |
| | e. Excellent | The fulency is accepted by educative native speakers | 17-20 |
| **3. Grammar** | | | |
| | a. Unsatisfied | Errors in grammar are frequent but speaker can be understood | 1-4 |
| | b. Fair | Can usually handle elementary constructions quite accurately but doesn't have through or confident control of the grammar | 5-8 |
| | c. Good | Control of grammar is good. Able to speak the | 9-12 |

| | | language with sufficient structural accuarcy to participate effectively in most formal and informal conversation. | |
|---|---|---|---|
| | d. Very Good | Able to use the language accurately on all levels normally paertinent to professional needs. Errors in grammar are quite rare. | 13-16 |
| | e. Excellent | Equivalent to that of an educated native speaker | 17-20 |
| **4. Vocabulary** | | | |
| | a. Unsatisfied | Speaking vocabulary inadequate to express anything but the most elementary needs. | 1-4 |
| | b. Fair | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | 5-8 |
| | c. Good | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation. | 9-12 |
| | d. Very Good | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary | 13-16 |
| | e. Excellent | Speech on all levels is fully accepted by educated native speakers in all its feature | 17-20 |
| **5. Comprehension** | | | |
| | a. Unsatisfied | Within the scope of his very limited language experience can understand simple question and statements if it is delivered with slowed speech, repeatation or paraphrase | 1-4 |
| | b. Fair | Can get the gist of most conversation of non-technical subjects | 5-8 |
| | c. Good | Comprehension is quite complete at a normal rate of speech | 9-12 |
| | d. Very Good | Can understand any conversation within the range of his experience | 13-16 |
| | e. Excellent | Equivalent to that of an educated native speaker | 17-20 |

| Aspects of Speaking | Scores | | | | |
|---|---|---|---|---|---|
| | Unsatisfied (1-4) | Fair (5-8) | Good (9-12) | Very Good (13-16) | Excellent (17-20) |
| Pronunciation | | | | | |
| Fluency | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |

Score of students:

Excellent   : 91-100          Good : 71-80          Unsatisfied : 50-60

Very Good  : 81-90            Fair : 61- 70

Medan, 10 September 2019

Known by :

English Teacher                                    The Researcher

Ammad Japar, S.Pd                          Zuaida Fitriani

NIM. 34.15.3.055

**LESSON PLAN**

**(CYCLE II)**

School          : MAS AMALIYAH SUNGGAL

Class           : X

Subject         : English

Material        : Agreeing and Disagreeing

Aspects         : Speaking

Time            : 2x45 Minutes

**A. Core Competence**

- **KI-1 and KI-2 :** Practicing honest behavior, discipline, courtesy, caring, working together, tolerant, peaceful, responsive, and pro-actively interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment.

- **KI 3** : Understand, implement, and analyze factual, conceptual, procedural knowledge, based on curiosity about science, technology, art, culture, and humanities with insights about humanity, nationality, state of unity, and causes related to existing phenomena, as well as applying procedural knowledge in specific fields of study according to students' talents and interests in solving problems.

**B. KI 4** : develop and expand insights related to the developments he has learned at school independently, act effectively and creatively, and be able to use appropriate methods for academic rules.

**C. The Basic Competencies and Indicators of Achievementof the Competencies.**

| The Basic Competencies | Indicators |
| --- | --- |
|  |  |

| | |
|---|---|
| 3.4 Distinguish social functions, text structure, and language features in some oral and written transactional interaction text by giving and requesting information related to agreeing and disagreeing according to the context of their use | 1. Identify the use of oral and written the transactional interaction text by giving and requesting information related to agreeing and disagreeing.<br><br>2. Analyzing the transactional interaction text in the form of asking for and giving opinion based on the context of their use.<br><br>3. Carry out the communicative actions and give argument in the way of debate by using expressing agreeing and disagreeing |
| 4.4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written transactional interaction text related to agreeing and disagreeing.<br><br>4.5 Arrange the transactional interaction text relate agreeing and disagreeing by giving argument to social functions, text structure, and language elements that are correct and in context | 4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written the transactional interaction text related to agreeing and disagreeing.<br><br>5. Arrange the transactional interaction texts related to agreeing and disagreeing by giving argument to social functions, text structure, and language elements that are correct and in context |

## C. The Objectives of Study

1. Identify the use of oral and written the transactional interaction text by giving argument related to agreeing and disagreeing.
2. Analyzing the transactional interaction text in the form of agreeing and disagreeing based on the context of their use.

3. Carry out the communicative actions regarding transactional interaction text by giving and requesting information related to asking for and giving opinion based on the context of their use.

4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written the transactional interaction text related to asking for and giving opinion.

5. Arrange the transactional interaction text relate to asking for and giving opinion by paying attention to social functions, text structure, and language features that are correct and in context.

## D. Learning Material

- Social Function

  Keep the interpersonal relation to the teacher and friends.

- Structural Text

  Expression of agreement :

  - 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

  Expression of disagreement :

  - 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.

    Setting an argument :

- 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.


Languages Feature

- Certain verbs such as : feel, think, believe, understand, etc.

- Linking verb : appear, seem, look, and get.

- Opinion adjective : the best, nice, clean, excellent, etc.

- Phrases : *In my opinion…., According to me…., etc*

● Topic

   The transactional interaction text relate to asking for and giving opinion.

## E. Learning Method

   Debate

## F. Media of Learning

- Media : worksheets

- Tools : board marker, whiteboard, and recorder

## G. Learning Sources

   Textbook, another references' book, internet.

## H. Learning Activity


### *(First Meeting)*

| Activity | Description | Time |
| --- | --- | --- |

| | | |
|---|---|---|
| Opening | 1. The researcher says greetings to students and lead the student to say a prayer.<br><br>2. The researcher check the attendance list<br><br>3. The researcher asks several questions related to the material like :<br>  • Do you ever have different opinions with your friends ?<br>  • What do you say to your friend if you are divided with his opinion ?<br><br>4. The researcher gives examples of conversations about agreement and disagreement<br><br>5. The researcher gives the basic sentence (frame) of the conversation. | 10 minutes |
| Core Activity | Exploration<br>1. The students identification the use of agreeing and disagreeing<br>Elaboration<br>1. The researcher divides students into 2 teams, namely: pro (affirmative sides) and contra (negative sides)<br>2. The researcher explains to students about the rules in the debate<br>3. The researcher gives a topic to be discussed<br>4. The researcher divides students into groups of 4 -6 students<br>5. The researcher shares articles related to the topic to support students in expressing opinions.<br>6. The researcher gives students time to prepare presentations in debates<br>Communicating<br>9. Affirmative sides present opening arguments with other students giving statements<br>10. The negative side presents the opening argument and another student gives a statement | 70 minutes |

| | | 11. Affirmative side is given the opportunity to refute the argument from the negative side | |
| | | 12. The negative side is given the opportunity to refute the argument from the affirmative side | |
| | | 13. affirmative side is given a second chance to refute the argument from the negative side to win the argument | |
| | | 14. negative side is given a second chance to refute the argument from the affirmative side to win the argument | |
| | | 15. affirmative side conveys a conclusion | |
| | | 16. negative side conveys a conclusion | |
| | | Confirmation | |
| | | 1. The researcher asks questions with students to correct misconceptions and provide reinforcement | |
| | Close Activity | 6. The researcher make a summary / conclusion | |
| | | 7. Conduct an evaluation or reflection on activities that have been carried out consistently and programmed. | |
| | | 8. Provide feedback on the process and learning outcomes. | 10 minutes |
| | | 9. Plan a learning plan at the next meeting. | |
| | | 10.    The reseacher closes the lesson. | |

**I. Instrument of Assessment**

4. Assessment Technique  : Oral Test

5. Instrument                     : asking for and giving opinion.

6. Criteriaand Rubric of Assessment :

| No | Aspects | Description | Score |
|---|---|---|---|
| **1. Pronunciation** | | | |
| | a. Unsatisfied | Errors in pronunciation are frequent but can be understood. | 1-4 |
| | b. Fair | Accent is intelligible though often quite faulty | 5-8 |
| | c. Good | Errors never interfere with understanding and rarely disturb | 9-12 |
| | d. Very good | Errors in pronunciation are quite rare. | 13-16 |
| | e. Excellent | Equivalent to and fully accepted by educated native speakers | 17-20 |

**2. Fluency**

| | | | |
|---|---|---|---|
| | a. Unsatisfied | No specific fluency description. | 1-4 |
| | b. Fair | Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events. | 5-8 |
| | c. Good | Can discuss particular interest of competence with reasonable pase. Rarely has to grope for words | 9-12 |
| | d. Very good | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of frequency | 13-16 |
| | e. Excellent | The fulency is accepted by educative native speakers | 17-20 |

**3. Grammar**

| | | | |
|---|---|---|---|
| | a. Unsatisfied | Errors in grammar are frequent but speaker can be understood | 1-4 |
| | b. Fair | Can usually handle elementary constructions quite accurately but doesn't have through or confident control of the grammar | 5-8 |
| | c. Good | Control of grammar is good. Able to speak the language with sufficient structural accuarcy to participate effectively in most formal and informal conversation. | 9-12 |
| | d. Very Good | Able to use the language accurately on all levels normally paertinent to professional needs. Errors in grammar are quite rare. | 13-16 |
| | e. Excellent | Equivalent to that of an educated native speaker | 17-20 |

**4. Vocabulary**

| | | | |
|---|---|---|---|
| | a. Unsatisfied | Speaking vocabulary inadequate to express anything but the most elementary needs. | 1-4 |
| | b. Fair | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | 5-8 |
| | c. Good | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation. | 9-12 |
| | d. Very Good | Can understand and participate in any conversation within the | 13-16 |

| | | range of his experience with a high degree of precision of vocabulary | |
|---|---|---|---|
| | e. Excellent | Speech on all levels is fully accepted by educated native speakers in all its feature | 17-20 |
| **5. Comprehension** | | | |
| | a. Unsatisfied | Within the scope of his very limited language experience can understand simple question and statements if it is delivered with slowed speech, repeatation or paraphrase | 1-4 |
| | b. Fair | Can get the gist of most conversation of non-technical subjects | 5-8 |
| | c. Good | Comprehension is quite complete at a normal rate of speech | 9-12 |
| | d. Very Good | Can understand any conversation within the range of his experience | 13-16 |

| Aspects of Speaking | Scores | | | | |
|---|---|---|---|---|---|
| | Unsatisfied (1-4) | Fair (5-8) | Good (9-12) | Very Good (13-16) | Excellent (17-20) |
| **Pronunciation** | | | | | |
| **Fluency** | | | | | |
| **Grammar** | | | | | |
| **Vocabulary** | | | | | |
| **Comprehension** | | | | | |

| | e. Excellent | Equivalent to that of an educated native speaker | 17-20 |
|---|---|---|---|

**Score of students:**

**Excellent    : 91-100**

**Very Good  : 81-90**

**Good        : 71-80**

**Fair        : 61-70**

**Unsatisfied  : 50-60**

Medan, 10 September 2019

Known by :

English Teacher                                    The Researcher

Ammad Japar, S.Pd                                  Zuaida Fitriani

                                                   NIM. 34.15.3.055

**APPENDIX II**

**PRE-TEST**

**(SPEAKING TEST)**

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is

your opinion about smoking ?"

2. The student answers the question by speaking at least for 2 minutes.

3. The answers will be recorded by phone.

4. There is some possebilities for the answer such as : "In my opinion, smoking is an activity that is very detrimental to humans in terms of economics and health because it can kill humans slowly. Some people say that smoking can make their minds calm. But in fact smoking has a huge negative effect on health, smoking can damage the lungs, throat, and can interfere with other people who are beside smokers. Factors that can influence a person to smoke are escape from stress, challenges or invitations from their friends, they feel confident when smoking, and for those who are addicted to smoking it is very difficult to quit smoking. For people who want to leave, the first way is strong intention, and support from their environment, exercise, eating vegetables and fruits, and always keep thinking positive. "

**APPENDIX III**

## POST- TEST I

## (SPEAKING TEST)

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is

your opinion about globalization?"

2. The student answers the question by speaking at least for 2 minutes.

3. The answers will be recorded by phone.

4. There is some possebilities for the answer such as : " globalization is a condition where knowledge and technology develop rapidly, causing positive impact and negative impact. One of the positive impact is that is easy for us to get information from anywhere and it is also easy to comunicate despite long distance. However, there are also negative impacts, namely the ease which we get lies and the lach of social activitieswith people around us.

**APPENDIX IV**

**POST- TEST II**

**(SPEAKING TEST)**

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is

your opinion about internet for students ?"

2. The student answers the question by speaking at least for 2 minutes.

3. The answers will be recorded by phone.

4. There is some possebilities for the answer such as : " I think in this day internet is very important for students because apart from being a communication, from internet students can also get insight that are not given at school and get information about the things they like to develop their talents.

**APPENDIX V**

## THE TRANSCRIPT OF STUDENTS' RECORDING PRE-TEST

1. SS

For me, smoking is dangerous for us because it hhmm not good for kesehatan kita because can menimbulkan berbagai macam penyakit seperti cancer, paru- paru and for people yang menghirup asap from smoke very dangerous because can sesak nafas gitu. And that is bagian from pemborosan because smoking is not good and not berguna. Hhmm and in islam smoking is dilarang because very merugikan. So smoking is not good and very dangerous. Thats my opinion, thank you.

2. MFR

Aaa my opinion smoking is very dangerous because in rokok hmmm so many zat beracun macem nikotin. Hmm so rokokk ehh smoking is very danger for body and hmm menyebabkan penyakit is a penyakit gangguang paru – paru, hipertensi and cancer. And smoking membuat orang terganggu lah because kalau smoking kan itu ada asapnya so orang – orang many don't like asap rokok. So smoking is gak bagus lah for young generation karna nanti jadi penyakitan. Hhmm and daripada smoking mending money for buy rokok ditabung for masa depan.

3. NA

In my opinion smoking is not very good and hmm not healthy because will membuat our body mudah terserang penyakit. Hmm smoking is can membunuh our body secara perlahan. Hhmm so I don't like dekat sama orang yang lagi smoking because I don't like hmm because kalau asapnya terhirup kita kan juga kena efeknya so smoking is can merusak pernafasan and can cancer and sakit jantung and hhmm pokoknya bahaya lah for our body and for boy dont't smoking ya because many girl don't like smoking. Because in rokok so many zat yang beracun gitu because hhmmm not good for our body.

**APPENDIX VI**

**THE TRANSCRIPT OF STUDENTS' RECORDING POST-TEST I**

1. SS

In my opinion globalization is international interpretion that occurs because of the a change of from other country like hhmm budaya, technology, gaya hhmm like in barat country pakaian terbuka menjadi hal yang biasa but dulu in indonesia pakaian seperti itu dilihat aneh but now sudah biasa hhhmm selain itu in globalization internet mulai muncul and diperlukan misalnya there is something happen in other country like bencana alam lalu we not must kesana lg but we can see news from the televisions. Hhmm ibaratnya dunia itu dalam genggaman kita because we know apapun from other country dengan cepat.

2. MFR

In my opinion globalization is a technologycal development that is like computer, internet, robot hhmm I think positive effect of globalization is that imroving better life hhmm because with kemajuan technology can memudahkan pekerjaan kita hhmm like mesin cuci so we not capek – capek lagi nyuci but now ada mesin cuci and can menghemat our time. Hhmm and than like in japan udah ada pelayan robot. But this can mengurangi lapangan pekerjaan manusia because kalau dimasa depan nanti robot yang mengerjakan semua. For me globalozation is good but ada juga negative effectnya but that is tergantung we use the technology for our life.

3. NA

In my opinion globalization is a process of information though lifestyle that is world wide many impact that effect world globalization hhmm diantaranya potential for criminals, the inclution of understanding that are in accountable with star ideology and society is more comsumtive and productive because now so many hhmm kebutuhan kita. So now we must have hm pemikiran yang creative, oke just it my opinion thank you.

## THE TRANSCRIPT OF STUDENTS' RECORDING POST-TEST II

1.SS

In my opinion the internet is very useful for us because hmm internet is media commucation with our friends hmm yang jauh and than for we can know everything from the internet like hmm for our study, we can study from the internet by using like youtube supaya gak bosan and now all student have smartphone and they can download berbagai macam application for study or game for study so we can study in everywhere. Hmm and then now many people have social media for communication jarak jauh and useful for our business because we can promotion in social media like facebook, instagram, whatsapp and etc.

2.MFR

My opinion internet is a help us for study, but there is negative effect like hmm in now student always playing game, terutama for boy like game online sehingga forget to study and if student open websites pornography very dangerous for student because nanti ditiru. And make student menyia nyiakan time for playing game in the warnet and menghabiskan money for buy internet. Hhmm social media also need internet and in social media we can give what we think in social media like facebook then we can know all people around the world so sometimes we can introduce with naughty people and it dangerous for us. Hmm so nanti all people jadi people yang not have social life because rarely meet people by face to face.

3.NA

I think internet is many people need internet because with internet we can know everthing, we can know about someone live so far, hmm internet can help our tasks, we can find everthing like in google. We can study everywhere by hmm fun and more spirit. But the internet have negative effect like hmm criminal cases occur today due to the internet, hmm for example cases of sexual are inspired by pornography that student see from internet. So good or bad of the internet is depend on ourself. If we use internet for good aim we can take only advantages of the internet.

**APPENDIX VIII**

**THE LIST OF INITIAL NAME**

| NO | Initial of Students' Name | The Name of Students |
|----|---------------------------|----------------------|
| 1 | AN | ADITYA NUGRAHA |
| 2 | AF | ANIS FEBRIYANTI |
| 3 | DCS | DIMAS CITRA SHOBIRIN |
| 4 | DJ | DWI JULIANI |
| 5 | DKS | DWI KUMALA SARI |
| 6 | FA | FEBRIANSYAH |
| 7 | HZ | HABLIM ZUHDAN |
| 8 | HRP | HAYATUL RIDHO PUTRI |
| 9 | IN | INDRA NURDIANSYAH |
| 10 | IS | IRA SABRINA |
| 11 | KP | KHARISMA PUTRI |
| 12 | MFN | M. FADLY RAMADHAN |
| 13 | MYN | MHD. YAH AGUSNIWAR |
| 14 | MS | MIA SHINTIA |
| 15 | MF | MUNADIR FIKRI |
| 16 | MDR | MUTIARA DWI RIZQINA |
| 17 | NA | NIA ANGGRAINI |
| 18 | NR | NURUL RAMADHAN |
| 19 | PNB | PUTRI NABILLAH |
| 20 | PN | PUTRI NURUL |
| 21 | RR | RAMADHAN RIFQI |
| 22 | RN | RICO NAUFALDI |
| 23 | RB | RUNNI BADILLAH |
| 24 | SSY | SILVI SINDIYANI |
| 25 | SL | SINDI LESTARI |
| 26 | SS | SOFFANA SALSABILLA |
| 27 | SF | SUCI FARAHANY |
| 28 | SB | SURAYA BALKIS |
| 29 | WK | WIRANDI KUSUMA |
| 30 | YS | YUDHA SYAHPUTRA |
| 31 | MFR | M. FADIL RINATA |

**APPENDIX IX**

**THE STUDENTS' SPEAKING SCORE IN THE PRE TEST**

| NO | STUDENT'S INITIAL NAME | SCORING ELEMENTS OF SPEAKING | | | | | SCORE |
|---|---|---|---|---|---|---|---|
| | | V | P | G | F | C | |
| 1. | AN | 11 | 12 | 12 | 11 | 12 | 58 |
| 2. | AF | 13 | 14 | 13 | 13 | 13 | 66 |
| 3. | DCS | 13 | 13 | 12 | 13 | 13 | 64 |
| 4. | DJ | 12 | 12 | 11 | 12 | 12 | 59 |
| 5. | DKS | 11 | 13 | 13 | 12 | 13 | 62 |
| 6. | FA | 13 | 13 | 12 | 13 | 13 | 64 |
| 7. | HZ | 11 | 12 | 12 | 11 | 12 | 58 |
| 8. | HRP | 13 | 13 | 13 | 13 | 12 | 64 |
| 9. | IN | 11 | 12 | 11 | 13 | 12 | 59 |
| 10. | IS | 12 | 12 | 12 | 13 | 12 | 61 |
| 11. | KP | 14 | 13 | 12 | 14 | 13 | 66 |
| 12. | MFN | 11 | 14 | 13 | 13 | 12 | 63 |
| 13. | MYN | 12 | 13 | 13 | 13 | 12 | 63 |
| 14. | MS | 12 | 12 | 13 | 13 | 12 | 62 |
| 15. | MF | 12 | 11 | 14 | 12 | 13 | 62 |
| 16. | MDR | 13 | 12 | 13 | 13 | 13 | 64 |
| 17. | NA | 15 | 15 | 14 | 15 | 16 | 75 |
| 18. | NR | 12 | 12 | 11 | 11 | 13 | 59 |
| 19. | PNB | 13 | 11 | 12 | 12 | 13 | 61 |
| 20. | PN | 12 | 13 | 13 | 12 | 12 | 62 |
| 21. | RR | 13 | 12 | 14 | 13 | 13 | 65 |
| 22. | RN | 15 | 15 | 15 | 15 | 1 | 75 |
| 23. | RB | 13 | 14 | 13 | 13 | 13 | 66 |
| 24. | SSY | 12 | 15 | 14 | 13 | 13 | 67 |
| 25. | SL | 13 | 14 | 11 | 13 | 12 | 63 |
| 26. | SS | 15 | 17 | 14 | 17 | 16 | 79 |
| 27. | SF | 13 | 13 | 13 | 12 | 12 | 63 |
| 28. | SB | 14 | 14 | 13 | 15 | 12 | 68 |
| 29. | WK | 13 | 13 | 14 | 12 | 13 | 65 |
| 30. | YS | 12 | 15 | 12 | 12 | 11 | 62 |
| 31. | MFR | 16 | 16 | 13 | 15 | 15 | 75 |

**APPENDIX X**

**STUDENTS' SPEAKING SCORE IN THE POST TEST I**

| NO | STUDENT'S INITIAL NAME | SCORING ELEMENTS OF SPEAKING | | | | | SCORE |
|---|---|---|---|---|---|---|---|
| | | V | P | G | F | C | |
| 1. | AN | 14 | 13 | 12 | 15 | 13 | 67 |
| 2. | AF | 14 | 16 | 13 | 15 | 15 | 73 |
| 3. | DCS | 15 | 15 | 14 | 15 | 15 | 74 |
| 4. | DJ | 14 | 14 | 13 | 13 | 14 | 68 |
| 5. | DKS | 13 | 13 | 13 | 13 | 13 | 65 |
| 6. | FA | 15 | 14 | 13 | 15 | 14 | 71 |
| 7. | HZ | 14 | 13 | 13 | 13 | 14 | 67 |
| 8. | HRP | 15 | 16 | 15 | 15 | 15 | 76 |
| 9. | IN | 13 | 13 | 12 | 14 | 13 | 65 |
| 10. | IS | 15 | 15 | 13 | 16 | 14 | 73 |
| 11. | KP | 17 | 16 | 14 | 16 | 15 | 78 |
| 12. | MFN | 13 | 14 | 13 | 15 | 14 | 69 |
| 13. | MYN | 15 | 15 | 15 | 15 | 15 | 75 |
| 14. | MS | 15 | 15 | 14 | 16 | 16 | 76 |
| 15. | MF | 17 | 16 | 15 | 15 | 15 | 78 |
| 16. | MDR | 16 | 17 | 16 | 16 | 16 | 81 |
| 17. | NA | 17 | 18 | 15 | 18 | 17 | 85 |
| 18. | NR | 15 | 15 | 14 | 16 | 15 | 75 |
| 19. | PNB | 16 | 15 | 15 | 15 | 16 | 77 |
| 20. | PN | 15 | 15 | 13 | 15 | 15 | 73 |
| 21. | RR | 15 | 15 | 15 | 15 | 15 | 75 |
| 22. | RN | 15 | 16 | 15 | 15 | 15 | 76 |
| 23. | RB | 15 | 16 | 13 | 14 | 14 | 72 |
| 24. | SSY | 14 | 15 | 13 | 14 | 13 | 69 |
| 25. | SL | 16 | 17 | 13 | 15 | 15 | 76 |
| 26. | SS | 17 | 18 | 14 | 18 | 17 | 84 |
| 27. | SF | 14 | 14 | 14 | 13 | 13 | 68 |
| 28. | SB | 15 | 15 | 14 | 16 | 13 | 73 |
| 29. | WK | 14 | 14 | 15 | 13 | 14 | 70 |
| 30. | YS | 13 | 15 | 12 | 13 | 12 | 65 |
| 31. | MFR | 15 | 17 | 14 | 16 | 15 | 77 |

**APPENDIX XI**

**STUDENTS' SPEAKING SCORE IN THE POST TEST II**

| NO | STUDENT'S INITIAL NAME | SCORING ELEMENTS OF SPEAKING | | | | | SCORE |
|---|---|---|---|---|---|---|---|
| | | V | P | G | F | C | |
| 1. | AN | 16 | 15 | 13 | 17 | 15 | 76 |
| 2. | AF | 16 | 17 | 14 | 16 | 16 | 79 |
| 3. | DCS | 17 | 17 | 14 | 17 | 17 | 82 |
| 4. | DJ | 16 | 16 | 13 | 16 | 15 | 76 |
| 5. | DKS | 16 | 15 | 14 | 16 | 16 | 77 |
| 6. | FA | 17 | 16 | 14 | 17 | 17 | 81 |
| 7. | HZ | 16 | 15 | 15 | 15 | 15 | 76 |
| 8. | HRP | 17 | 16 | 15 | 16 | 15 | 79 |
| 9. | IN | 15 | 15 | 13 | 15 | 15 | 73 |
| 10. | IS | 17 | 17 | 13 | 16 | 16 | 80 |
| 11. | KP | 17 | 17 | 14 | 17 | 17 | 82 |
| 12. | MFN | 15 | 16 | 13 | 16 | 15 | 75 |
| 13. | MYN | 16 | 15 | 15 | 15 | 15 | 76 |
| 14. | MS | 16 | 16 | 14 | 16 | 16 | 78 |
| 15. | MF | 17 | 17 | 15 | 17 | 16 | 82 |
| 16. | MDR | 17 | 17 | 16 | 17 | 16 | 83 |
| 17. | NA | 18 | 17 | 15 | 18 | 18 | 86 |
| 18. | NR | 16 | 15 | 14 | 16 | 15 | 76 |
| 19. | PNB | 16 | 15 | 15 | 15 | 16 | 77 |
| 20. | PN | 16 | 15 | 13 | 16 | 15 | 76 |
| 21. | RR | 15 | 15 | 15 | 15 | 15 | 75 |
| 22. | RN | 16 | 16 | 14 | 16 | 15 | 77 |
| 23. | RB | 16 | 16 | 13 | 15 | 14 | 74 |
| 24. | SSY | 15 | 15 | 13 | 15 | 13 | 71 |
| 25. | SL | 16 | 17 | 13 | 15 | 15 | 76 |
| 26. | SS | 18 | 18 | 14 | 19 | 18 | 87 |
| 27. | SF | 15 | 14 | 14 | 15 | 13 | 70 |
| 28. | SB | 17 | 15 | 14 | 17 | 13 | 76 |
| 29. | WK | 15 | 15 | 15 | 15 | 14 | 74 |
| 30. | YS | 15 | 15 | 12 | 14 | 13 | 69 |
| 31. | MFR | 17 | 17 | 14 | 17 | 15 | 80 |

**APPENDIX XII**

**THE RESULT OF STUDENTS' SCORE**

| NO | Student's Initial Name | Pre-test | Noted | Post-test 1 | Noted | Post-test 2 | Noted |
|---|---|---|---|---|---|---|---|
| 1 | AN | 58 | FAILED | 67 | FAILED | 76 | PASSED |
| 2 | AF | 66 | FAILED | 73 | FAILED | 79 | PASSED |
| 3 | DCS | 64 | FAILED | 74 | FAILED | 82 | PASSED |
| 4 | DJ | 59 | FAILED | 68 | FAILED | 76 | PASSED |
| 5 | DKS | 62 | FAILED | 65 | FAILED | 77 | PASSED |
| 6 | FA | 64 | FAILED | 71 | FAILED | 81 | PASSED |
| 7 | HZ | 58 | FAILED | 67 | FAILED | 76 | PASSED |
| 8 | HRP | 64 | FAILED | 76 | FAILED | 79 | PASSED |
| 9 | IN | 59 | FAILED | 65 | FAILED | 73 | FAILED |
| 10 | IS | 61 | FAILED | 73 | FAILED | 80 | PASSED |
| 11 | KP | 66 | FAILED | 78 | PASSED | 82 | PASSED |
| 12 | MFN | 63 | FAILED | 69 | FAILED | 75 | PASSED |
| 13 | MYN | 63 | FAILED | 75 | PASSED | 76 | PASSED |
| 14 | MS | 62 | FAILED | 76 | PASSED | 78 | PASSED |
| 15 | MF | 62 | FAILED | 78 | PASSED | 82 | PASSED |
| 16 | MDR | 64 | FAILED | 81 | PASSED | 83 | PASSED |
| 17 | NA | 75 | PASSED | 85 | PASSED | 86 | PASSED |
| 18 | NR | 59 | FAILED | 75 | PASSED | 76 | PASSED |
| 19 | PNB | 61 | FAILED | 77 | PASSED | 77 | PASSED |
| 20 | PN | 62 | FAILED | 73 | PASSED | 76 | PASSED |
| 21 | RR | 65 | FAILED | 76 | PASSED | 75 | PASSED |
| 22 | RN | 75 | PASSED | 75 | PASSED | 77 | PASSED |
| 23 | RB | 66 | FAILED | 72 | FAILED | 74 | FAILED |
| 24 | SSY | 67 | FAILED | 69 | FAILED | 71 | FAILED |
| 25 | SL | 63 | FAILED | 75 | PASSED | 76 | PASSED |
| 26 | SS | 79 | PASSED | 84 | PASSED | 87 | PASSED |
| 27 | SF | 63 | FAILED | 68 | FAILED | 70 | FAILED |
| 28 | SB | 68 | FAILED | 73 | FAILED | 76 | PASSED |
| 29 | WK | 65 | FAILED | 70 | FAILED | 74 | FAILED |
| 30 | YS | 62 | FAILED | 65 | FAILED | 69 | FAILED |
| 31 | MFR | 75 | PASSED | 77 | PASSED | 80 | PASSED |
| Total | $\sum x =$ | 2000 | | 2270 | | 2399 | |
| | The mean score = | 64, 516 | | 73, 225 | | 77, 387 | |

**APPENDIX XIII**

**The Comparison of Students' Score in Speaking**

| Meeting/Test | The number of students who got score ≥75 | The Total Score | The Mean | The Percentage |
|---|---|---|---|---|
| Pre-cycle | 6 | 200 | 64, 516 | 12,9 % |
| Cycle 1 | 17 | 2270 | 73, 225 | 45,16 % |
| Cycle 2 | 29 | 2399 | 77, 387 | 80,64 % |

**APPENDIX XIV**

**THE TESTING HYPOTHESIS**

**THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE IN THE PRE-TEST AND POST-TEST**

| No | Name | Pre test I | Post test II | D | D² |
|---|---|---|---|---|---|
| 1. | AN | 58 | 67 | 9 | 81 |
| 2. | AF | 66 | 73 | 7 | 49 |
| 3. | DCS | 64 | 74 | 10 | 100 |
| 4. | DJ | 59 | 68 | 9 | 81 |
| 5. | DKS | 62 | 65 | 3 | 9 |
| 6. | FA | 64 | 71 | 7 | 49 |
| 7. | HZ | 58 | 67 | 9 | 81 |
| 8. | HRP | 64 | 76 | 12 | 144 |
| 9. | IN | 59 | 65 | 6 | 36 |
| 10. | IS | 61 | 73 | 12 | 144 |
| 11. | KP | 66 | 78 | 12 | 144 |
| 12. | MFN | 63 | 69 | 6 | 36 |
| 13. | MYN | 63 | 75 | 12 | 144 |
| 14. | MS | 62 | 76 | 14 | 196 |
| 15. | MF | 62 | 75 | 13 | 169 |
| 16. | MDR | 64 | 75 | 11 | 121 |
| 17. | NA | 75 | 85 | 10 | 100 |
| 18. | NR | 59 | 71 | 12 | 144 |
| 19. | PNB | 61 | 77 | 10 | 100 |
| 20. | PN | 62 | 73 | 11 | 121 |
| 21. | RR | 65 | 75 | 10 | 100 |
| 22. | RN | 75 | 76 | 1 | 1 |
| 23. | RB | 66 | 72 | 6 | 36 |
| 24. | SSY | 67 | 69 | 2 | 4 |
| 25. | SL | 63 | 76 | 13 | 169 |
| 26. | SS | 79 | 84 | 5 | 25 |
| 27. | SF | 63 | 68 | 5 | 25 |
| 28. | SB | 68 | 73 | 5 | 25 |
| 29. | WK | 65 | 70 | 5 | 25 |
| 30. | YS | 62 | 65 | 3 | 9 |
| 31. | MFR | 75 | 77 | 2 | 4 |
| TOTAL | | | | $\sum D = 242$ | $\sum D^2 = 2.472$ |

From the last computation have been found that:

$$\overline{D} : \frac{242}{31} = 7,80$$

As follow :

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{7,80}{\sqrt{\dfrac{\sum 2.472 - \dfrac{(242)^2}{31}}{31(31-1)}}}$$

$$t = \frac{7,80}{\sqrt{\dfrac{\sum 2.472 - \dfrac{58.564}{31}}{930}}}$$

$$t = \frac{7,80}{\sqrt{\dfrac{\sum 2.472 - 1.889}{930}}}$$

$$t = \frac{7,80}{\sqrt{\dfrac{563}{930}}}$$

$$t = \frac{7,80}{\sqrt{0,60}}$$

$$t = \frac{7,80}{0,77} = 10,12$$

**APPENDIX XV**

## OBSERVATION CHECKLIST OF THE STUDENTS IN 1st CYCLE

Researcher           **: Zuaida Fitriani**

Number of student     **: 31 students**

Lecture               **: Speaking**

Subject               **: Asking for and Giving Opinion**

| NO | ACTIVITIES | GRADE | | | | | SCORE |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Students' paying attention to the lecturer explanation | | | | ✓ | | 4 |
| 2 | Students' ability to manage class in the form of team | | | ✓ | | | 3 |
| 3 | Students'activeness and enthusiast in debating | | | | ✓ | | 4 |
| 4 | Students' role in debating | | | | ✓ | | 4 |
| 5 | Students' have minimal reliance on notes | | | | ✓ | | 4 |
| 6 | Students' presents arguments with clarity and appropriate volume | | | ✓ | | | 3 |
| 7 | Students' activeness in giving opinion in debating | | | | ✓ | | 4 |
| 8 | Students' responses on another opinions in debating | | | ✓ | | | 3 |
| TOTAL | | | | | | | 29 |

Note :  1= Bad                           2= Enough        3= Good                                     4= very good      5= excellent

The Total Score = 29, Mean of Score = 29 : 8 = 3.6

Note: The mean of observation sheet for the students in cycle 1 is 3.6, it means the process of teaching-learning speaking is good.

**APPENDIX XVI**

**OBSERVATION CHECKLIST OF THE STUDENTS IN 2nd CYCLE**

Researcher : **Zuaida Fitriani**

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 | | | | | ✓ | 5 |
| 2 | Students' ability to manage class in the form of team | | | | ✓ | | 4 |
| 3 | Students'activeness and enthusiast in debating | | | | | ✓ | 4 |
| 4 | Students' role in debating | | | | ✓ | | 4 |
| 5 | Students' have minimal reliance on notes | | | | ✓ | | 4 |
| 6 | Students' presents arguments with clarity and appropriatevolume | | | | ✓ | | 4 |
| 7 | Students' activeness in giving opinion in debating | | | ✓ | | | 3 |
| 8 | Students' responses on another opinions in debating | | | | ✓ | | 4 |
| Total | | | | | | | 33 |

Note : 1= Bad       2= Enough       3= Good       4= very good       5= excellent

The Total Score = 33, Mean of Score = 33 : 8 = 4,1

Noted : The mean of observation sheet for the students in cycle 1 is 4,1, it means the process of teaching-learning speaking is very good.

**APPENDIX XVII**

**OBSERVATION SHEET OF THE RESEACHER**

**(CYCLE I)**

Class          : X IPA

School         : MAS AMALIYAH SUNGGAL

Subject:       : English

| NO | Teaching Learning Activity | Yes | No | Note |
|----|----------------------------|-----|-----|------|
| 1. | The researcher says greeting to the students and lead the students to say a prayer | ✓ | | |
| 2. | The researcher checks the attendance list | ✓ | | |
| 3 | The researcher tells to the students about the topic of recount text. | ✓ | | |
| 4. | The researcher motivates the students to learn. | ✓ | | |
| 5. | The researcher explains the objective of learning the asking for and giving opinion | ✓ | | |
| 6. | The researcher explains the material about the asking for and giving opinion | ✓ | | |
| 7. | The researcher r prepares the | | ✓ | |

| | | ✓ | | |
|---|---|---|---|---|
| | media of learning. | | | |
| 8. | The researcher divides the students into pairs of group/some group. | ✓ | | |
| 9. | The researcher r gives the students a task. | ✓ | | |
| 10. | The researcher gives the instruction of speaking activity. | ✓ | | |
| 11. | The researcher gives the feedback to the students. | ✓ | | |
| 12. | The researcher tells to the students about the next material. | ✓ | | |
| 13. | The researcher closes the lesson by the greetings. | ✓ | | |

## OBSERVATION SHEET OF THE RESEARCHER

### (CYCLE II)

Class          : X IPA

School        : MAS AMALIYAH

Subject:       : English

| NO | Teaching Learning Activity | Yes | No | Note |
|---|---|---|---|---|
| 1. | The researcher says greeting to the students and lead the students to say a prayer | ✓ | | |
| 2. | The researcher checks the attendance list | ✓ | | |
| 3 | The researcher tells to the students about agreeing and disagreeing | ✓ | | |
| 4. | The researcher motivates the students to learn. | ✓ | | |
| 5. | The researcher explains the objective of learning about agreeing and disagreeing | ✓ | | |
| 6. | The researcher explains the material about agreeing and disagreeing | ✓ | | |
| 7. | The researcher prepares the | | ✓ | |

| | | | | |
|---|---|---|---|---|
| | media of learning. | | | |
| 8. | The researcher divides the students into pairs of group/some group. | ✓ | | |
| 9. | The researcher gives the students a task. | ✓ | | |
| 10. | The researcher gives the instruction of speaking activity. | ✓ | | |
| 11. | The researcher gives the feedback to the students. | ✓ | | |
| 12. | The researcher tells to the students about the next material. | | ✓ | |
| 13. | The researcher closes the lesson by the greetings. | ✓ | | |

## INTERVIEW SCRIPT WITH TEACHER

## BEFORE IMPLEMENTATION

Date              : 12 october 2019

Name of Teacher   : Ahmad japar

Researcher        : Zuaida Fitriani

**The Researcher:**How is the students' speaking activity at the class?

**The Teacher:** Students' speaking activities are not very active. Because there are still many students who feel insecure and afraid to express their opinions, and most of them still have to carry notes when told to come forward with carring the notes.

**The Researcher:**What are the problems/ difficulties of the students that often occur in the process of teaching speaking?

**The Teacher:**The problems of students in the process of speaking in the class are; they are very lack of vocabularies, in the case they cannot use English in speaking. The pronunciations of them are still need the improvement, in case they often use the mother tongue to say it a words. Moreover, the students are not confidence and feel ashamed to present themselves in front of the class.

**The Researcher:**What is the method that you use in the speaking activities?

**The Teacher:**I usually asked for the students to make a dialogue or conversation from the text book. If there are some pictures, I asked them to make a dialogue based on the pictures. Then, before they present their performance, they must write down first in their notebook.

Moreover, to know their pronunciation, I make the dictation orally. I said the words and the others follow my sounds/ voice.

**The Researcher:**What will you do to overcome the students' challenges in speaking activities?

**The Teacher:**I always give them a task in every meeting of subject English. I asked forthem to memorize the vocabulary. Moreover, sometimes, I give a dialogue to them and they must memorize that dialogue. For the speaking, I just give them dialogue, because from a dialogue they could find a new vocabulary.

**The Researcher:**What is the test that you give to the students to evaluate their speaking ability?

**The Teacher:** For the test, I just give them a text and they must read the text one by one. It aims to know how their pronunciation is.

**APPENDIX XX**

**INTERVIEW SCRIPT WITH TEACHER AFTER IMPLEMENTATION**

Date                              : 25<sup>th</sup> october 2019

Name of Teacher        : Ahmad Japar

Researcher                  : Zuaida Fitriani

**The Researcher**: What do you think about the implementation debate technique in teaching speaking ?

**The Teacher:** In my opinion, students are more active in speaking English in class using that method. Because they are required to speak to express their opinions. The method used, makes students more active and critical thinking. All students participate with one another to express their thoughts and opinions, and have the courage to speak out what is on their heads verbally in class. The condition was very good as I observed in class.

**The Researcher:** Do you think the process of speaking activities has already good?

**The Teacher:** Yes, that's good enough.

**The Researcher:** How does the students' ability in speaking after taught by using debate technique?

**The Teacher:** in my opinion, students' speaking abilities have improved after researchers applied the debate method to express their opinions. They are more confident to talk, more practice speaking English with their friends in class, and students compete to always give their ideas and opinions when they speak when activities take place.

**The Researcher:** Do you interest to implement the debate technique in the process of teaching speaking?

**The Teacher:** Yes, of course. I will apply this method in teaching but I will intersperse with other methods so that they are not bored

**The Researcher:** What is your impression of the teaching process by researchers in the classroom?

The Teacher: Yes, I like it, this could be one method for overcoming students' problems in speaking in class.

**INTERVIEW SCRIPT WITH STUDENTS**

**(CYCLE I)**

Date : 16th october 2019

Class : X IPA

1. The Researcher: Bagaimana menurut kamu mengenai kegiatan pembelajaran hari ini?

Student 1 : Hmm menurut saya sih, pembelajarannya menyenangkan miss, saya jadi tau gimana kalau mau menyampaikan pendapat gitu.

Student 2 : Pembelajaran tadi menurut saya, bagus sih miss tapi saya masih gerogi kalau ngomong nya pakai bahasa inggris, takut salah kan malu miss.

Student 3 : Kalau menurut saya miss, ya belajar menyampaikan pendapat itu penting karena kita kan pasti punya pendapat cuman kadang kami gak tau gimana cara bilangnya apalagi dengan bahasa inggris. Terus jadi cepat ngerti miss karena langsung dipraktekkin tadi.

2. The Researcher: Selama kegiatan tadi, apakah ada kesulitan yang kamu alami? Dan apa kesulitan tersebut?

Student 1 : kesulitannya miss saya bingung apa yang mau saya sampaikan karena tiba- tiba gitu miss nyuruh bicara jadi saya asal bilang ajalah miss.

Student 2 : hhmm menurut saya kesulitannya ya dalam menyampaikan pendapat pas debat itu miss, susahnya sih dibahasa inggrisnya karena kami tadi gak bawak kamus.

Student 3 : kesulitan kami tadi miss kami karena kurang vocabulary miss jadi kami bingung menyampaikannya, terus pun kami kurang banyak mencari informasinya miss jadi kami tadi ya yang kami tau aja yang kami bilang dan kalau kami gak setuju sama pendapat kelompok lain ya kami bantah dari pemikiran kami sendiri miss.

3. The Researcher: Menurut kamu, apakah kegiatan tadi mampu meningkatkan kemampuan kamu dalam berbicara bahasa Inggris?

Student 1 : Iya miss pasti lah miss karena miss motivasi kami biar berani bicara walaupun bahasa inggris kami pas pas an hehehe.

Student 2 : iya sangat membantu miss walaupun masih ada kesulitan kami dalam berbicara bahasa Inggris, tapi dari kegiatan tadi kami jadi semangat untuk latihan bicara dalam bahasa Inggris. Terutama memperbanyak vocabulary agar bisa tahu kata demi kata yang ingin kami ucapkan dalam bahasa Inggris miss

Student 3 : Menurut saya iya terbantu sih miss karena kan miss sebelum debat miss kasih tau dulu debatnya tentang apa jadi kami bisa buat persiapan jd kan wawasan kami bertambah juga miss, terus dirumah pun kan kami latihan dulu ngomong biar pas debat dikelas gak malu miss.

4. The Researcher: Apakah aktivitas yang dilakukan hari ini mampu memotivasi kamu untuk belajar speaking?

Student 1: Iya miss sangat memotivasi

Student 2: iya miss saya jadi termotivasi menghafal vocabulary gitu

Student 3: Menurut saya, saya sangat suka kegiatan yang miss buat tadi jadi buat saya ingin belajar bahasa Inggris, supaya bisa ngomong bahasa Inggris dengan lancar.

5. The Researcher: Bagaimana kesan kamu terhadap proses pembelajaran bahasa Inggris yang dilakukan tadi?

Student 1: Kesan pas saat miss ngajar tadi, sangat menyenangkan. Saya bisa menyampaikan pendapat saya kepada teman saya

Student 2: Kesan saya, emang pas di awal-awal agak susah miss mengerti proses pembelajarannya. Tapi pas dipraktekkin jadi sangat seru miss. Kelasnya jadi ribut karena hampir semua ngomong bahasa Inggris walaupun belum tentu benar miss.

Student 3: Kesan saya pas miss ngajar tadi, miss ngasih materi bagus. Abis itu tugas yang miss kasih dikelas untuk praktek sama kawan bagus miss jadi kawan kami yang pendiem pun ngomong juga miss.

6. The Researcher: Apa saran yang ingin kamu berikan untuk proses pembelajaran speaking berikutnya?

Student 1:Saran saya yaa miss jangan cepat kali ngomongnya, terus miss kasih hukuman aja kalau ada yang gamau ikutin miss

Student 2: Saran saya kalau untuk debatnya ya miss kasih topik tentang debat nya yang lagi viral gitu miss jadi makin seru kami bahasnya hehe

Student 3: kalau saran saya sih untuk debatnya miss tiap masuk orangnya gantiang miss jangan itu itu aja jd semua bisa debat gitu miss

## INTERVIEW SCRIPT WITH STUDENTS
### (CYCLE II)

Date    : 24<sup>th</sup> october 2019

Class   : X IPA

1. The Researcher :Bagaimana menurut kamu mengenai kegiatan pembelajaran hari ini?

Student 1: Sangat seru miss karena kami langsung udah mulai terbiasa dan kami juga tadi malam udah baca baca miss

Student 2: hari ini sangat seruu. Kami semua aktif bicara kan miss terus ya bahasa inggris kami dah lumayan miss karena kami dah bawak kamus masing hehe

Student 3: seru sih miss sampek kelas kita ribut kali jadinya karena mempertahankan pendapat, terus pun miss kalau debat yang semalam kan kita belum belajar gimana menolak pendapat nah jd didebat ini kan udah belajar jadi lebih bagus lagi miss

2. The Researcher: Selama kegiatan tadi, apakah ada kesulitan yang kamu alami? Dan apa kesulitan tersebut?

Student 1: Tidak ada sih miss karena kami udah persiapkan dari rumah, jadi gak gerogi lagi miss

Student 2: Gak ada sih miss

Student 3: Gak ada sama sekali miss kelompok kami kompak semua tadi

3. The Researcher: Menurut kamu, apakah kegiatan tadi mampu meningkatkan kemampuan kamu dalam berbicara bahasa Inggris?

Student 1: iya miss..kami bisa saling megemukakan pendapat dan aktif untuk menyampaikan pendapat tersebut.

Student 2:  Iya mampu miss. Saya yang semula tidak bisa karena malu-malu buat ngomong dalam bahasa Inggris, sekarang jadi ketagihan buat ngomong.

Student 3: Seruu miss..saya suka sama pembelajaran hari ini jadi nambah pengetahuan kita kan miss

4. The Researcher: Apakah aktivitas yang dilakukan hari ini mampu memotivasi kamu untuk belajar speaking?

Student 1: Sangat memotivasi miss, khususnya saya. Saya jadi suka pelajaran bahasa Inggris dan mencari kosa kata nya. Terus saya praktekkin cara ngomong nya

Student 2: iya miss kemarin sebelum miss ngajar, kalau disuruh kedepan kelas saya sering malu miss. Apalagi kalau ngomong bahasa inggris tapi, sekarang kegiatan yang miss kasih memotivasi saya untuk terus ngomong bahasa Inggris. Menghafal vocabulary dan belajar ngucapinnya

Student 3: Saya suka cara miss mengajar. Apalagi kegiatan debat tadi keren miss, dah kayak debat presiden hahah . Saya jadi ingin belajar terus supaya bisa mengasah kelancaran saya dalam berbicara bahasa Inggris.

5. The Researcher: Bagaimana kesan kamu terhadap proses pembelajaran bahasa Inggris yang dilakukan tadi?

Student 1: sangat seru dan keren miss..

Student 2: ya enak miss kita belajar tapi langsung praktek gitu jadi gak kaku miss

Student 3: Kesannya itulah miss kegiatan tadi penuh dengan perdebatan yang sangat seru antara kelompok miss.

6. The Researcher: Apa saran yang ingin kamu berikan untuk proses pembelajaran speaking berikutnya?

Student 1: Pesan saya, semoga kegiatan belajar yang miss berikan tadi bisa diajarkan juga sama guru kami.

Student 2: Pesan untuk pembelajaran tadi, semoga nanti kami makin lancar ngomongnya miss.

Student 3: saran saya untuk debate tadi udah bagus miss cuman waktunya kurang lama.

## DIARY NOTES

### First Meeting (Sunday, 12 october 2019)

At the first meeting, I entered the classroom, with said salam, greeting students by asking their situation and introducing myself to the students. After introducing myself, and conveying my goals, after that I invite students to ask me something. They were very enthusiastic about asking me questions from important to unimportant questions while joking and I tried to answer their questions while joking to be close to them. After that I attend students while asking a few questions so that I recognize them. After that, I gave them an initial test of their opinions about smoking. They answered by talking about 2 minutes and I recorded it on my smartphone. After that I closed the class by saying salam and leaving the classroom.

### Second meeting (Monday, 14 october 2019)

At the second meeting I entered to class and said salam to them. After that I gave them brainstorming that were some questions about the topics covered in class. At that time I explained to them the expression of asking and giving opinions. The students were very happy when I asked them examples of asking and giving opinions. After that, I divided them into groups and the situation was very noisy because they changed their position. then I gave the task to ask the opinions of their friends. after that I told them that for the next day I would hold a debate so they would prepare everything they wanted to say such as facts about the topic to be debated. after that I closed the class by saying salam and leaving the classroom.

### Third meeting (Thursday, 16 october 2019)

At the third meeting I entered to class and said salam to them. I asked several random students to come forward and divide them into two groups namely pro groups and contra groups. After that I explained the rules in the debate and then started. first, each of the group members express their opinions. then each gives a rebuttal to the opposing group. after finishing the debate I gave post test one that is asking for their opinions on globalization within 1 minute which I recorded via smartphone. After finishing, I closed the activity today and said salam and then left the classroom.

### Fourth meeting (Monday, 21 october 2019)

at the fourth meeting, my goal was to make learning better than before. As usual, I entered the class and greeted them. I tried to remind them of yesterday's lesson by asking them to give an example of an expression of asking or giving an opinion. After that I give an

explanation about agreeing and disagreeing, I give examples of how expressions agree with the opinions of others and how expressions do not approve the opinions of others. After that I asked them to practice it with their friends. they are very enthusiastic. then I told them that in the next meeting there would be more debate so I asked them to prepare it. While building their confidence so they dare to go forward and speak in front by motivating them to be even better in the next debate. After that I closed today's lesson by saying salam and leaving the classroom.

**Fifth meeting (Thursday, 24 october 2019)**

At the fifth meeting, I entered the class by saying salam and greeting by asking how they were doing. Then ask a few students to come forward and divide the group. I am happy because they are enthusiastic to go forward with their own desires not like the previous debate that I had to choose randomly because at first they did not have the courage to go forward. After they divided their groups into pros and cons, I reminded them about the rules in the debate like yesterday. While they were debating I noticed that there was an increase in their arguing more calmly and disagreeing with opinions better than the previous debate. And at the end of the debate I gave a little reinforcement about each of their opinions. After that I gave the second post test, which was asking them to express their opinions about the internet, then I recorded it via a smartphone. When I finished, I thank you to them, then closed the day's activities by saying salam and then leaving the classroom.

**APPENDIX XXIV**

**DOCUMENTATION**

# BIOGRAPHY

The writer's name is Zuaida Fitriani. She was born on December 23th 1997 in Medan. She is 21 years old. She is Indonesian and a Muslim. People around her usually call her Zuaida. She is the youngest daughter of Sutrisno and Ainul Yusro Rambe.

Her formal education started from 2002-2008 in primary school, SDS Bina Karya, Sunggal, North Sumatera. Then from 2008-2011 she continued her education in MTs Amaliyah Sunggal, And the she finishid her Senior High School in MAS Amaliyah Sunggal, from 2011-2015, she graduated from English Education Department of State Islamic University of North Sumatera.