

**STUDENTS' PERCEPTION ON THE USE OF MINI DEBATE
METHOD IN SPEAKING AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR**

*(A Descriptive Research of Students at English Department Year 2015
at Muhammadiyah University of Makassar)*



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

AGUSTINA
1053555713

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **Agustina**, NIM 10535 5557 13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 018 Tahun 1439 H/ 2018 M, Sebagai salah satu syarat guna memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal 12 Februari 2018

15 Februari 2018 M
Makassar, 29 Jumadil Awal 1439 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M.
Ketua : Erwin Akib, M.Pd., Ph.D.
Sekretaris : Dr. Khacruddin, S.Pd., M.Pd.
Penguji :
1. Dr. Syamsiarna Nappu, M.Pd.
2. Nuning Anugrawati, S.Pd., M.Pd.
3. Andi Asri Juniaty, S.Pd., M.Pd.
4. Dr. Abd. Muin, M.Hum

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NPM. 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : Students' Perception on the Use of Mini-Debate in Speaking at Muhammadiyah University of Makassar

Name : AGUSTINA

Reg. Number : 10535 5557 13

Programmer : English Education Department Strain 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2018

Approved by:

Consultant I

Consultant II

St. Asriah AM., S.Pd., M.Hum.

Andi Asri Jumisy, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Umni Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Agustina
NIM : 10535 555713
Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Students' Preception on the Use Mini Debate Method In Speaking** (*A Descriptivresearch Of Students at English Department Yea Muhammadiyah University of Makassar*)

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Oktober 2017

Yang membuat pernyataan

Agustina



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Agustina
NIM : 10535 555713
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Oktober 2017
Yang Membuat Perjanjian

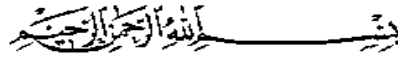
Agustina

MOTTO

WHERE THERE IS A WILL THERE IS A WAY

TO GIVE IS BETTER THAT RECEIVE

ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, Who has given His guidance, blessing, and mercy to her in completing this thesis. Salam and Shalawat are addressed to the last prophet Muhammad SAW

The researcher expresses her sincerely deepest gratitude to her parents Tangga Daeng Ngalle And Basse Daeng Memang who always pray, motivate and sacrifice everything for her success. Further, the researcher express her gratitude for all of her brothers and sisters; Sukaena S.kep. Ners.,and Andi asri Alle S.Pd. for their support in her education.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, she would like to acknowledge them:

1. Dr. H. Abd. Rahman Rahim, SE., MM, Rector of Muhammadiyah University of Makassar for his advices during her study at the university
2. Erwin Akib, M.Pd., Ph. D, Dean of Teacher Training and Education Faculty for all advices and motivation
3. Department muhammadiyah university of makassa.

4. St asriati S.Pd.,M.Hum, and the first consultant for the valuable suggestion, motivation, support and guidance in writing this thesis
5. Andi Asri Jumiaty, S.Pd., M.Pd, the second consultant for all of the invaluable knowledge, professional expertise, and motivation along the researcher finished this thesis.
6. CRINEXT English Department 2013 for sweet memories and unforgettable moment during her study in the university
7. All of lecturer and staff of English Education Department who cannot be named one by one for all of the suggestions and advices
8. These awesome girls: Sucitra, Musdalifah and Nurul Magfirah for the great cooperation, support, and sharing in studying and writing this thesis
9. Posko SMPN 17 Marusu squad for all of the sweet and unforgettable moment in P2K
10. For all who gave valuable suggestion, guidance, assistance, and advice in completing this thesis

Makassar, Oktober 2017
Researcher

Agustina

ABSTRACT

AGUSTINA.2017. Students' Preception on the Uses of Mini Debatye Method In Speakingat Muhammadiyah University Of Makassar. (*A Descriptive Research of Students at English Department Year 2017 at Muhammadiyah University of Makassar*) supervised by **St Asriati and Andi Asri jumiaty.**

This study aimed to find out the effect of mini debate toward students preception on the uses of mini debate method in speaking of English department. The data was collected from the fifth semester students of English department who learned mini debate subject.

This study used descriptive qualitative research design. Random sampling technique was used to determine the sample of the research; furthermore the researcher only took one class as the sample. The instrument used was questionnaire. The questionnaire was distributed to 40 students. Based on the questionnaire, the researcher took some students to know their perception about the strategy in speaking. Based on the findings, it showed that students agree mini debate has a positive impact on speech development which can be an effective way of providing an assessment of their performance in the classroom in exercising debate

Students preception on the use of mini debate methodin speaking ability have got positive impact, give motivation to the students and after learn debate subject.

Key Words: Students Preception, Mini Debate, Students Speaking.

LIST OF CONTENTS

COVER	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERNYATAAN	iv
SURAT PERJANJIAN	v
ABSTRACT	vi
ACKNOWLEDGEMENT	viii
LIST OF CONTENTS	x
LIST OF TABLE	xii
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv
CHAPTER: I INTRODUCTION	
A. Background	1
B. Problem Statements.....	4
C. Objective of the Research	4
D. Signicance of the Research	4
E. Scope of the Research	5
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	7
1. Concept of Preception	7
2. Visual Preception	9

3. Indicator of Preception.....	10
4. Chages of Preception.....	10
C. Difinition of Speaking.....	11
D. Axiety	18
E. Mini Debate	19
F. Conceptual Framework	24

CHAPTER III: RESEARCH METHOD

A. Research Design.....	25
B. Research Variables.....	25
C. Population and Sample.....	25
D. Research Instrument.....	26
E. Data Collection.....	27
F. Data Analysis	27

CHAPTER IV: FINDINGS AND DISCUSSIONS

A. Findings	29
B. Discussions.....	34

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions	38
B. Suggestions	39

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

TABLE 3.1	25
TABLE 3.2	28
TABLE 4.1	29
TABLE 4.2	30
TABLE 4.3	30
TABLE 4.4	31
TABLE 4.5	31
TABLE 4.6	32
TABLE 4.7	32
TABLE 4.8	33
TABLE 4.9	33
TABLE 4.10	34

LIST OF FIGURE

FIGURE 2.1 24

LIST OF APPENDICES

APPENDIX A Questionnaire

APPENDIX B Data Analysis for Questionnaire

APPENDIX C Documentation

APPENDIX D Letters

CHAPTER I

INTRODUCTION

A. Background

Language is a system for the expression of meaning. Its primary function for interaction and language is use by human in order to know and understand each other. As we know the good created human in different condition and character, so they need to interact among people.

According to Brown 2010 language bring together experts on human language and the brain to present the first critical overview of the cognitive neuroscience of language one the posttest moving most exiting areas.

On the other according to Norquist, (2017:03) language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbol. The study of language is called linguistic.

Since English has been gateway in globalization era, people are forced to have to able to use English. In Indonesian, English has been a main subject for students in the school level. From elementary until senior high school students learn English as a must in their lessons list. It give effect to them for think that its really important to learn English as a foreign language and most people all over the world use it's a mean communication social.

Speaking, as one of the basic skills in English, is important in order to use English actively. Communicative and whole language instructional approaches promote integration of listening, speaking, reading, and writing in ways that reflect natural language ¹ opportunities for speaking and listening require structure and planning to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves. In a conclusion, without speaking can be said that, communication cannot be done optimally.

Speaking is an interactive process of constructing meaning that involves producing and receiving and the process of information. Khoiriyah, (2011:3). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language or sociolinguistic competence finally, speaking has its own structures, and conventions different from written language.

Another definition is given by Hornby (1975: 1289), speaking is making use of words in an ordinary voice, uttering, words, knowing and being able to use a language: expressing oneself in words: making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual

communication. By speaking with others, we are able to know what kinds of situation are in the world.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, in speaking. This problem also appears to the students of Muhammadiyah University of Makassar.

We should place great emphasis on speaking rather than other components as the main priority in the early stages of language learning. But the fact in the four skills, speaking is usually the poorest for the students in learning English at senior high school.

Mini-Debate is a strategy to help the students work together to build an argument base on logic and evidence and is this allow student to practice classis debate skills (presenting your own argument and questioning your opponents' argument) without the stress and time required for a full class debate. Students work in pairs, and argue with one other, rather than standing up pront of large audience. The argument are presented quickly and simply, so they activity does take much time.

Based on the explanation above, the researcher thought that it was important to find the students' perception on the use of mini debate methodinspeaking. Students perception was needed to know in the basis that the students as the object of the learning process. After analyzing the

students' perceptions, the appropriate adjustment can be made to the success of the public speaking subject as the suggestion to the teacher and further information which will help us in the development of English Education Department of Muhammadiyah University of Makassar

According with the explanation above, the reseacher is eager to hold a researcher under the title "*Students' Preception On The Useof Mini Debate Method In Speaking At MuhammadiyahUniversity Of Makassar*"

B. Problem of the Research

Based on the background and problem,the researcher would like to formulatethe researcher question as follow "What is the students' preception on the uese mini debate method in speaking in muhammadiyah university of makassar"?

C. Objective of the Research

Based on the research question, the objective of the researcher is follow To find out students' preception on the uese mini debate method in speaking?

D. Significance of The Research

Based on the objective of the research, it is expected to be meaningful for some stakeholders;

1. Significance for the Students

This research is expected to give opportunity to students in giving their perception toward the implementation of speaking class as a kind of evaluation in their mini debate method , in terms of how significance the can

correct or support their performance or how this speaking class can be beneficial in improving their critical thinking or even their speaking or writing skill in providing and also by this research the students can give their comment and suggestion toward the strategy of lecturers in implementing this strategy

2. Significance for the Lecturer/Teacher

This research is expected to give information which providing student's perception toward preception as a strategy in the learning and teaching process in mini debate method or others subject that apply classroom debate. The different perception from students may reflect on the implementation process of receiving and during the process of learning. The diverse students' response may be beneficial for improvement of classroom instruction and classroom activities and hopefully, teacher could be also more aware to the students' and can minimize the problem which might arise during implementing mini debate method as stratgy in speaking.

3. Significance for the next researcher

This research can be a refference for the the next researcher in term of the students preception and in conducting a further related research.

E. Scope of the Research

This research restricted in subject learned, the research took a place in speaking class and it restricted only to find the students' perception on the use of mini debate method in speaking class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related research findings

In this research, there are several previous related researches to prove the originality of this research, as follows:

Lee (2009) *Six Korean Students Oral Participation in Class Discussion in US graduate seminars* reported fear of public speaking might be the result of the culture of learning. He reveals that graduated students having passive personalities as a result of a Korean Learning culture that privileges silence and passivity. Difficulties reported were the inability to contact the professor's eyes and their classmates' reactions, which caused them to panic and forget their material

Ginusti, (2014). In his thesis "The objective of this research Improving the speaking skills of grade VIII students' of SMP negeri 2 godean through pictures. This researcher was classified as an action research. It was conducted in two cycle, which was held for four meetings in the firstly two meeting in the second cycle. The subjective of this research were 32 students of class VIII C Of SMP Negeri 2 Godean. The result of the research showed that implementation pictures in the teaching and learning process of speaking was believed to be effective to improve students' speaking skills.

Sara Hagi.(2014:21).in her study the purpose of the present study was two examine the effect of instructing critical through debate on male and female EFL learners' reading comprehension. Also, their perception of critical thinking (CT) instruction was investigated. In additi 6 t revealed that there was no Significant difference between male and female EFL learners' perception of CT instruction. In was concluded that instructing CT skills through debate resulted in a better understanding of the reading text.

All of the previous researches above were different with this research. The factor that differentiates this research and previous research were; firstly, the scope of the researchLee (2009) *Six Korean Students Oral Participation in Class Discussion in US graduate seminars..* Secondly, the subject learned.“The objective of this research Improving the speaking skills of grade VIII students' of SMP negeri 2 godean through pictures. The researcher may concluded that this research was completing the existing research about fear and anxiety in foreign language class however this research concerned in public speaking class context. This research provided the impact of fear and anxiety in public speaking class based on the students' perspectives.

B. Some Pertinent Ideas

1. Concept of Perception

a. Definition of Perception

Barry (1998;48) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of

perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003;12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch

In the science of psychology, there are terms of processing the information from the observation, one of which is the perception. Perception is psychological functions that start from the sensation, but continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning (Shaleh in Mulawangsa, 2015)

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

b. Visual Perception Theory

In order to receive information from the environment we are equipped with sense organs e.g., eye, ear, and nose. Each sense organ is a part of sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologist is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences.

A major theoretical issue on which psychologist are divided is the extent to which perceptions relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself (Mc. Leoad: 2007). Grocery in Darmuh (2016) stated that perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he argued, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive.

c. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

1) Acceptance / Reabsorbtion

The process of acceptance or reabsorbtion is indicator of perception in psychology stage; it is about the function of the five senses in grasping external stimulus

2) Understanding / Evaluation

The external stimuli that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person environment.

d. Changes of Perception

Perception is not something static, but can change .The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaption and habituation that will be occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The purpose of perception has shifted meaning. Marr in Darmuh (2016) believed that the purpose of perception is to define information

from outside world. Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival.

C. Definition of Speaking

Speaking is the process whereby people communicate their ideas, thoughts, and our feelings through the other from language, (Nunan, 2005:226). Speaking speaking also sound practice, particularly in the early stage of learning language, it gives priority to development of automatic speech habit. It means that speaking is a process how learners conduct their ideas using language as result of learning development.

Beside that, speaking is oral language proficiency and complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purposes involves different skills. According to Arsjad and Mukti U.S (1991 : 17) the ability to speak is the ability to pronounce the sounds of articulation or words to express, declare, express thoughts, ideas and feelings. The ability to speak is the ability to pronounce the sounds of articulation or words to express, declare, express thoughts,ideaand feeling. Based on competence based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint Contraction of Text stage. In carrying out speaking.Student face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a

lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful in the nature of communication. We can find the speaker the listener. The message and the feedback. Speaking could not be separated from pronunciation as it encourages learned to learn the English sounds. According to harmer (1991 : 23) speaking is described as the activity as the ability to express oneself in the situation, of the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Talking is a way to communicate that affect our daily lives “. It means that speaking as the way of communication influences our individual life strongly..

Based on the expert opinions above, we can conclude that speaking is important for the students who learn a language. It is the way to express the feeling through words, even conversations with others. The most to people communication is done by using spoken language. It means that students have to speak in other to express their aim, feeling, and ideas to the others Therefore, it can be said that without speaking, a language can't be learned optimally and than that speaking is what we say to what we see, feel and think. When we feel something. We want someone can hear us. So, in this process we can call it is an interaction between two sides. When someone

speaks to other person, there will be a relationship. The relationship it self is communication.

1. The Elements of Speaking

There are many difficulties that is encounter by the students in speaking if they want to be a good speaker. In order to be a good speaker, They have to mastered some elements of speaking. Rubiati ,(2010: 8) defined that there are four elements of speaking that have to be mastered by the students if they want to be a good speaker. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

a. Connected speech

In connected speech, sound are modified,omitted, added, or weakened. Effective speakers of English need to be able only to produce the individual phonemes of English, but also able to use connected speech fluently. By this reason that we should involve our students in activities designed specifically to improve their connected speech.

b. Expressive devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to bet fullyeffective communicators. Native of English change the pitch and stress of particular parts of utterances, very volume and speed , and show

by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning.

c. Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting , agreeing and disagreeing.

d. Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when are listening to someone else talk.

In conclusion, speaking is not focus on remembering amount of vocabularies and mastering the grammatical structures, but also we have to master all elements of speaking above. If we have mastered those elements, all information that what we deliver will be acceptable by all communicants.

2. Types of Speaking

Brown (2004:141) defined that basically, there are five types of speaking, they are :

a. Imitative

It is the ability to simply parrot (imitate) a word or phrase of possibly a sentence.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, juncture). Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, etc.

c. Responsive

It includes interaction and text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participant.

e. Extensive (monologue)

It includes speeches, oral presentations, and story-telling. Language style is frequently more deliberative.

According to the types of speaking above, this research belong to the responsive speaking in which the researcher interview the students by using

two or more questions. The researcher asked the students give their opinion about UN.

3. The Importance of Speaking

Speaking is very important skill that have to be mastered by the students in English, because by mastering speaking skill they can carry out conversation with others, express their ideas, and exchange the information. As stated "the success is measured in terms of the ability to carry out conversation in language speaking involves producing, receiving, and processing information". Learning and speaking English is an important step in process in the real world, because it help someone obtain better job stated " opens the door for employment, interaction, and education. Speaking can be the first step to clear, effective communication"

According to the statement above, can be conclude that speaking is very important for the students who learns a language. Spoken language is used mostly in the communication. It mean that they have to speak in other to express their aims. Therefore, it can be said that without speaking, communication cannot be done optimally.

4. The Factors of Speaking

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production test until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like

writing, speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. According to Haris, (1969:11) there are five component that are generally recognized in analyses of the speech process:

1. Pronunciation including the segmental features vowels and consonants and the stress and intonation patterns.
2. Grammar is the rules about how words change their form and combine with other words to make sentences.
3. Vocabulary is all the words which exist in a particular language or subject.
4. Fluency is the ease and speed of the flow of speech.
5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

The five factors of speaking skill above have important role in speaking. A good speaker has to thismaster all the factors, in other to produce good speech.

D. Anxiety

Boonkitin Yaikhong and Usaha (2012) in his study reveals that in the Thai context undergraduate students are not able to speak English with confidence to communicate, especially in real situations with international speakers because they are anxious about making errors. For anxiety regarding English speaking, Udomkitin Yaikhong and Usaha (2012) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity

for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Kitano's in Al Nouh:2015 finds that student's anxiety levels were positively correlated with their fear of negative evaluation.

Anxiety is a negative way to present human feeling (Ansari;2015). When we are anxious we feel nervous the things that will be delivered will not be accepted well. Patricia (2009) in her study have noticed that when most foreign language students have to interact in front of the class, they feel extremely anxious, can become highly stressed and almost sick because it is very difficult for them to control their nerves; this fact undoubtedly affects their oral performance and the outcomes are very often catastrophic. It was very important to be solve because as the college students have to socialize work projects, research proposals, oral reports, or even during any other public speaking circumstances; all the more reason, since they have to communicate ideas in the foreign language they are acquiring. Anxiety can impact on oral presentation performance and how that performance is evaluated. The key factor is that social anxiety, and public speaking anxiety, is defined by a fear of negative evaluation which, in educational contexts, is a real and measurable consequence that forms part of the assessment process. There are some evidence that students who suffer from high levels of social anxiety may use more

passive coping skills and that some students report poor grades for tutorial participation and avoiding units where oral presentations are required.

According to Devito (1986) anxiety can be understood into two perspectives, namely:

1. Cognitive perspective, anxiety (communication apprehension) is a fear of engaging in communication transaction. In this perspective, someone tends to build their negative feeling and predict negative outcome when they are speaking exactly in front of the public
2. Behavioral perspective, anxiety (communication apprehension) is a decrease in the frequency, the strength, and likelihood in engaging communication transaction. In this perspective, someone tends to avoid the situation when they have to speak or actively engage to the communication transaction. This perspective includes state fright, speech anxiety, and performance stress.

E. Mini-Debate

According to Taylor (2012) The Mini-Debates section is full of readings based on controversial topics from the news. Some of these topics continue to be in the news, and others are based on single events from history. Our goal is to include topics that will inspire teens and adults to express their opinions. Being able to express your opinion in a non-native language is a difficult but important skill. When using the Mini-Debates in class, do not feel you have to cover all of the suggested activities. Some teachers just use the readings, or even only the

debate topics. It is useful to pre-teach some expressions that can be used when having a debate.

There are millions of high school students who have never debated and will never debate because current formal debate rules and procedures require a major commitment of time and expertise by teachers, students, and judges. The inherent value of the research, critical thinking and presentation skills found in debate activities are then lost as a learning opportunity for all these students. By simplifying the rules and judging, and decreasing the time needed for the activity, teachers will be motivated to create these engaging “mini-debates” which provide the excitement and develop the essential skills that students will use in higher education, careers, and decision making in life and citizenship.

Mini-debates do not require the extensive time and preparation of formal debates. So, they are easier for students and teachers to create, but still get the key learning advantages. Mini-debates also require collaborative processes that are used in successful business every day. They help students to develop information literacy, deep reading, organization, critical thinking, problem solving, persuasive writing, and presentation skills. These are the 21st Century skills that you’ll need to be successful in higher education, careers, and in life. Many of these skills are included in state testing and the new SAT.

According to ESLibrary.com (2012) Student steps in the mini-debate process or mini debate format is :

1. Pre-reading warm-up question

Before exploring the reading, find out if your class is interested in this topic. How much do they already know? You can ask the four–five questions orally, or put students in small groups to discuss. Though some questions are provided, you may want to add some more of your own.

2. Reading

Each Mini-Debate lesson includes a vocabulary matching task. Some teachers prefer to assign this task as a pair activity after the reading. Some prefer to do it as an individual, pair, or class exercise before the reading. You can decide whether or not to allow your students to use their dictionaries for this activity. Be sure to practice the pronunciation and spelling of the highlighted vocabulary throughout the week.

3. Vocabulary Review

Each Mini-Debate lesson includes two vocabulary review activities. Example activities include fill in the blanks, matching, true/false, synonym/antonym.

4. Discussion

Before having a class debate, students have a chance to discuss the topic with a partner or in small groups. This will give your students a chance to play with the new vocabulary and develop strong opinions. Listening to the opinions of others will help your students in the debate section, especially if they are forced to debate from a perspective that they do not agree with. You can set them up in small groups, have rotating pairs, or even schedule a chat about this topic with

students from another class or country. If your students have a blog or journal, these questions can also be writing prompts.

5. Debate

Review some useful expressions that can be used in debates before holding a class debate on each topic. There are two debate topics provided in each lesson. If you only have time for one, allow your students to choose which topic they want to debate. Hold a vote, or get someone to pick a number from one–two. The other topic can be used for essay practice, a blog topic, or a quiz. Decide how you want to divide the class. For large classes, you may want to have more than one debate going on at a time. Decide whether or not your students can choose which side of the debate (for/against, agree/disagree) they are on. If you are assigning your students a position, decide how you want to do this (see chart above for ideas). You can also assign a few students to be the judges or audience. After an informal debate, you can hold the debate again on another day. Give your students time to practice stating opinions and forming rebuttals. They can deliberate and vote on who won the debate and why.

Mini-Debate sequence activities are following :

a. Round 1

Team A Speaker 1 – 3-minute limit (make logical points for your side of the issue).

Team B Speaker 1 – 3-minute limit (your opponent makes opposing points) Each side makes notes to prepare questions for the first Crossfire

Timeout – 1 minute (Create the questions for the Crossfire)

Crossfire (between A1 & B1) – 2-minute limit (use the questions you created from the Timeout

b. Round 2 (Repeat the instructions for Round 1)

Team A Speaker 2 – 3-minute limit

Team B Speaker 2 – 3-minute limit.

Timeout – 1 minute Crossfire (between A2 & B2) 2-minute limit.

c. Round 3

Timeout – 2 minutes (you and your partner should decide only the most important points to present).

A1 summary -- 1 minute limit

B1 summary -- 1 minute limit Grand

Crossfire (all speakers) -- 3 minute limit

d. Round 4

Timeout – 2 minutes (you and your partner should decide on the most important point for your side and any glaring weakness in your opponents' arguments).

A2 Last Shot -- 1 minute limit

B2 Last Shot -- 1 minute limit

1. Evaluating

There will be both a teacher and a student evaluation of each minidebate. The teacher evaluation includes all the student work involved in the mini-debate including the research, organization, and presentation. Your teacher will share the criteria for this evaluation with you prior to the mini-debate assignment.

F. Conceptual Framework

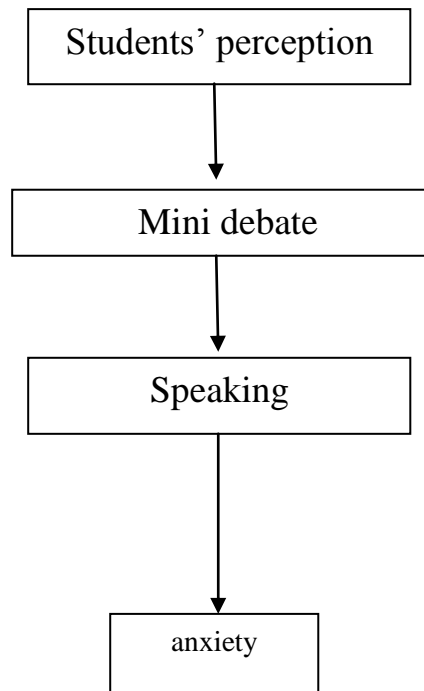


Figure 2.1 Conceptual Framework

The conceptual framework showed the situation of speaking which conducted by the lecturer in used mini debate method caused students' perception. In the speaking class, students faced some psychological problems which affected their performance in debating.

CHAPTER III

RESEARCH METHODOLOGY

A. Reserch Method

The method used in this research was a descriptive qualitative method. It meant the researcher described all phenomena that arose from the object of the research factually. It was along with the objective of this research which was to find out the perception students' of mini debate in speaking.

B. Research Variable

The variable of the research was the students' perception on the use mini debate method speaking class

C. Population and Sample

1. Population

Population of this research was the fifth semester students of English Department Muhammadiyah University of Makassar in academic Year 2017/2018. The number of population were 367 students from the ten classes.

Table 3.1

Class	Student
BG.5A	38
BG.5B	32
BG.5C	36
BG.5D	39
BG.5E	40
BG.5F	40
BG.5G	38

BG.5H	35
BG.5I	39
BG.5J	30
Total Population	367

Table.31. This total poolation of students of English Department at Muhammadiyah University Of Makassar.

2. Sample

The sample of this research used random sampling technique of ten classes, and this research, the researcher only took one class as the sample. It was conducted at fifth grade at namely class V.F english department consist of 40 students

D. Research Instrument

1. Questionnaire

Questionnaires were given to the respondent to gather the data in this research. Questionnaire is a written instrument consisting of question to be answered or statements to be responded by respondents. It used to gather information about fact or about opinion or attitude. Some researcher use a separate instrument to gather information or opinion or attitude using attitude scales, some other use questionnaire to gather both information about fact as well as about opinion or attitude (Best, JW, Khan, J.V in Latief 2012:193). Questionnaire allowed the respondent to write either positive or negative responses based on the type of the question.

E. Data Collection Techniqu

In collecting the data, the researcher presented some procedures as below:

Data collection procedures in a questionnaire:

1. The researcher gave explanation to the students about the purpose of the questionnaire and how to answer the questionnaire
- 2 The researcher informed the objective of the questionnaire and distributed it to the participant
- 3 The participants of the research answered the questionnaire in the answer sheet and the students had 30 minutes to answer the questionnaire

F. Data Analysis

To analyze the data, the researcher applied the technique as follows:

1. Questionnaire

The most common attitude scale was Likert Method, or Likert-type scale. Several statements expressed favorableness or unfavorableness to a particular point of view were prepared with usually 5 provided alternatives; strongly agree, agree, undecided or no opinion, disagree, to strongly disagree. Each response was associates with point value of individual. Score determined by summed the point value of each statement. The researcher applied Likert Scale to measured some different things such as attitude, opinion, and

perception from someone or group toward the social phenomena in a research..

Table 3.2

Positive Attitude Statement Score		Negative Attitude Statement Score	
1	Strongly Agree	5	
2	Agree	4	
3	Undecided	3	
4	Disagree	2	
5	Strongly Disagree	1	

(Yahikong and Usaha;2012)

Adjusted students' level of fear and anxiety by adopted following scoring interval cited in PSCAS (Public Speaking Anxiety Scale) by Yaikhong and Usaha (2012) :The data is this research analyze by using the prosedures as follows:

1. Classifying the student percentage students preception.
2. Calculating the percentage of questionairreby using formula as follows:

$$P = \frac{F}{n} \times 100$$

Notation : P : Rate Percentage

F : Frequency of the score

n : The total number of students

(Sudjana, 2010 in Supriadi, 2015:28)

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the results of the study are presented. The chapter is divided into two main sections. The first section presents the findings of the research, and the second section presents the discussion of the research. The researcher showed the data obtained from the result in order to see effect made by the fifth semester students of english department in the use of mini debate. The discussion contained the description and implementation of the research findings based on the research questionnaire

A. Findings

In this findings of the research question the data described from the students' preception on the use of mini debate method in speaking. The use of mini debate method effective to improve the students in speaking english. It can be seen from the table below in which it described from percentage of questionnaire.

Table 4.1 The first statement (I never feel quite sure of myself while I am in debating in class)

No	Classification	Frequency	Percentage
1	Strongly Agree	-	-
2	Agree	25	62.5%
3	Undecided	10	25%
4	Disagree	5	12.5%
5	Strongly Disagree	-	-
	Total	40	100%

Source : data analysis of the questionnaire number 1

Based on the table above, the researcher concluded that most of the students which appeared from the description, the table above explain from the

participant that took option “Agree” was 25.(62.5)% and there were 5.(12.5)% participants that took option “Disagree”. There were 5.(12.5)% participant that took “Undecided” and there was no participant that took “Strongly Disagree”.

Table 4.2 The second statement (I start to panic when I have to debateting in front of my friends without any preparation in advance)

No	Classification	Frequency	Percentage
1	Srongly Agre	10	25%
2	Agre	3	7.5%
3	Undencided	10	25%
4	Disagree	10	25%
5	Strongly Disagree		-
Total		40	100%

Source : data analysis of the questionnaire number 2

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “Strongly Agree” was 10.(25)% and there were 3.(7.5)% participants that took option “Agree”. There were 10.(25)% participant that took “Undecided” and there was no participant that took “Strongly Disagree.

Table 4.3 The Tird statement (In speaking , I can get so nervous I forgot things I know)

No	Classification	Frequency	Percentage
1	Srongly Agre	20	50%
2	Agre	5	12.5%
3	Undencided	10	25%
4	Disagree	-	-
5	Strongly Disagree	15	37.5%
Total		40	100%

Source : data analysis of the questionnaire number 3

Based on the table above, shows the most of students “Strongly Agree” this can be provided 20.(50)% participant and 5.(12.5)% “Agree” that were

10.(25)% “Undecided” and that were 15.(37.5)% “Strongly Disagree” and there is no students disagree.

Table 4.4 The fourth statement (I feel confident while I am speaking in front of my friends In debatingclass)

No	Classification	Frequency	Percentage
1	Srongly Agree	30	75%
2	Agre	5	12.5%
3	Undecided	5	12.5%
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		40	100%

Source : data analysis of the questionnaire number 4

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “Strongly Agree” was 30.(75)% and there were 5.(12.5)% participants that took option “Agree”. There were 5.(12.5)% participant “Undecided” and there is no option disagree and strongly disagree.

Table 4.5 The fifth statement (I get nervous and confused when I am speaking English)

No	Classification	Frequency	Percentage
1	Srongly Agree	-	-
2	Agre	5	12.5%
3	Undecided	5	12.5%
4	Disagree	17	42.5%
5	Strongly Disagree	13	32.5%
Total		40	100%

Source : data analysis of the questionnaire number 5

Based on the table above, the reseacher concluded of the students options “Agree” 5(12.5)% and there were options “Undecided” 5.(12.5)% and thatr took

“Disagree” 17(42.5)% and of the most students if get nervous when speaking class that option “Strongly Disagree”.

Table 4.6 The six statement (I am afraid that other students will laugh at me while I am speak up in debate.)

No	Classification	Frequency	Percentage
1	Srongly Aggre	-	-
2	Agre	17	42.5%
3	Undencided	-	-
4	Disagree	22	55.5%
5	Strongly Disagree	1	2.5%
Total		40	100%

Source : data analysis of the questionnaire number 6

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “disagree” was 22.(55.5)% and there were 17.(42.5)% and only 1(2.5)% participants that took option “Disagree”. And there is no participant options strongly agree and undecided.

Table 4.7 The seven statement (I get nervous when my lecturer ask me to speak English in speaking which I have prepared in advance)

No	Classification	Frequency	Percentage
1	Srongly Aggre	12	30%
2	Agre	8	20%
3	Undencided	-	-
4	Disagree	20	50%
5	Strongly Disagree	-	-
Total		40	100%

Source : data analysis of the questionnaire number 7

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the

participant that took option “disagree” was 20.(5.5)% and there were 12.(30)% and there was options “Strongly Disagree”. And there is no participant options strongly agree and undecided.

Table 4.8 The eight statement (I have no fear to speak up in debate)

No	Classification	Frequency	Percentage
1	Srongly Agre	-	-
2	Agre	27	67.5%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	17	42.5%
Total		40	100%

Source : data analysis of the questionnaire number 8

Based on the table above, the reseacher concluded the participant showed by 27.(67.5)% “Agree” and there was 17(42.5)% options”Strongly Disagree” and there is no options srongly agree, disagree and undecided.

Table 4.9 The nine statement (I feel relaxed while I am speaking in front of my frend when i delivery argument)

No	Classification	Frequency	Percentage
1	Srongly Agre	-	-
2	Agre	30	75%
3	Undecided	7	17.5%
4	Disagree	1	2.5%
5	Strongly Disagree	2	5%
Total		40	100%

Source : data analysis of the questionnaire number 9

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above explain from the participant that took option “Agree” was 30.(75)% and there were 7(17.5)% participants that took option “Undecided”. There were 2.(5)% participant that

took “Strongly Disagree” that only 1(2.5)%disagree and there is no participant that took “Strongly Agree.

Table 4.10 The ten statement (I face the prospect of speaking English in debate with confident when i am delivery my argument)

No	Classification	Frequency	Percentage
1	Srongly Aggre	10	25%
2	Agre	15	37.5%
3	Undencided	-	-
4	Disagree	15	37.5%
5	Strongly Disagree	-	-
Total		40	100%

Source : data analysis of the questionnaire number 10

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “Strongly Agree” was 10.(25)% and there were 15(37.5)% participants that took option “Agree”. There were 15.(37.5)% participant that took “Disagree” and there is no participant that took “Strongly disagree.

Based on the data analysis about the students preception on the useds mini debate method in speaking above the result showed that percentage got positif preseption based on the result of questionnnaire. It was suported by data analysis of all the questionnaire.

B. Discussion

In this part, the reseacher present the discussion of the result of the data analysis. Those are the discussion on the data analysis based on the questionnare. The first statement is *I never feel quite sure of myself while I am in debating in class* the reseacher concluded that most of the students which appeared from the

description, the table above explain from the participant that took option “Agree” was 25.(62.5)% and there were 5.(12.5)% participants that took option “Disagree”. There were 5.(12.5)% participant that took “Undecided” and there was no participant that took “Strongly Disagree”. And the second statement is *I start to panic when I have to debating in front of my friends without any preparation in advance* concluded that most of the students which appeared from the description, the table above explain from the participant that took option “Strongly Agree” was 10.(25)% and there were 3.(7.5)% participants that took option “Agree”. There were 10.(25)% participant that took “Undecided” and there was no participant that took “Strongly Disagree. The third statement is *In speaking , I can get so nervous I forgot things I know* shows the most of students “Strongly Agree” this can be provided 20.(50)% participant and 5.(12.5)% “Agree” that were 10.(25)% “Undecided” and that were 15.(37.5)% “Strongly Disagree” and there is no students disagree. The fourth statement is *I feel confident while I am speaking in front of my friends In debating class*. Based on the table above, the researcher concluded that most of the students which appeared from the description, the table above explain from the participant that took option “Strongly Agree” was 30.(75)% and there were 5.(12.5)% participants that took option “Agree”. There were 5.(12.5)% participant “Undecided” and there is no option disagree and strongly disagree. The fifth statement is *I am afraid that other students will laugh at me while I am speak up in debate*. Based on the table above, the researcher concluded of the students options “Agree” 5(12.5)% and there were options “Undecided” 5.(12.5)% and that took “Diagree” 17(42.5)%

and of the most students if get nervous when speaking class that option “Strongly Disagree”.

Based on the table above, the researcher concluded of the students options “Agree” 5(12.5)% and there were options “Undecided” 5.(12.5)% and thatr took “Diagree” 17(42.5)% and of the most students if get nervous when speaking class that option “Strongly Disagree”.

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “disagree” was 22.(55.5)% and there were 17.(42.5)% and only 1(2.5)% participants that took option “Disagree”. And there is no participant options strongly agree and undecided.

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “disagree” was 20.(5.5)% and there were 12.(30)% and there was options “Strongly Disagree”. And there is no participant options strongly agree and undecided.

Based on the table above, the researcher concluded the participant showed by 27.(67.5)% “Agree” and there was 17(42.5)% options”Strongly Disagree” and there is no options srongly agree, disagree and undecided.

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “Agree” was 30.(75)% and there were 7(17.5)% participants that took option “Undecided”. There were 2.(5)% participant that

took “Strongly Disagree” that only 1(2.5)%disagree and there is no participant that took “Strongly Agree.

Based on the table above, the reseacher concluded that most of the students which appeared from the description, the table above expalin from the participant that took option “Strongly Agree” was 10.(25)% and there were 15(37.5)% participants that took option “Agree”. There were 15.(37.5)% participant that took “Disagree” and there is no participant that took “Strongly disagree.

From the several statement above, the reseacher concluded that the fifth semester english department in muhammadiyah unuversity have a good skills in speaking being taught through mini debate as method in speking class, The students were recognized that speaking subject is an interesting subject that can help them to build up their self confidence, the lecturer gave those tips and tricks how to face the audiences, and introduced them any other form of public speaking such as debate, speech and MC through presentation in the class or simulations.Fujishin in Ibrahim (2009) reveals thatspeaking scholar agree that practice and well preparation are essential in reducing speech and developing speaking .

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that:

1. The respondents of this study gave their positive perception on the uses mini debate method in speaking. The positive judgement from the respondents comes not only from the students' statement agreement and the aspects in the subsidiary research question.
more motivated to prepare their presentation before practicing.
2. Nevertheless, students' perception on teacher strategy in speaking , students still need their lecturer during the process. Lecturer was needed by the students in order to give the instruction before the implementation and to control the process in speaking class.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggestes as follows:

1. The lecturers need to decrease problem appears in implementing this strategy in order to improve its benefits to improve students' language ability and their performances in debating.

2. It would be better if the students give a complete detail speaking include the positive and negative responses. To summarize, each students has important role to succeed the process of delivering this method.
3. Another suggestion for the teacher strategy of the implementation this method is not only can be used in debate subject, therefore it can be as one of the strategy which can be implemented toward others subjects of English Education Department, therefore providing feedback as evaluation which not only can be got by the lecturer, but students also can work other aspect.

BIBLIOGRAPHY

- Arshad, M. 2014. *Principles of Literacy Teaching in A Multi teaching society*.
- Barry, 1998. *A Study of Students' Perception in English Classes. Vol. 33 No.2*. Retrieved on March, 2nd 2017
- BrownH.D.2004. *Language assessment: principles and classroom practices*. Allyn&Bacon
- Brown, B.2010. *Theory and language of climate change communication*. Wiley interdisciplinary Reviews: Climate Change.
- Darmuh. 2016. *Students' Perception towards the Implementation of Peer Feedback in Debate Subject*. Thesis. Makassar: Muhammadiyah University of Makassar
- ESLibrary.com, 2012 Mini-debates, Red river press,
- Ginusti.2010. *The objective of this researcher improving speaking skills of grade VIII students of SMP 2 Negerigodean through picture*.
- Haris, C .R .1972:11. Factor influencing the effectiveness os soil insecticides. Annual review of entomology.
- Hornby, A. S.1975. Guide to patterns and usage in english. Oxford.
- Hermer, J. 2008. How to teach English.*ELT journal*.
- Khoiriyah, K. 2015. *Role Play Technique to Improve Speaking Skills For First Grade Students at MA Assa'diyahBangi.l*(Doctoral dissertation, UIN SunanAmpel Surabaya)
- Denayetous .2014. *The Effect of Intructing Critical Thinking Through Debate On Male And Female*
- Nordquist,(Ed).2010. *Crossing Boundaries: Studies in English Language, Literature And Culture in A Global Environment*. Peter lang.
- Nunan D, 1997. Srategy Training In The Language Classroom: An emprical inpevestigation. RELC journal, 28(2), 56-81.
- Nunan, D.2002. *Listening in Language Learning*. Methodology in Language Teaching: An Anthology Of Current Practice.

- Robbins, Stephen P. 2003. *Organizational Behavior Prentice-Hall International Editions*. Prentice Hall
- Rubiati, R. 2010. *Improving Students' Speaking Skills Through Debate Technique*. Semarang: IAIN Walisongo Semarang.
- Slameto. 2003. *The Students Perceive in Learning English*. Masyarik University; Unpublished
- Sudjana, 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Cet. X; Bandung: Alfabeta.
- Taylor Robert, 2012. *Mini-debates*, Red river press,
- Yaikhong, K. Usaha, S. (2012). *A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability*. Canadian Center of Science and Education

A P P E N D I C E S

APPENDIX 1

DAY/DATE :

QUESTIONNAIRE

NAME :

AGE :

CLASS :

SEX : M/F

PHONE NUMBER :

NO	STATEMENTS	OPINION				
		SA	A	U	DA	SDA
1	I never feel quite sure of myself while I am in debating in class					
2	I start to panic when I have to debating in front of my friends without any preparation in advance					
3	In speaking , I can get so nervous I forgot things I know					
4	I feel confident while I am speaking in front of my friends In debating class					
5	I get nervous and confused when I am speaking English in speaking					
6	I am afraid that other students will laugh at me while I am speak up in debate.					
7	I get nervous when my lecturer ask me to speak English in speaking which I have prepared in advance					
8	I have no fear to speak up in debate					
9	I feel relaxed while I am speaking in front of my friend when i delivery argument					
10	I face the prospect of speaking English in debate with confident when i am delivery my argument					

(Yaikhong and Usaha;2012)

NOTES :

SA (Strongly Agree)

A (Agree)

U (Undecided)

DA (Disagree)

SDA (Strongly Disagree)

Data Analysis Of The Questionnaire

NO	SA	A	U	DA	SD
1	-	25	10	5	-
2	10	3	10	10	-
3	20	5	10	-	15
4	30	5	5	-	-
5	-	5	5	17	13
6	-	17	-	22	1
7	12	8	-	20	-
8	-	27	-	-	17
9	-	30	7	1	2
10	10	15	-	15	-

Documentation



CURRICULUM VITAE



Agustina was born in Je'nemaeja , Takalar on Agustus 17th 1995.

She has one brother. She is the first child of Tangga Daeng Ngalle and Basse Daeng Memang. She began her study in TK Asfafa Indahtakalar in 1999, then SD Mis Je'nemaeja and graduated in 2007. She continued her study in SMPN 4 Polong

Bangkeng Utara and graduated in 2010. Afterwards she continued her study at SMAN 1 Polong Bangkeng Utara and graduated in 2013. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. At the end of her study, she could finish her thesis with title *"The Effect of Mini – Debate Toward Students Speaking in muhammadiyah University Of Makassar(A Descriptive Research of Students at English Department Year 2015 at Muhammadiyah University of Makassar)"*.