

**THE USE OF DEBATE TECHNIQUE IN INCREASING STUDENTS'  
SPEAKING ABILITY**

*(Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga)*



**A THESIS**

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

**TRY HERMAWAN  
10535 5260 12**

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



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

**LEMBAR PENGESAHAN**

Skripsi atas nama **TRY HERMAWAN**, NIM **10535 5260 12** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **055 Tahun 1439 H/2018 M**, tanggal **20 Ramadhan 1439 H / 05 Juni 2018 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **07 Juni 2018**.



Makassar, 22 Ramadhan 1439 H  
07 Juni 2018 M

1. Pengawas Umum : **Dr. H. Al-Rahman Rahim, S.Pd., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Lr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Sulfaqah, M.A., Ph.D.**  
2. **Ardiana, S.Pd., M.Pd.**  
3. **Maharida, S.Pd., M.Pd.**  
4. **Herlina Daddi, S.Pd., M.Pd.**

(.....)  
  
 (.....)  
  
 (.....)  
  
 (.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

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



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

**APPROVAL SHEET**

Title : **The Use of Debate Technique in Increasing Students' Speaking Ability (Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga)**

Name : **TRY HERMAWAN**

Reg. Number : 10535 5260 12

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Juni 2018

Approved by:

Consultant

  
Sulfasyah, M.A., Ph.D.


Consultant II

  
Maharida, S.Pd., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Akib, M.Pd., Ph.D.  
NBM: 860.934

Head of English  
Education Department

  
Ummi Khaerati Svam, S.Pd., M.Pd.  
NBM : 977 807



**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **TRY HERMAWAN**

NIM : **10535 526 012**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : *The Use Of Debate Technique In Increasing Students' Speaking Ability (pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga)*

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, April 2018

Yang Membuat Pernyataan

**TRY HERMAWAN**  
10535 526 012





**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **TRY HERMAWAN**

NIM : **10535 526 012**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : ***The Use Of Debate Technique In Increasing Students' Speaking Ability (Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga).***

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, 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 menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya 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, April 2018

Yang membuat perjanjian

**TRY HERMAWAN**  
10535 526 012

## *MOTTO*

*“Be As Yourself As You Want”*

*I dedicated this thesis to  
My beloved parents (Amrin and Suriati)  
And my beloved sisters and brother.*

## ABSTRACT

**TRY HERMAWAN, 2017.** *“The Use of Debate Technique in Increasing Students’ Speaking Ability (Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga)”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Sulfasyah, And Maharidha).

This research aimed to find out the increasing of students’ speaking ability by using debate technique that focused in term vocabulary and pronunciation

The research applied debate technique with British Parliamentary Debate, pre-test, treatment, and post-test design, and collecting data by giving pre-test and post-test. The subject of the research was class XI IPA2 of SMA Negeri 1 Pallangga which consisted of 40 students.

The research findings indicated that Debate Technique can increase students’ speaking ability. It was poved by mean score of pre-test was 61. It classified as fair categorized, post-test was 74,73. The improvement of pre-test to be post-test was 22,51%. Therefore there was the improvement of students’ speaking ability in terms of vocabulary and pronunciation.

The result of improvement is also proved with t-test value. The researcher found that the value of t-test (68,09) was greater than t-table (2,023). This value means that there was significantly difference between the result of the students’ pre-test and post-test. It was concluded that the use of Debate Technique can increase students’ speaking ability at the Eleventh Grade of SMA Negeri 1 Pallangga.

**Keywords :** *Debate Technique, Increasing, Speaking Ability.*

## ACKNOWLEDGEMENTS



Alhamdulillah Robbil ‘Alamin, the researcher expresses his sincere gratitude to the almighty God, Allah S.W.T, who has given guidance, mercy, and good health, so that the researcher could finished this thesis. Salam and shalawat are addressed to the final, chosen, religious, messenger, the prophet Muhammad SAW.

The researcher would like to profound and gratitude to his beloved parents, his father Amrin, his mother Suriati, and Muh. Nurdin Rasimon for their blesses, prayers, financial, motivation and sacrificed and also for all of his big family for their support, love and care.

The researcher realized that many people had given their helped and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never had existed. Therefore, the researcher would like to express his appreciation and sincere thanks to:

1. Dr. H. Rahman Rahim, SE, MM the rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D., the Dean of Teacher Training and Education Faculty.
3. Ummi Khaerati Syam, S.Pd, M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar.
4. The researcher high appreciation and great thankfulness to Sulfasyah, M.A.,Ph.D., as his first consultan and Maharidha, SPd.,M.Pd., as the second consultant who have given their valuable time and guidance to finish this thesis.
5. Specially thanks to all lectures of the FKIP UNISMUH especially to the lectures of English Department for their guidance during his study. Unforgettable thanks to all of friends in class E 2012.



6. Headmaster of SMA Negeri 1 Pallangga, the English Teacher and Students of SMA Negeri 1 Pallangga.
7. His brother and sister ( Esti Rostikawati, Nirmawati, Yudi, Agung, Ari, Khalifah, Rehan, and Cindy) who have given advice, care and motivation.
8. Rusdi, The head of Logistic Department in PT.KAO INDONESIA who have given support to finish this thesis.
9. Finally, specially to his best friend that given support and love starting from the first semester until finished this thesis, of course for his close friends (Muh. Chaerul, Ismail, Adrian Syarif, St.Aisyah Fattah, Dika, Basir, Sapta Pratomo, and Sapri) and all the members of the Students English Department that could not mention one by one.

May Allah SWT the elementary always are with us and gives us power and guidance in our life. Amin.

*Billahi Fii Sabilil Haq Fastabiqul Khaerat.*

Makassar, April 2018

The Researcher

**TRY HERMAWAN**

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE.....</b>	<b>i</b>
<b>APPROVAL SHEET.....</b>	<b>ii</b>
<b>COUNSELLING SHEET.....</b>	<b>iii</b>
<b>SURAT PERNYATAAN .....</b>	<b>iv</b>
<b>SURAT PERJANJIAN.....</b>	<b>v</b>
<b>MOTTO.....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF TABLES.....</b>	<b>xiii</b>
<b>LIST OF FIGURE.....</b>	<b>xiv</b>
<b>LIST OF GRAPHICS.....</b>	<b>xv</b>
<b>LIST OF APPENDICES.....</b>	<b>xvi</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background.....	1
B. Problem Statement.....	3
C. Objectives of the Study .....	4
D. Significance of the Research.....	4
E. Scope of Research.....	5
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Research Findings.....	6

B. Some pertinent ideas.....	7
1. The Concept of Speaking.....	7
2. The Function of Speaking.....	8
3. Speaking Competence.....	8
4. Element of Speaking.....	9
5. The Evaluation of Speaking Competence.....	10
C. The Concept of Debate Technique.....	11
1. Defenition of Debate.....	11
2. Types of Parliamentary Debate.....	12
D. The Concept of British Parliamentary Debate.....	13
E. The Advantages and Disadvantages of Debate in Teaching of Speaking.....	27
F. The Conceptual of Framework.....	28

### **CHAPTER III: RESEARCH METHOD**

A. Research Design.....	30
B. Population and Sample.....	30
C. Research Variables and Indicator.....	31
D. Instrument of The.Research.....	31
E. Procedure Data Collection.....	31
F. Technique of Data Analysis.....	33

### **CHAPTER IV: FINDINGS AND DISCUSSION**

A. Findings .....	37
1. The Rate Percentage of Pre-test score in term Vocabulary	

and pronunciation.....	37
2. The Rate Percentage of Post-test score in term Vocabulary and pronunciation.....	39
3. Improvement of Students' Speaking Ability in Term of Vocabulary and Pronunciation.....	40
4. Hypothesis Testing.....	43
B. Discussion .....	44
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	48
B. Suggestion.....	48

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**

## LIST OF TABLES

		Page
Table 2.1	Team Scoring Debate.....	21
Table 2.2	Individual Scoring Debate.....	22
Table 3.2	Rubric of Pronunciation.....	33
Table 3.3	Rubric of Vocabulary.....	34
Table 3.4	Classification table.....	34
Table 4.1	Pre-test of Vocabulary.....	37
Table 4.2	Pre-test of Pronunciation.....	38
Table 4.3	Post-test of Vocabulary.....	39
Table 4.4	Post-test of Pronunciation .....	40
Table 4.5	The Mean Score and Improvement of Students' Speaking Ability in Term of Vocabulary .....	40
Table 4.6	The Mean Score and Improvement of Students' Speaking Ability in Term of Pronunciation .....	41
Table 4.7	Mean Score Pre-test and Post-test .....	42
Table 4.8	The Test Value of Students' Speaking Ability .....	43

## LIST OF FIGURE

	Page
Figure2.1 Debate Bench Position.....	13
Figure2.2 The Format of Debate.....	13
Figure2.3 Conceptual Framework.....	28

## LIST OF GRAPHIC

Graphic4.5	The Mean Score of Students' Speaking Ability in Term of Vocabulary.....	41
Graphic4.6	The Main Score of Students' Speaking Ability in Term Pronunciation.....	42



## **LIST OF APPENDICES**

**Appendix 1** : Instrument of The Research

**Appendix 2** : Lesson Plan

**Appendix 3** : Students' Name of XI IPA 2

**Appendix 4** : Attendance List of XI IPA 2

**Appendix 5** : Data Analysis of Pre-test and Post-test in Term Vocabulary

**Appendix 6** : Data Analysis of Pre-test and Post-test in Term Pronunciation

**Appendix 7** : The Score of Pre-test in Speaking Ability

**Appendix 8** : The Score of Post-test in Speaking Ability

**Appendix 9** : The Gain Score (D) of The Students' Speaking Ability

**Appendix 10** : The Students' T-Test

**Appendix 11** : The Improvement of Students' in Speaking Ability

**Appendix 12** : Calculating the T-Test Analysis

# CHAPTER I

## INTRODUCTION

### **A. Background**

Language is a system for the expression of meaning. It's primary function is for interaction and communication. Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people. People need a communication to know each other. It is a basic human activity, and basic of all human's communication is language. Language has some functions in people life, in everyday activities. People use language; they can introduce themselves, communicate with other, and enlarge their knowledge. Without language it is hard to imagine how people can cooperate and get along with other. In one of theory says that language is a means of communication among the nations and people, will be utilized to deliver someone's idea, feeling, thought, and opinion to someone else.

English is an International language which has been received by countries all over the world. The function of it is as a means of communication in meeting business or other activities among government over the world. Besides, English is used as science of knowledge, new invention in field of modern technology, pharmaceutical, medical, etc. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it's important,

English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

There are four skills in learning English, they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

Jack C. Richards ( 2008:19) argued the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency.

In teaching and learning English process, many students are not serious when they learn in the class, it because they do not interest to study. The students' do not have motivation to speak or say their opinion although they have words in their mind. It makes the students are not active in learning process. The students'

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

Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of technique can be used in teaching speaking is debate. Debate can encourage, motivate, and make the students interest and enjoy in speaking. (Douglas, 2014) Debate is process of presenting idea or opinion which two opposing parties try defend their idea or opinion. Debating can be used brilliantly to boost up students' speaking in English. Practices can be organized in various ways. Debate is a teaching technique to improve verbal communication and critical thinking skills. Based on the problems above, the researcher decides to carry out a research entitled'' *The Use of Debate Technique in Increasing Students' Speaking Ability at Eleventh Grade of SMA Negeri 1 Pallangga.*''

## **B. Problem Statement**

The problem to be discussed in this research will be summarize in the following research question;

1. Does the use of debate technique increase the students' speaking ability in the terms of vocabulary at the eleventh grade of SMA Negeri 1 Pallangga?

2. Does the use of debate technique increase the students' speaking ability in terms of pronunciation at the eleventh grade of SMA Negeri 1 Pallangga?

### **C. Objective of The Research**

Based on problem statement, the researcher finds the objective of this research as follow:

1. To find out the increasing of students' speaking ability in terms of vocabulary through debate technique at the eleventh grade of SMA Negeri 1 Pallangga.
2. To find out the increasing of students' speaking ability in terms of pronunciation through debate technique at the eleventh grade of SMA Negeri 1 Pallangga.

### **D. Significance of the Study**

This research expected to gave contribution and some informative inputs:

1. The Students

To motivate the students in speaking about their opinion and increase their vocabulary and pronunciation in speaking. To improve the critical thinking of the students.

2. English Teacher

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

3. The reader

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

#### 4. The Researcher

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

#### **E. The Scope of The Research**

This research focused on the use of debate technique in increasing students' speaking ability. In term of speaking ability (vocabulary and pronunciation) at the eleventh grade of SMA Negeri 1 Pallangga. The researcher applied British Parliamentary Debate and gave four motions. One motion in one round. It would be related on the students' daily life.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Some researchers had conducted the research and exposed the ability of the students to comprehend speaking material. Some of them as follow :

1. Richa Rubiati (2010: 43) in her reseach ''Improving Students' Speaking Skill Through Debate Technique.'' She found that the debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Student have a lot of opportunity to practice speaking and have active involvement in debate. How ever, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Teaching speaking through debate can be enjoyable experience for both teacher and student. The technique of her research was Classroom Action Research that consisted of two cycles.

2. Uswatun Hasanah (2012: 92), in her research ''The Implementation Of Debate Technique To Improve The Students' Speaking Skill,''she found that debate technique is good technique in improving speaking skill in speaking class. It has benefit to improve students' speaking competence in class. The result of the research shew that the use of debate technique can improve students' motivation, interest and achievement. The technique of her research was Classroom Action Research that consisted of four cycles.



3. Nurchabibah (2010: 78), in her research ‘*Keefektifan Metode Debat Aktif Dalam Pembelajaran Diskusi.*’ She found In learning process by using debate active method is effective. This method increased skill of the students in discussion. The students is interested in learning. The technique of her research was Experimental Research.

The three researchers above had the similarity and the dissimilarity. The similarity of the research was the researchers used debate as a technique in their research and the dissimilarity of the research were all the researchers did not used concept of British Parliamentary in their debate.

Based on the similarity and the dissimilarity above the researcher concluded that the researcher used British Parliamentary Debate with different significance. The researcher focussed on the students’ vocabulary and the students’ pronunciation at the eleventh grades of SMA Negeri 1 Pallangga by pre-experimental research. This technique was an affective way for teaching and learning process to enhanced the students speaking ability.

## **B. Some Pertinent Ideas**

### 1. Concept of Speaking

Speaking was one of the four language skills that should be mastered by the students or many peoples to communicate orally with other people. According to Nunan in Annisa (2011: 7), speaking was the same as oral interaction, which was conventional way presenting information, expressing our idea, but also presenting new information to others. Speaking was as an interactive process of constructing meaning always involved in producing

words and the meaning depends on the context. Speaking is one of language skill which very important to be mastered by the students in order to be good communicator. Thornburry in Junaidi (2011: 13), Speaking was a speech production that becomes a part of daily activities which involve interaction.

Relating to the explanation above, the researcher concluded that speaking was one of important skill in interaction between speaker and listener to giving information or asking the opinion by using oral communication.

## 2. The function of speaking

Speaking is a skill to express or communicate opinions, feelings, ideas, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. It is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context. So, speaking is the important skill in English.

The function of speaking were :

### a) To Inform

It means that the speaker want to inform feeling or opinion to the hearer. In this case, the speaker just wants to tell about fact.

### b) To Entertaint

It means that the speaker wants to make the hearer feels happy

### c) To Persuade

It means that the speaker tries to confirm the hearer to dosomething.

## 3. The speaking competence

The main goal in teaching the productive skill of speaking is to develop the student speaking competence. Speaking competence is an ability to make us in ordinary voice to express his feelings and ideas by using appropriate language. It means that someone can speak fluently, correct grammatically, and understandable for listener listener. Tarigan in Annisa (2011:10) states that speaking is an ability to pronounce articulation of sound or words for expressing, stating, and conveying thoughts, ideas, and feeling. To measure speaking competence, there are four components of speaking components. They are: fluency, grammar, vocabulary, and pronunciation.

#### 4. The Elements of Speaking

There are some elements of speaking that to measure speaking ability. Underhill in Annisa (2011: 11) explain about those elements of speaking as follows:

##### a) Fluency

It refers to one's ability to speak smoothly and easily. Under Hill in Annisa (2011: 11) defines fluency as the quality of being able to speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation skill can not speak fluently. On the contrary, someone can speak fluency even though he makes errors in pronunciation and grammar.

##### b) Grammar

Under Hill in Annisa (2011: 11) states grammar is (the study and practice) the rules by which words change their forms and are combined into sentences. It is why grammar is very useful to develop students in speaking skill.

c) Vocabulary

Under Hill in Annisa (2011: 11) defines vocabulary as a range of words known or used by person in trade, profession, etc. The students have many vocabularies; it will be easier for him to express his idea, feeling and opinion without being confused to choose the words he will say.

d) Pronunciation

Under Hill (2011: 12) says pronunciation as the way in which a language is a spoken , way in which a word is pronounced. Pronunciation is one of the important components of language because every language has different way to speak, including accent, stress, and intonation.

5. The evaluation of speaking Competence

This is the last step to know the result of students' speaking competence. Evaluation is very important to know how good the students' ability especially in speaking. It is because the ability or competence has an important role to succeed their activity.

There are some points to evaluate speaking skill of learners:

- a. Width and depth of vocabulary use,
- b. Correct structure /grammar of sentence,

- c. Correct pronunciation,
- d. Good fluency,
- e. Convey the message.

### **C. The Concept Of Debate Technique**

#### **1. Definition Of Debate**

According to Krieger in Ali Alasmari (2013:1), debate was an excellent activity for language learning because it engaged students in a variety cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate was also highly effective for developing argumentation skills for persuasive speech and writing.

Grace Fleming in Annisa (2011: 13) states that basically, debate is an argument with rules. Debating rules varied from one competition to another, and there were several formats for debates. Debate could involve single-member teams or teams that included several students. Typically in debate, two teams were presented a resolution or topic that they debated, and each was given a set period of time to prepare an argument.

Nisbett in Pezhman Zare, (2014: 3) states, debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's idea.

Mr Satit Somjai (2015: 2), debate was a speaking situation in which opposite points of view were presented and argued. Debate was

about real or simulated issues. The students' roles ensure that they had adequate shared knowledge about the issue and different opinions or interested to defended. At the end of activity, they had to reach a concrete decision or put the issue to a vote.

Richa Rubiati(2010: 15 ), debate was an activity in which students take up positions on issue and defend their position.

Based on the definition about Debate above, the researcher concluded that debate was compete activity to saying argumentation among the groups in discussion about topic or problem which they discuss.

## 2. Types of Parliamentary Debate

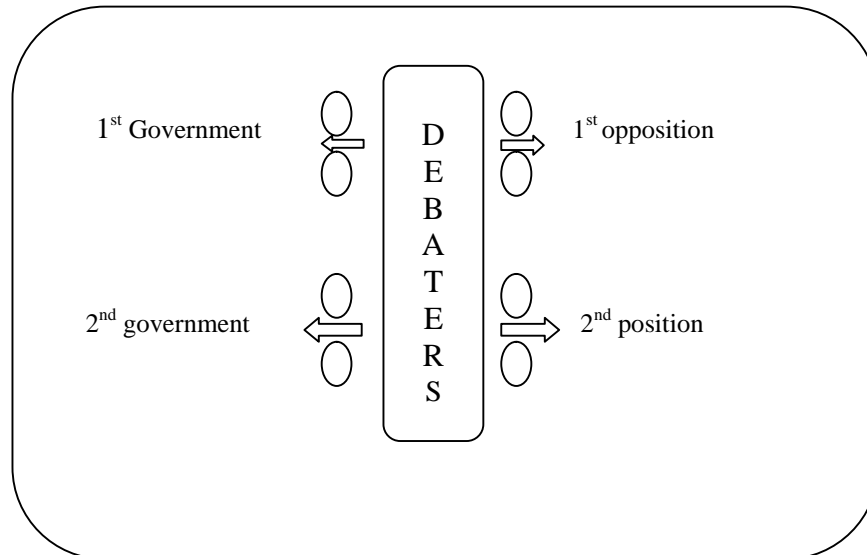
Parliamentary debate (also referred to as "parli") is an academic debate event. Many university-level institutions in English-speaking nations sponsor parliamentary debate teams, but the format is currently spreading to the high school level as well. Despite the name, the Parliamentary style is not related to debates in governmental parliaments.

There many kinds of Parliamentary Debate system used around the world, such as: British Parliamentary debate style, Asian Parliamentary debate style, Australian Parliamentary debate style, and many more.

Because, the researcher takes British Parliamentary (BP) as his method in this research, so here will explain the BP deeply.

## D. The Concept of British Parliamentary Debate

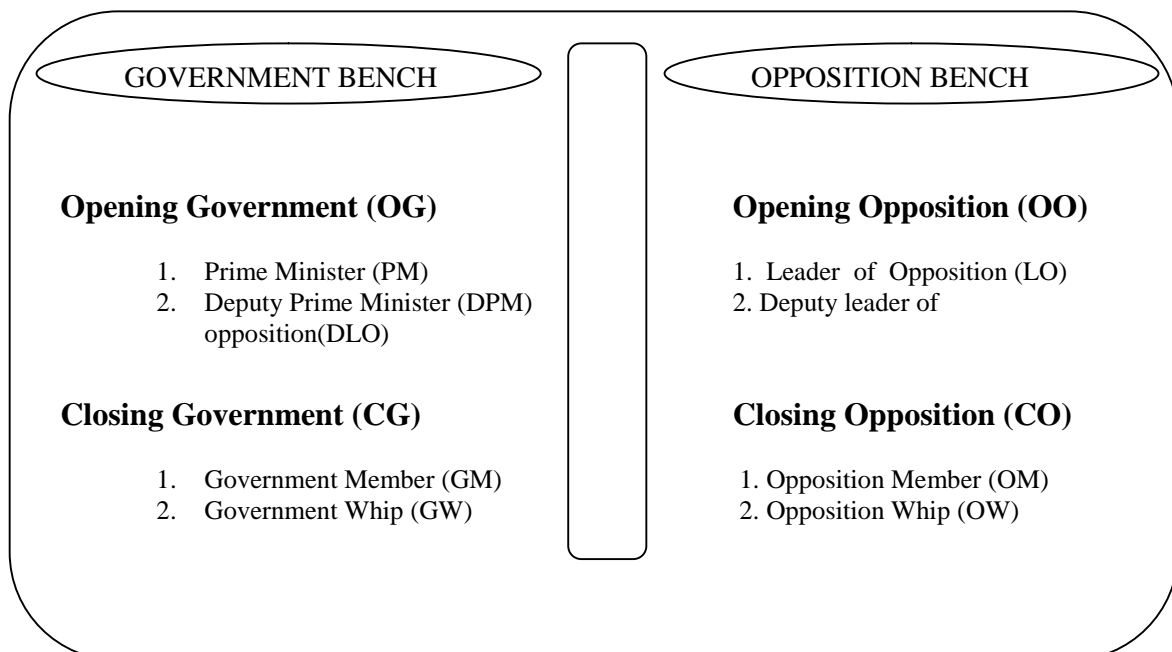
### a. Debate Bench Position



Note : ○ = debaters

The above figure shows that there are two benches in British Parliamentary Debate namely Government and opposition Bench. It also describes that there are two teams in every bench, 1<sup>st</sup> government means the first team of government and 2<sup>nd</sup> government means the second team of government. So is in opposition bench.

### b. The Format of Debate





Government bench is a bench that totally agree about positive motions given and disagree about a negative motion. It is on contrary with opposition bench. It will disagree with positive topic and agree about negative topic.

Here are the explanation of each team's roles:

a. Opening Government Team

First speaker

1. Define the motion
2. Outline the case he and his partner will put forward and explain which speaker will deal with which arguments
3. Develop his own argument, which should be separated into two or three main points
4. Finish by summarizing his main point

Second Speaker

1. Re-cap the team line
2. Rebut the response made by first opposition speaker to his partner's speech
3. Rebut the first opposition speaker's main argument
4. Develop his own argument separated into two or three main points
5. Finish with a summary of the whole team case

b. Opening Opposition

First Speaker

1. Response to the definition if it is unfair or makes no link to the motion. He can re-define (offer an alternative interpretation of the motion), but this can be risky and should only be done when the definition is not debatable (usually

better to complain a little and hope the adjudicator gives you credit - “well this is a silly but we are going to debate it and beat you on it anyway” approach )

2. Rebut the first government speech
3. Outline the case which she and her partner will put forward and explain which speaker will deal with which arguments
4. Offer additional arguments about why this policy is a bad idea or develop a counter case this decision is largely base on the circumstances of the debate, and only experience will provide guidance on this

Second Speaker

1. Rebut the speech of the second proposition speaker.
2. Offer some more arguments to support your partner’s approach to the motion.
3. Summarize the case for your team, including your own and your partner’s arguments.

c. Closing Government Team

First speaker

The first speaker must stake his team’s claim in the debate by doing one of the following:

1. Extend the debate into a new area (i.e. “this debate has so far focused on the developed world, and now our team will extend that to look at the important benefits for the developing world)
2. Introduce a couple of new arguments that make the case on his side more persuasive.

3. Again, this decision depends on the scenario. This is quite a complex part of debating to master, but it is very important to add something new to the debate or you will be penalized.

#### Second speaker

The last speech of a debate is known as a Summary Speech. In it you should step back and look at the debate as a whole and explain why on all the areas you have argued your side has won. You can:

1. Go through the debate chronologically (this is not very advanced and usually not very persuasive either).
2. Go through one side's case and then the other.
3. Go through the debate according to the main points of contention (this is the most persuasive and advanced way) explaining why on each of the main issues that have been debated have been won by your side.

#### d. Closing Opposition Team

##### First speaker

This is very similar to the second prop role.

1. You must rebut the new analysis of the third proposition speaker.
2. You must also bring an extension to the debate – i.e. extend the debate into a new area or bring a couple of new arguments to the debate.

##### Second speaker

Like the closing proposition, the last opposition speaker must devote their whole speech to a summing up and should not introduce new material.

### e. The Terms in British Parliamentary Debate

#### a. Motion

Motion is a given topic to be debated about in every single debate. Commonly there are two kinds of motion used in the debate namely “This House Would (THW) and This House Believe That (THBT)”. THW is sometimes used to debate about any government policy. It also could be said that THW is a proposal motion while THBT is reality motion. It will be about what has been done by government. THBT is sometimes called as philosophy motion.

#### b. Building Case

Building case is a given time to debaters to create their ideas related to the motion. It is given to debaters to result any structure and brilliant argumentation. The time given is only 15 minutes

#### c. Points of Information

Points of Information or POI (questions directed to the member speaking) may be asked between first minute mark and the six-minute mark of the members' speeches (speeches are of seven minutes duration). To ask a POI, a member should stand, place one hand on his or her head and extend the other towards the member speaking. The member may announce that they would like to ask a "Point of Information" or use other words to this effect. The member who is speaking may accept or decline to answer the POI. POI should not exceed 15 seconds in length.

The member who is speaking may ask the person offering the POI to sit down where the offer or has had a reasonable opportunity to be heard and understood. Points of Order and Points of Personal Privilege are not permitted

d. Timing of the speeches

Speeches should be seven minutes in duration. Speeches over seven minutes and 15 seconds may be penalized. POI may only be offered between the first minute mark and the six minute mark of the speech (this period should be signaled by one strike of the gavel at the first minute and one strike at the sixth minute). It is the duty of the Time keeper to time speeches.

e. Matter

Matter is the content of the speech. It is the arguments a debater uses to further his or her case and persuade the audience. Matter includes arguments and reasoning, examples, case studies, facts and any other material that attempts to further the case. Matter includes positive (or substantive) material and rebuttal (arguments specifically aimed to refute the arguments of the opposing team(s)). Matter includes Points of Information (POI).

a. The elements of matter

Matter should be relevant. It should relate to the issues of the debate: positive material should support the case being presented and rebuttal should refute the material being presented by the opposing team(s). The Member should appropriately prioritize and apportion time to the dynamic issues of the debate. Matter should be logical. Arguments should be developed logically in order to be clear and well-reasoned. The conclusion of all arguments should

support the member's case. Matter should be consistent. Members should ensure that the matter they present is consistent within their speech, their team and the remainder of the members on their side of the debate.

All Members should present positive matter (except the final two members in the debate) and all members should present rebuttal (except the first member in the debate). The GW may choose to present positive matter.

All Members should attempt to answer at least two POI during their own speech and offer POI during opposing speeches.

b. Assessing matter

The matter presented should be persuasive. 'The elements of matter' should assist an adjudicator to assess the persuasiveness and credibility of the matter presented. Matter should be assessed from the viewpoint of the average reasonable person. Adjudicators should analyze the matter presented and assess its persuasiveness, while disregarding any specialist knowledge they may have on the issue of the debate.

Adjudicators should not allow bias to influence their assessment. Debaters should not be discriminated against on the basis of religion, sex, race, color, nationality, sexual presence, age, social status or disability.

POI should be assessed according to the effect they have on the persuasiveness of the cases of both the member answering the point of information and the member offering the POI.

f. Manner

Manner is the presentation of the speech. It is the style uses to persuade the audience. Assessing manner Adjudicators should assess the elements of manner together in order to determine the overall effectiveness of the member's presentation. Adjudicators should assess whether the member's presentation is assisted or diminished by their manner. Adjudicators should not allow bias to influence their assessment Members should not be discriminated against on the basis of religion, sex, race, color, nationality, language, sexual preference, age, social status or disability.

g. The elements or style

The elements of style include eye contact, voice modulation, hand gestures, language, the use of notes and any other element which may affect the effectiveness of the presentation of the member. Eye contact will generally assist a member to persuade an audience as it allows the member to appear more sincere. Voice modulation will generally assist a member to persuade an audience as the debater may emphasize important arguments and keep the attention of the audience. This includes the pitch, tone, and volume of the member's voice and the use of pauses. Hand gestures will generally assist a member to emphasize important arguments. Excessive hand movements may however be distracting and reduce the attentiveness of the audience to the arguments. Language should be clear and simple. Members who use language which is too verbose or confusing may detract from the argument if they lose the attention of the audience. The use of notes is permitted, but members should be

careful that they do not rely on their notes too much and detract from the other elements of manner.

#### h. The elements of structure

The elements of structure include the structure of the speech of the member and the structure of the speech of the team. The matter of the speech of each member must be structured. The member should organize his or her matter to improve the effectiveness of their presentation. The matter of the team must be structured. The team should organize their matter to improve the effectiveness of their presentation.

The team should:

- 1) contain a consistent approach to the issues being debated; and
- 2) allocate positive matter to each member where both members of the team are introducing positive matter; and
- 3) include: an introduction, conclusion and a series of arguments;
- 4) be well-timed in accordance with the time limitations and the need to prioritize and apportion time to matter.

#### a. The definition

The definition should state the issue (or issues) for debate arising out of the motion and state the meaning of any terms in the motion which require interpretation.

The PM should provide the definition at the beginning of his or her speech.

The definition must:



- 1) have a clear and logical link to the motion - this means that an average reasonable person would accept the link made by the member between the motion and the definition (where there is no such link the definition is sometimes referred to as a "squirrel");
- 2) not be self-proving - a definition is self-proving when the case is that something should or should not be done and there is no reasonable rebuttal. A definition is may also be self-proving when the case is that a certain state of affairs exists or does not exist and there is no reasonable rebuttal (these definitions are sometimes referred to as "truisms").
- 3) not be time set - this means that the debate must take place in the present and that the definition cannot set the debate in the past or the future; and
- 4) not be place set unfairly - this means that the definition cannot restrict the debate so narrowly to a particular geographical or political location that a participant of the tournament could not reasonably be expected to have knowledge of the place.

#### 5) Challenging the definition

The LO may challenge the definition if it violates clause of these rules. The LO should clearly state that he or she is challenging the definition. The LO should substitute an alternative definition after challenging the definition of the PM.

#### 6) Assessing the definitional challenge

The adjudicator should determine the definition to be 'unreasonable' where it violates clause of these rules. Where the definition

is unreasonable, the opposition should substitute an alternative definition that should be accepted by the adjudicator provided it is not unreasonable.

Where the definition of the OG team is unreasonable and an alternative definition is substituted by the OO team, the CG team may introduce matter which is inconsistent with the matter presented by the OG team and consistent with the definition of the OO team. If the OO team has substituted a definition that is also unreasonable, the CG team may challenge the definition of the OO team and substitute an alternative definition. If the CG team has substituted a definition that is also unreasonable (in addition to the unreasonable definitions of the OG team and OO team, the CO team may challenge the definition of the CG team and substitute an alternative definition.

#### b. The Adjudication

##### a. The role of adjudicators

The adjudicator must:

- 1) Confer upon and discuss the debate with the other adjudicators;
- 2) Determine the rankings of the teams;
- 3) Determine the team grades;
- 4) Determine the speaker marks;
- 5) Provide a verbal adjudication to the members; and
- 6) Complete any documentation required by the tournament

The adjudication panel should attempt to agree on the adjudication of the debate. Adjudicators should therefore confer in a spirit of cooperation and mutual respect.

Adjudicators should acknowledge that adjudicators on a panel may form different or opposite views of the debate. Adjudicators should therefore attempt to base their conclusions on these rules in order to limit subjectivity and to provide a consistent approach to the assessment of debates.

b. Ranking teams

Teams should be ranked from first place to last place. First placed teams should be awarded three points, second placed teams should be awarded two points, third placed teams should be awarded one point and fourth placed teams should be awarded zero points.

Teams may receive zero points where they fail to arrive at the debate more than five minutes after the scheduled time for debate. Teams may receive zero points where the adjudicators unanimously agree that the Member has (or Members have) harassed another debater on the basis of religion, sex, race, color, nationality, sexual preference or disability.

Adjudicators should confer upon team rankings. Where an unanimous decision cannot be reached after conferral, the decision of the majority will determine the rankings. Where a majority decision cannot be reached, the Chair of the panel of adjudicators will determine the rankings.

c. Grading and marking the teams

The panel of adjudicators should agree upon the grade that each team is to be awarded. Each adjudicator may then mark the teams at their discretion but within the agreed grade. Where there is a member of the panel who has dissented in the ranking of the teams, that adjudicator will not need to agree upon the team grades and may complete their score sheet at their own discretion.

Team grades and marks should be given the following interpretation:

Table 2.1: Team scoring of the Debate

Grade	Marks	Meaning
A	180-200	Excellent to flawless. The standard you would expect to see from a team at the Semi Final / Grand Final level of the tournament. The team has much strength and few, if any weaknesses.
B	160-179	Above average to very good. The standard you would expect to see from a team at the finals level' or in contention to make to the finals. The team has clear strengths and some minor weaknesses.
C	140-159	Average. The team has strengths and weaknesses in roughly equal proportions.
D	120-139	Poor to below average. The team has clear problems and some minor strength.
E	100-119	Very poor. The team has fundamental weaknesses and few, if any, strengths.

d. Marking the members

After the adjudicators have agreed upon the grade that each team is to be awarded, each adjudicator may mark the individual members at their discretion but must ensure that the aggregate points of the team members is within the agreed grade for that team.

Individual members' marks should be given the following interpretation:

Table 2.2: Individual Scoring of the Debate

Grade	Marks	Meaning
A	90-100	Excellent to flawless. The standard of speech you would expect to see from a speaker at the Semi Final / Grand Final I level of the tournament. This speaker has much strength and few, if any, weaknesses.
B	80-89	Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.
C	70-79	Average. The speaker has strengths and weaknesses and roughly equal proportions.
D	60-69	Poor to below average. The team has clear problems and some minor strength.
E	50-59	Very poor. This speaker has fundamental weaknesses and few if any, strengths.

e. Verbal adjudications

At the conclusion of the conferral, the adjudication panel should provide a verbal adjudication of the debate. The verbal adjudication should be delivered by the Chair of the adjudication panel, or where the Chair dissents, by a member of the adjudication panel nominated by the Chair of the panel.

The verbal adjudication should:

- 1) The verbal adjudication should not exceed 10 minutes.
- 2) The members must not harass the adjudicators following the verbal adjudication.
- 3) The members may approach an adjudicator for further clarification following the verbal adjudication; these inquiries must at all times be polite and non-confrontational

**E. The Advantages and Disadvantages of Debate in the Teaching of Speaking**

Chan in Rio Sanjaya (2014: 28-29) states that using debate as a teaching tool in the classroom has many advantages and disadvantages. It can be seen as follows:

a. Advantages of Debate

- 1) Allow students to look at both sides of an issue.
- 2) Improve students' communication and expression skills in a public setting.
- 3) Enhance techniques of searching information.

- 4) Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments.
- 5) Foster appreciation of opposing viewpoints.
- 6) Enhance debating/arguing techniques against opposing opinions.
- 7) Allow more interactive exchange among students and teachers.

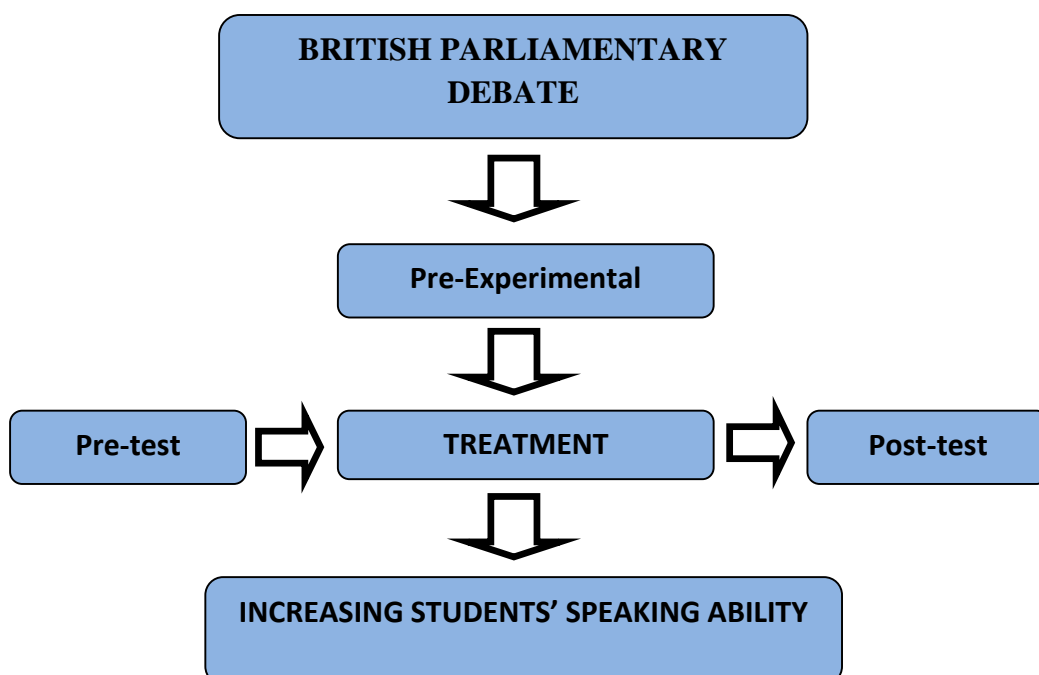
b. Disadvantages of Debate

- 1) Students may not be familiar with debates as an assessment method.
- 2) Debates are time consuming (e.g. time for research and preparation, time for presentation of each group).
- 3) Students who do not like public speaking would be less motivated in participating

## F. The Concept of Framework

The conceptual framework underlying this research was given in the following table:

Conceptual Framework :



In this conceptual framework, the students faced many problem in learning English. One of the crucial problem was their speaking ability that covered accuracy in term of vocabulary and pronunciation. Beside it, students practiced speaking English rarely. They only had a little chance to practiced speaking English out of class because most of their friends speak Indonesian.

Based on the problem above, the researcher used debate technique to overcome the problem. Students' speaking problem could be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to made students speaking skill could improved and the process of learning could be enjoyable.

This learning process was done through experimental research (pre-experimental design). In this research there were: pre-test, treatment, and post-test. Before the researcher gave the student a treatment, firstly the researcher would conducted pre-test and then post-test. Finally, Debate Technique can increasing students' speaking ability (the students' vocabulary and pronunciation).

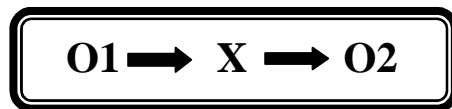


## CHAPTER III METHOD OF THE RESEARCH

### A. Research Design

The technique applied in this research was experimental design (pre-experimental). In this research focused to increasing students' speaking ability used debate technique. This design it follows.

The design of the research as follow:



Note: O<sub>1</sub> : Pre-test

X : Treatment

O<sub>2</sub> : Post-test

(Gay,1981:225)

### B. Population and Sample

#### 1. Population

The population of this research were all of the eleventh grade students' of SMA Negeri 1 Pallangga. There were 9 classes; they were 5 classes in IPA and 4 classes in IPS. Each class consisted of 40 students. So, The total number of population was 360 students.

#### 2. Sample

The researcher used Purposive Sampling Technique in choosing sample of the research. The research decided to choose XI.II IPA, 1 class which consisted of

40 students. This class was taken as a sample based on information from the English teacher in this school.

### **C. Research Variables and Indicators**

#### 1. Variables

There were two variables in this research, namely independent variable and dependent variable, those are:

##### a) The Independent Variable

Independent variable was debate technique.

##### b) The Dependent Variable

Dependent variable was students' speaking ability

#### 2. Indicators

The indicators of this research were the students' accuracy (vocabulary and pronunciation) in Speaking English.

### **D. Instrument of the research**

The instrument of this research used speaking test by using oral test. The researcher gave some topics and each students explained about the topic which they chose. The researcher recorded the speaking activity to found out the mastery of accuracy (vocabulary and pronunciation). It employed pre-test before giving the treatment, and the last scenario gave a post-test. The speaking test of pre-test and post-test was same, but the topic was different between pre-test and post-test. The topics of the test was about the students' daily live.

### **E. Procedure of Data Collection**

In collecting data, the researcher used some procedures as follows:

1. Pre-test: Before gave treatment, the researcher applied pre-test. In this case, the researcher gave topic and every student spoke about the topic which they chose. The researcher distributed test run for 60 minutes.
2. After gave the pre-test to know the first knowledge of the students, the researcher used the debate technique to the students; the treatment was conducted in 4 meetings.
  - a). Meeting 1: The researcher gave 1 motion which contain debate, the motion is “woman is the trouble maker in the world”. The government team was agree, and the opposition was disagree with this motion. Each team prepared their material about the motion for 10 minutes. After that each debater spoke in 2 minutes. One round run for 30 minutes.
  - b). Meeting 2: The researcher gave 1 motion which contain debate, the motion is “Man is more stronger than woman”. The government team was agree, and the opposition was disagree with this motion. Each team prepared their material about the motion for 10 minutes. After that each debater spoke in 2 minutes. One round run for 30 minutes.
  - c). Meeting 3: The researcher gave 1 motion which contain debate, the motion is “Smoking is good”. The government team was agree, and the opposition was disagree with this motion. Each team prepared their material about the motion for 10 minutes. After that each debater spoke in 2 minutes. One round run for 30 minutes.
  - d). Meeting 4: The researcher gave 1 motion which contain debate, the motion is “Reading book is interesting”. The government team was agree, and the

opposition was disagree with this motion. Each team prepared their material about the motion for 10 minutes. After that each debater spoke in 2 minutes. One round run for 30 minutes.

That are 4 meetings that was conducting by the researcher in treatment. This treatment was expected to make the students stimulate to speak English.

1. Post-test: the researcher gave speaking test to the students. It was same test in the pre-test, but the topic was different. It was aimed at found out the value of treatment whether the result of the post-test was better than pre-test. The researcher distributed the speaking test run for 60 minutes.

#### **F. Technique of Data Analysis**

In analyzing the students' English speaking test, the writer used some classifications:

1. The classification of students' speaking ability as follows:

a. Pronunciation

No	Classification	Score	Criteria
1.	Excellent	5	Pronunciation and intonation are almost always very clear/accurate
2.	Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
3.	Fair	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
4.	less	2	Frequent problems with pronunciation and intonation
5.	Poor	1	The students speak very hasty, and more sentences are not appropriate in pronunciation and little/no communication

Longman (2005)

## b. Vocabulary

No	Classification	Score	Criteria
1.	Excellent	5	Use a variety of vocabulary and expressions
2.	Good	4	Use a variety of vocabulary and expression but makes some errors in word choice
3.	Fair	3	Use limited vocabulary and expressions
4.	Less	2	Use only basic vocabulary and expressions
5.	Poor	1	The students speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

Longman (2005)

Classifying the students` score, the researcher used this classification table as follows:

Table. 3.4: Classification Table

No.	Score	Category
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fair Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Depdikbud, 1985:6)

To determine the score of each student, the researcher used the following formula:

a. To found out the students mean score the pre-test and post-test, the researcher applied the formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where :

$\bar{x}$  : Mean Score

$\sum X$  : Total Score Respondent

$N$  : Total Sample

b. Finding the information of the students' improving ability in speaking Pronunciation and vocabulary. The formula as follows:

$$P = \frac{x_2 - x_1}{x_1} = 100\%$$

Where :

$P$  : Improvement

$x_2$ : the mean score of post-test

$x_1$ : the mean score of pre-test

c. Finding out the significant difference between the score of the pre-test and the post-test by using this formula :

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

Where:

t = Test of significance

D = Deviation

D = Standard deviation

N = Number of students

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The Result of Students Speaking Research

After analyzed, the data derived from the pre-test and post-test,. The data were served 4 tables which consist of some forms of analysis namely classification, score, frequency and percentage. below was the result of data analysis of pre-test

#### a) The Rate Percentage of Pre-test Score in Term of Vocabulary and Pronunciation

**Table 4.1 : Pre -Test of Vocabulary**

No.	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	2	5%
3	Fair (61-74)	11	27,5%
4	Less (51-60)	23	57,5%
5	Poor (X<51)	4	10%
<b>Total</b>		<b>40</b>	<b>100%</b>



Based on Table 4.1, The percentaged of the pre-test showed that, for Excellent category (91-100) out 40 students none of them got excellent for speaking ability in term of vocabulary. There were 2 students (5%) got good category (75-90) score, and for fair category (61-74) there were 11 students (27,5%). less category (51-60) there were 23 students (57,5%) students got less score, there were 4 students (10 %) got poor category ( $X < 51$ ). So the result can be concluded that the students' in speaking in pre-test was less categorized.

**Table 4.2 : Pre-test of Pronunciation**

No	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	4	10%
3	Fair (61-74)	12	30%
4	Less (51-60)	17	42,5%
5	Poor ( $X < 51$ )	7	17,5%
<b>Total</b>		<b>40</b>	<b>100%</b>

Based on Table 4.2, The percentaged of the pre test above showed that out of 40 students, none of them got excellent category (91-100) score for speaking ability in term of pronunciation. There were 7 students (17,5%) got poor category ( $X < 51$ ), 17 of them (42,5%) got less category (51-60), 12 students (30%) got fair category (61-74) \ and only 4 students (10%) got good category (75-90) score. So

the result can be concluded that the students' speaking in pre-test was less categorized ( $X < 51$ ).

**b) The Rate Percentage Post Test in Term of Vocabulary and Pronunciation**

**Table 4.3 : Post - Test of Vocabulary**

No	Classification	Post-test	
		F	%
1	Excellent (91-100)	3	7,5%
2	Good (75-90)	25	62,5%
3	Fair (61-74)	10	25%
4	Less (51-60)	2	5%
5	Poor ( $x < 51$ )	0	0.00 %
<b>Total</b>		<b>40</b>	<b>100%</b>

Based on Table 4.3, The percentaged of the post-test showed that out of 40 students none of them got poor ( $X < 51$ ) score for speaking ability in term of vocabulary. There were 10 students (25%) got fair (61-74) score, 25 of them (62,5%) got good (75-90) score and also 2 students (5%) got less (51-60) score but only 3 student (7.5%) got excellent (91-100) score. So the result can be concluded that the students' speaking ability in term vocabulary in post test was good categorized (75-90).

**Table 4.4 : Post-test of pronunciation**

No	Classification	Post-test	
		F	%
1	Excellent (91-100)	3	7,5%
2	Good (75-90)	20	50%
3	Fair (61-74)	16	40%
4	Less (51-60)	1	2,5%
5	Poor ( $X < 51$ )	0	0.00
<b>Total</b>		<b>40</b>	<b>100%</b>

Based on Table 4.4, The percentaged of the post test showed that out of 40 students, none of them got poor ( $X < 51$ ) score for speaking ability in term of pronunciation. There were 1 students (2,5%) got less score (51-60), 16 of them (40%) got fair score (61-74), 20 students (50%) got good score (75-90) but only 3 students (7,5%) got excellent score (91-100). So the result can be concluded that the students' accuracy in speaking in post-test was good categorized.

### c) Improvement of Students' Speaking Ability

**Table 4.5 : The Mean Score of Students' Speaking Ability In Term Of Vocabulary.**

Indicator	Pre-Test	Post-Test	Improvement%
Vocabulary	61,32	74,8	22

**Graphic 4.5. The Mean Score of Students' Speaking Ability In Term Of Vocabulary.**

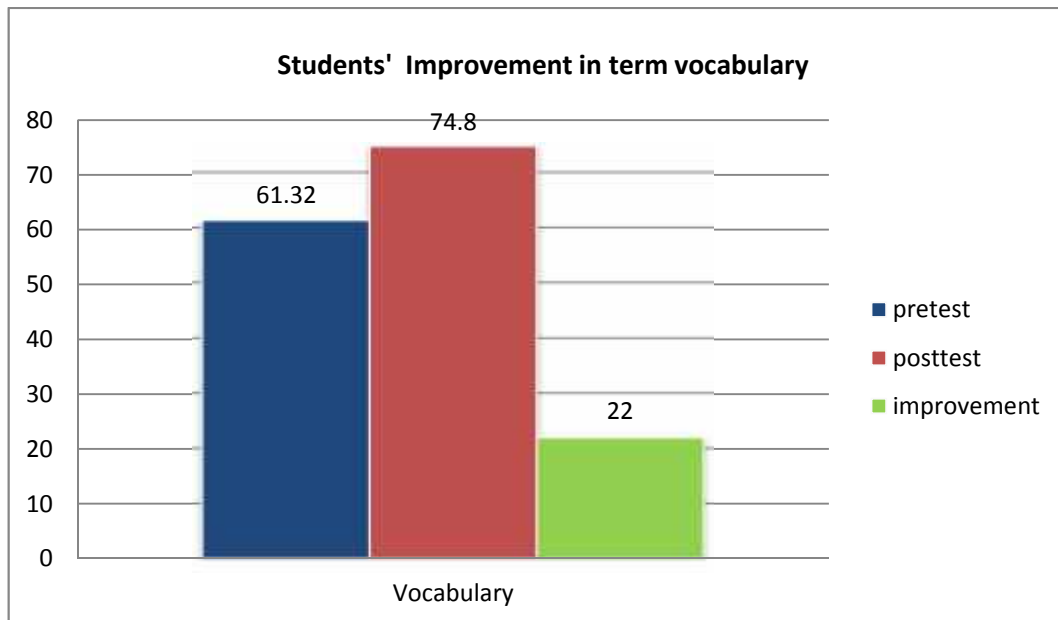


Table 4.4 and graphic 4.4 above shows the result of mean score in each test, where pre-test is 61,32, and post-test is 74,8. The differentiated of this mean score shows that there is improvement (22%) after using debate technique.

**Table 4.6. The Mean Score of Students' Speaking Ability In Term of Pronunciation**

Indicator	Pre-Test	Post-Test	Improvement%
Pronunciation	60,7	74,67	23

**Graphic 4.6. The Mean Score of Students' Speaking Ability In Term Of Pronunciation**

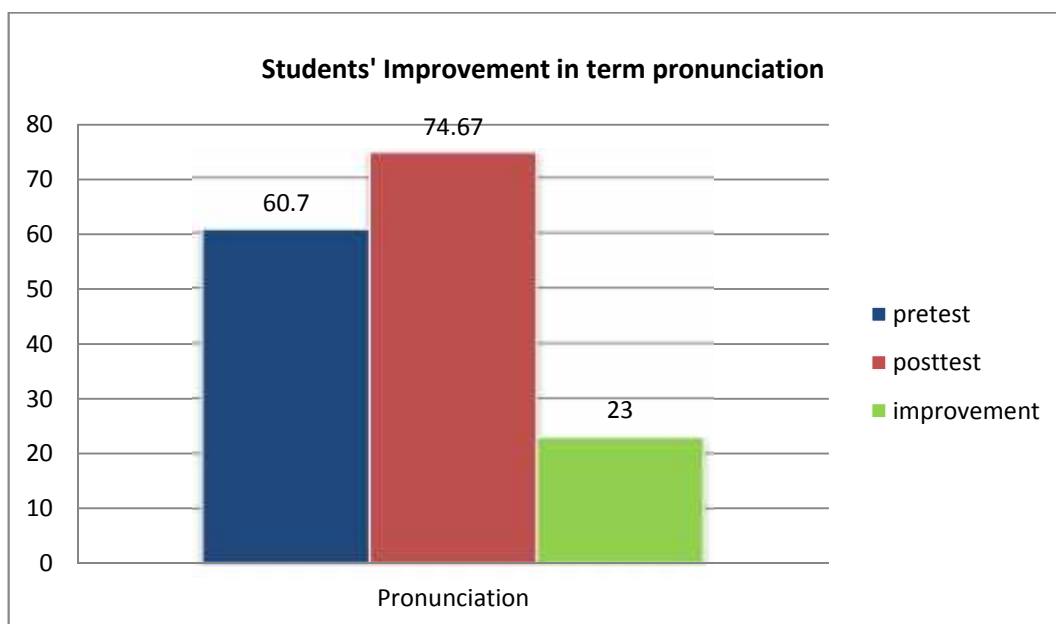


Table 4.5 and Graphic 4.5 above shows the result of mean score in each test, where pre-test is 60,7, and post-test is 74,67. The differentiated of this mean score shows that there is improvement (23%) after using debate technique.

**Table 4.7 : Mean Score Pre-Test and Post-Test**

Kind of Test	Mean Score
Pre – Test	61
Post – Test	74,73

The table above showed that the students mean score of pre-test was 61 while the students' mean score in post-test was 74,73. It was analyzed that there

was improvement of students' speaking ability after applied debate technique in the classroom.

#### d) Hypothesis Testing

The result of t-test was higher than t-table' value. The null hypothesis (H<sub>0</sub>) was rejected, and if the result of t-test was lower than t-table' value, the hypothesis (H<sub>a</sub>) was accepted. The result of statistical analysis of t-test at the level of significance 0,05 with degree of freedom (df) = n-1, where; n= number of students was 40. It could be seen as follows:

$$df= n-1$$

$$df= 40-1= 39$$

based on the level of significance and the degree of freedom (df)= 39= 0,05 above, the value of the t-table =2,023. The result of t-test for speaking focused on vocabulary and pronunciation.

**Table 4.8: the test value of students' speaking ability**

Variable	Mean score of pre-test	Mean score of post-test	t-test	t-table	comparison	classification
X2-X1	61	74,73	68,09	2,023	t-test>t-table	<b>Significantly Different</b>

table 4.6, showed that the value of t-test value for speaking focused in term vocabulary and pronunciation with the t-test value was 68,09>2,023. It indicated that result of the t-test value in all variable and indicator was higher than t-table

value. It meant that there were a significant different between the result of pre-test and post-test in speaking.

Based on these result, it concluded that there were significant difference of the students' speaking ability after using debate technique.

## **B. Discussion**

### **1. The Use of debate technique in Term vocabulary and pronunciation**

The description of the data collected, used debate technique explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after implemented the students to speak English through debate technique was better than before the treatment given to the students.

Based on the findings result, the students' score percentaged in speaking before used debate technique showed that the students' ability in speaking at the second grade students of SMA Negeri 1 Pallangga especially class XI IPA 2 were very less.

It was showed in pre test that out of 40 students none of them got excellent for speaking ability in term of vocabulary. There were 2 students (5%) got good category (75-90) score, and for fair category (61-74) there were 11 students (27,5%). less category (51-60) there were 23 students (57,5,5%) students got less score, there were 4 students (10 %) got poor category ( $X < 51$ ). So the result can be concluded that the students' in pre-test was less categorized.

In term pronunciation, none of them got excellent category (91-100) score for speaking ability in term of pronunciation. There were 7 students (17,5%) got poor category ( $X < 51$ ), 17 of them (42,5%) got less category (51-60), 12 students (30%) got fair category (61-74) \ and only 4 students (10%) got good category (75-90) score. So the result can be concluded that the students' speaking in pre-test was less categorized ( $X < 51$ ). The percentaged of the post test showed that out of 40 students, none of them got poor ( $X < 51$ ) score for speaking ability in term of pronunciation. There were 1 students (2,5%) got less score (51-60), 16 of them (40%) got fair score (61-74), 20 students (50%) got good score (75-90) but only 3 students (7,5%) got excellent score (91-100). So the result can be concluded that the students' accuracy in speaking in post-test was good categorized.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in speaking, because the most of students still difficult to speak English .The second meeting until last they tried to speak well and also they paid attention to explanation that given by the researcher to them at the end of each meeting. the researcher applied debate technique in English teaching and learning to motivated students to speak English. After gave treatment by debate technique, the students speaking in term of vocabulary and pronunciation was improved. It was suitable with Richa Rubiati (2010: 43) in her reseach ''Improving Students' Speaking Skill Through Debate Technique.'' She found that the debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Student have a lot of opportunity to practice speaking and have active



involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Teaching speaking through debate can be enjoyable experience for both teacher and student.

The improvement was proved by the students' score percentaged in speaking before pre-test and post-test. In the post-test result; The percentaged of the post-test showed that out of 40 students none of them got poor ( $X < 51$ ) score for speaking ability in term of vocabulary. There were 10 students (25%) got fair (61-74) score, 25 of them (62,5%) got good (75-90) score and also 2 students (5%) got less (51-60) score but only 3 students (7.5%) got excellent (91-100) score. So the result can be concluded that the students' speaking ability in term vocabulary in post test was good categorized (75-90). So the result can be concluded that the students' in pre test was good categorized. It was suitable with Uswatun Hasanah (2012: 92), in her research "The Implementation Of Debate Technique To Improve The Students' Speaking Skill," she found that debate technique is good technique in improving speaking skill in speaking class. It has benefit to improve students' speaking competence in class. The result of the research shew that the use of debate technique can improve students' motivation, interest and achievement.

There were some weakness of this research, the first was the researcher needed much time to applying this technique in order this research was run well, the second was involved many people (to do discuss), the third was not at all of the students understood the explanation from their friend, the fourth was the researcher needed a good planning and ripely, and the last was this technique is

not effective if any students be passived. And there were some strongest of debate technique was be expected to be useful or great information and positive contribution for both English teachers and the students. Firstly, for the researcher, that this research could be referenced for other researcher. Secondly, for the students, that this technique could made the students be more actived to speak English and attracted to learn English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research by using debate technique in increasing students' speaking ability at the eleventh grade of SMA Negeri 1 Pallangga and based on the result and discussion of the data analysis previously, the following conclusion was presented:

The increasing students' speaking ability used debate technique at the eleventh grade of SMA Negeri 1 Pallangga was significantly improved, where mean score of the pre-test was 61 before used debate technique, and after used debate technique, the mean score in post-test became 74,73. It indicated the mean score in post-test was higher than pre-test.

#### B. Suggestion

Based on the conclusion above, the researcher proposed some suggestions,

1. For the teacher

The teacher could made groups and used debate technique to motivated students to spoke their opinion and argument in the class. The teacher also should allocate certain time inside of the class to practice English. The technique of teaching speaking influence the students' ability to learn speaking.

2. For the students

- a. Motivation is an important factor in the process of English learning so the students should develop their motivation in speaking lesson.
  - b. Students should study English harder to reduce their difficulties of English learning.
3. To the other researchers

It has been known the result of the study that the use of debate technique can improve students' speaking competence. Hereby, it is expected that the result of the study make the English teacher use an appropriate teaching technique of debate technique on improving students' speaking competence.

## BIBLIOGRAPHY

- Alasmari Ali. 2013. *Using Debate in EFL Classes. Collage of Arts and Science*, King Khalid University, Kingdom of Saudi Arabia.
- Bellon Joe. 2000. *A Research- Based Justification for Debate across The Curriculum*. Atalanta, Gergio State University.
- Depdikbud. 1985. *Petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk Pelaksanaan Sistem Penilaian*. Depdikbud Jakarta
- Douglas M. Carroll. 2014. *Using Debate to Enhance Students' Oral Business Communication Skills*. International Journal of Business and Social Science. Vol. 5 (10).PP. 1-8
- Gay. L. R. 1981. *Educational Research*. New York: precentice Hill Inc.
- Hasanah, Uswatun. 2012. *The Implementation of Debate Technique to Improve The Students' Speaking Skill*. English Department Of Educational Faculty State. Islamic Studies Institute (STAIN). Salatiga.
- Junaidi. 2011. *Using Critical Debate Technique to Improve Students' Speaking Ability*. Sebelas Maret University. Surakarta.
- Longman. 2005. *World View Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities*. Pearson Education, Inc.
- Nurchabibah. 2011. *Kefektifan Metode Debat Aktif Dalam Pembelajaran Diskusi pada Siswa Kelas X SMA Negeri 1 Kutowinangun*. Universitas Negeri Yogyakarta.
- Richards, Jack C. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge University Press.
- Rubiati, Richa. 2010. *Improving Students' Speaking Skill Through Debate Technique*. State Institute for Islamic Studies (IAIN) Walisongo Semarang.
- Sanjaya, Rio. 2014. *The Implementation of Asian Parliamentary Debate Technique in Teaching Speaking at The Second Grade Students of SMA Negeri 5 Bandar Lampung*, Lampung University. Bandar Lampung.
- Somjai, Satit. 2015. *The Use of Debate Technique to Develop Speaking Ability of Grade Ten Students at Bodindecha (Sing Singhaseni) School*. Srinakarinwirot University. Bangkok, Thailand.

Syarif, Annisa. 2011. *Improving Students' Speaking Skill through Debating Activity*. Muhammadiyah University of Purwokerto.

Zare, Pezhman. 2014. *Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability*. Department of Language and Humanities Education, Faculty of Educational Studies. Universiti Putra Malaysia, Selangor, Malaysia.

## **INSTRUMENT**

### **Pre-Test**

To get significant data, the researcher conducts this test by the all students will speak about the topic which they choose. The topics as follow:

1. Hobby
2. Favorite things
3. Friends
4. Activity
5. Lovely people
6. Dream
7. Music / favorite song
8. Lesson
9. Favorite food and drink
10. Interesting place

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 1 x 60 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 1 (pertama)/ Pre-Test

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).



#### **D. Tujuan Pembelajaran**

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### **E. Materi Pokok**

##### **Pre-test**

Topic:

1. Hobby
2. Favorite things
3. Friends
4. Activity
5. Lovely people
6. Dream
7. Music / favorite song
8. Lesson
9. Favorite food and drink
10. Interesting place

#### **F. Metode Pembelajaran/Teknik**

British parliamentary Debate technique

➤ Kegiatan inti :

- Menjelaskan pada siswa apa yang akan di pelajari.
- Memberikan topik pembicaraan (motion), kemudian siswa akan memilih topik yang akan di jelaskan.
- Memberikan kesempatan kepada siswa satu persatu untuk berbicara tentang topik yang mereka pilih
- Memberikan umpan balik pada siswa berupa *verbal adjudication*

## G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**  
10535 5260 12

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 2 x 45 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 2 (dua)

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. .Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

#### D. Tujuan Pembelajaran

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### E. Materi Pokok

- Debate British Parliamentary technique  
Motion:
  - THBT women is trouble maker in the world
  - THBT man is more stronger than woman

#### F. Metode Pembelajaran/Teknik

British parliamentary Debate technique

- Kegiatan inti :
- Membagi siswa ke dalam kelompok debat yang terdiri dari 2 kubu: kelompok positif yang mendukung sebuah topik dan kelompok yang kontra terhadap topik pembicaraan.
- Memberikan topik pembicaraan (motion) yang akan diperdebatkan.
- Memberikan kesempatan kepada siswa untuk mengungkapkan ungkapan setuju dan tidak setuju .
- Memberikan umpan balik pada siswa berupa *verbal adjudication*

#### G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**  
10535 5260 12

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 2 x 45 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 3 (tiga)

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### D. Tujuan Pembelajaran

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### E. Materi Pokok

Debate British Parliamentary

Motion :

- THB cell phone use in school
- THBT homeschooling is not good

#### F. Metode Pembelajaran/Teknik

British parliamentary Debate technique

- Kegiatan inti :
- Membagi siswa ke dalam kelompok debat yang terdiri dari 2 kubu: kelompok positif yang mendukung sebuah topik dan kelompok yang kontra terhadap topik pembicaraan.
- Memberikan topik pembicaraan (motion) yang akan diperdebatkan.
- Memberikan kesempatan kepada siswa untuk mengungkapkan ungkapan setuju dan tidak setuju .
- Memberikan umpan balik pada siswa berupa *verbal adjudication*

#### G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**

10535 5260 12



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 2 x 45 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 4 (empat)

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### D. Tujuan Pembelajaran

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### E. Materi Pokok

Debate British Parliamentary

Motion :

- THBT homework
- THBT video games cause bad behavior in children

#### F. Metode Pembelajaran/Teknik

British parliamentary Debate technique

- Kegiatan inti :
- Membagi siswa ke dalam kelompok debat yang terdiri dari 2 kubu: kelompok positif yang mendukung sebuah topik dan kelompok yang kontra terhadap topik pembicaraan.
- Memberikan topik pembicaraan (motion) yang akan diperdebatkan.
- Memberikan kesempatan kepada siswa untuk mengungkapkan ungkapan setuju dan tidak setuju .
- Memberikan umpan balik pada siswa berupa *verbal adjudication*

#### G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**  
10535 5260 12

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 2 x 45 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 5 (lima)

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### D. Tujuan Pembelajaran

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### E. Materi Pokok

Debate British Parliamentary

Motion :

- THB national final exam should be removed
- THB full day schooling

#### F. Metode Pembelajaran/Teknik

British parliamentary Debate technique

➤ Kegiatan inti :

- Membagi siswa ke dalam kelompok debat yang terdiri dari 2 kubu: kelompok positif yang mendukung sebuah topik dan kelompok yang kontra terhadap topik pembicaraan.
- Memberikan topik pembicaraan (motion) yang akan diperdebatkan.
- Memberikan kesempatan kepada siswa untuk mengungkapkan ungkapan setuju dan tidak setuju .
- Memberikan umpan balik pada siswa berupa *verbal adjudication*

#### G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**  
10535 5251 12

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA NEGERI 1 PALLANGGA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/1  
Alokasi Waktu : 1 x 60 menit  
Topik Pembelajaran : *Expressing argument on debating issue*  
Pertemuan Ke : 6 (enam)/ post-tset

**A. Standar Kompetensi (speaking)**

1. Memahami makna dalam percakapan transaksional/interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

**C. Indikator Pembelajaran**

1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### **D. Tujuan Pembelajaran**

- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

#### **E. Materi Pokok**

##### **Post-test**

Topic:

1. Reading book is interesting
2. Cigarette is dangerous
3. Using hand phone in the school
4. Social media
5. Love
6. Drugs
7. National examination
8. Internet
9. Sport
10. corruption

#### **F. Metode Pembelajaran/Teknik**

British parliamentary Debate technique

➤ Kegiatan inti :

- Menjelaskan pada siswa apa yang akan di pelajari.
- Memberikan topik pembicaraan (motion), kemudian siswa akan memilih topik yang akan di jelaskan.
- Memberikan kesempatan kepada siswa satu persatu untuk mengungkapkan ungkapan setuju atau tidak setuju.
- Memberikan umpan balik pada siswa berupa *verbal adjudication*



## G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	1-6
2	Vocabulary	1-6

Makassar, April 2017

Mahasiswa Peneliti

**Try Hermawan**  
10535526012

## **INSTRUMENT**

### **Post-Test**

In post-test, the researcher will give topics and the students will speak about the topic which they choose.

1. Reading book is interesting
2. Cigarette is dangerous
3. Using hand phone in the school
4. Social media
5. Love
6. Drugs
7. National examination
8. Internet
9. Sport
10. corruption

## APPENDIX A

### THE LIST NAME OF THE STUDENTS OF CLASS OF XI IPA 2

#### SMA NEGERI 1 PALLANGGA

No.	SAMPLE	CODE
1.	Aprilianti	S-1
2.	Irham Abdullah	S-2
3.	Era	S-3
4.	Hasriana	S-4
5.	NurTasya	S-5
6.	NurFajriSyam	S-6
7.	Indah Lestari	S-7
8.	Muh. Wahyu	S-8
9.	NadilaSyarif	S-9
10.	Sri Rahayu	S-10
11.	Sri Wahyuni	S-11
12.	ReskiRahayu	S-12
13.	AndiRahmiPawellangi	S-13
14.	Muh. Iqram	S-14
15.	Muh. Ade Syam	S-15
16.	NurAsmi	S-16
17.	JihanAsraRamadhani	S-17
18.	Firdayanti	S-18
19.	Zuraida	S-19
20.	Muh. Fajrin Faisal	S-20
21.	Jumriani	S-21
22.	Syahrawati	S-22
23.	Nurwahidah	S-23
24.	AnnisaNurulAqilla	S-24

25.	SarmilaNur	S-25
26.	Amriana	S-26
27.	Sri WahyuniNingsih	S-27
28.	IrnawatiPutri	S-28
29.	Sudirman	S-29
30.	Nurhikmah	S-30
31.	Sulastriani	S-31
32.	Sri WidyaNingsih	S-32
33.	WelsaAdelia	S-33
34.	NurSakina	S-34
35.	Muh. IndraDifya	S-35
36.	WiwikPratiwi	S-36
37.	Yuriza	S-37
38.	Iswandi	S-38
39.	AldaRamadani	S-39
40.	Hajrah	S-40



25.	SarmilaNur								
26.	Amriana								
27.	Sri WahyuniNingsih								
28.	IrnawatiPutri								
29.	Sudirman								
30.	Nurhikmah								
31.	Sulastriani								
32.	Sri WidyaNingsih								
33.	WelsaAdelia								
34.	NurSakina								
35.	Muh. IndraDifya								
36.	WiwikPratiwi								
37.	Yuriza								
38.	Iswandi								
39.	AldaRamadani								
40.	Hajrah								

## APPENDIX C

### THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN TERM VOCABULARY

STUDENTS	INDICATOR (VOCABULARY)			
	Pre-Test		Post-Test	
	Vocabulary	Classification	Vocabulary	Classification
S-1	60	Less	75	Good
S-2	50	Poor	60	Less
S-3	75	Good	91	Excellent
S-4	60	Less	63	Fair
S-5	60	Less	75	Good
S-6	60	Less	75	Good
S-7	63	Fair	75	Good
S-8	65	Fair	80	Good
S-9	60	Less	75	Good
S-10	60	Less	75	Good
S-11	55	Less	70	Fair
S-12	65	Fair	75	Good
S-13	65	Fair	78	Good
S-14	65	Fair	76	Good
S-15	70	Fair	75	Good
S-16	60	Less	75	Good
S-17	70	Fair	92	Excellent
S-18	60	Less	75	Good
S-19	60	Less	75	Good
S-20	60	Less	75	Good
S-21	65	Fair	75	Good
S-22	55	Less	75	Good

S-23	60	Less	75	Good
S-24	75	Good	92	Excellent
S-25	65	Fair	70	Fair
S-26	55	Less	70	Fair
S-27	60	Less	70	Fair
S-28	60	Less	75	Good
S-29	50	Poor	70	Fair
S-30	55	Less	70	Fair
S-31	55	Less	70	Fair
S-32	65	Fair	80	Good
S-33	50	Poor	70	Good
S-34	60	Less	75	Good
S-35	60	Less	75	Good
S-36	60	Less	70	Fair
S-37	70	Fair	80	Good
S-38	60	Less	65	Fair
S-39	60	Less	75	Good
S-40	70	Fair	80	Good



**APPENDIX D**

**THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN TERM PRONUNCIATION**

STUDENTS	INDICATOR (PRONUNCIATION)			
	Pre-Test		Post-Test	
	Pronunciation	Classification	Pronunciation	Classification
S-1	65	Fair	75	Good
S-2	55	Less	70	Fair
S-3	80	Good	95	Excellent
S-4	60	Less	75	Good
S-5	55	Less	70	Fair
S-6	55	Less	75	Good
S-7	60	Less	70	Fair
S-8	65	Fair	85	Good
S-9	60	Less	75	Good
S-10	65	Fair	75	Good
S-11	55	Less	70	Fair
S-12	55	Less	70	Fair
S-13	60	Less	75	Good
S-14	70	Fair	80	Good
S-15	65	Fair	75	Good
S-16	50	Poor	70	Fair
S-17	80	Good	95	Excellent
S-18	65	Fair	75	Good
S-19	50	Poor	63	Fair
S-20	50	Poor	65	Fair
S-21	50	Poor	70	Fair
S-22	60	Less	74	Fair

S-23	60	Less	70	Fair
S-24	80	Good	95	Excellent
S-25	64	Fair	75	Good
S-26	50	Poor	70	Fair
S-27	65	Fair	70	Fair
S-28	66	Fair	75	Good
S-29	50	Poor	70	Fair
S-30	55	Less	70	Fair
S-31	55	Less	75	Good
S-32	65	Fair	75	Good
S-33	50	Poor	70	Fair
S-34	60	Less	65	Fair
S-35	65	Fair	75	Good
S-36	63	Fair	75	Good
S-37	75	Good	85	Good
S-38	55	Less	75	Good
S-39	70	Fair	80	Good
S-40	65	Fair	75	Good

**APPENDIX E**  
**THE SCORE OF PRE-TEST IN SPEAKING ABILITY**

No.	Vocabulary	Pronunciation	Score
1	60	65	62,5
2	50	55	52,5
3	75	80	77,5
4	60	60	60
5	60	55	57,5
6	60	55	57,5
7	63	60	61,1
8	65	65	65
9	60	60	60
10	60	65	62,5
11	55	55	55
12	65	55	60
13	65	60	62,5
14	65	70	67,5
15	70	65	67,5
16	60	50	55
17	70	80	75
18	60	65	62,5
19	60	50	55
20	60	50	55
21	65	50	57,5
22	55	60	57,5
23	60	60	60
24	75	80	77,5
25	65	64	64,5

26	55	50	52,5
27	60	65	62,5
28	60	66	63
29	50	50	50
30	55	55	55
31	55	55	55
32	65	50	57,5
33	50	50	50
34	60	60	60
35	60	65	62,5
36	60	63	61,5
37	70	75	72,5
38	60	55	57,5
39	60	70	65
40	70	65	67,5
<b>Total</b>	<b>2453</b>	<b>2428</b>	<b>2440,5</b>
<b>Mean</b>	<b>61,32</b>	<b>60,7</b>	<b>61</b>

## APPENDIX F

### THE SCORE OF POST TEST IN SPEAKING ABILITY

NO.	Vocabulary	Pronunciation	Score
1.	75	75	75
2.	60	70	65
3.	91	95	93
4.	63	75	69
5.	75	70	72,5
6.	75	75	75
7.	75	70	72,5
8.	80	85	82,5
9.	75	75	75
10.	75	75	75
11.	70	70	70
12.	75	70	72,5
13.	78	75	76,5
14.	76	80	78
15.	75	75	75
16.	75	70	72,5
17.	92	95	93,5
18.	75	75	75
19.	75	63	69
20.	75	65	70
21.	75	70	72,5
22.	75	74	74,5
23.	75	70	72,5
24.	92	95	93,5
25.	70	75	72,5
26.	70	70	70

27.	70	70	70
28.	75	75	75
29.	70	70	70
30.	70	70	70
31.	70	75	72,5
32.	80	70	75
33.	70	70	70
34.	75	65	70
35.	75	75	75
36.	70	75	72,5
37.	80	85	82,5
38.	65	75	70
39.	75	80	77,5
40.	80	75	77,5
<b>Total</b>	<b>2992</b>	<b>2987</b>	<b>2989,5</b>
<b>Mean</b>	<b>74,8</b>	<b>74,67</b>	<b>74,73</b>

## APPENDIX G

### THE GAIN SCORE (D) OF THE STUDENTS' SPEAKING ABILITY

Sample Code	Speaking Ability			
	Pre-test	Post-test	D	D <sup>2</sup>
S-1	62,5	75	68,75	4726,56
S-2	52,5	65	58,75	3451,56
S-3	77,5	93	85,25	7267,56
S-4	60	69	64,5	4160,25
S-5	57,5	72,5	65	4225
S-6	57,5	75	66,25	4389,06
S-7	61,5	72,5	67	4489
S-8	65	82,5	73,75	5439,06
S-9	60	75	67,5	4556,25
S-10	62,5	75	68,75	4726,56
S-11	55	70	62,5	3906,25
S-12	60	72,5	66,25	4389,06
S-13	62,5	76,5	69,5	4830,25
S-14	67,5	78	72,75	5292,56
S-15	67,5	75	71,25	5076,56
S-16	55	72,5	63,75	4064,06
S-17	75	93,5	84,25	7098,06
S-18	62,5	75	68,75	4726,56
S-19	55	69	62	3844
S-20	55	70	62,5	3906,25
S-21	57,5	72,5	65	4225
S-22	57,5	74,5	66	4356
S-23	60	72,5	66,25	4389,06
S-24	77,5	93,5	85,5	7310,25

S-25	64,5	72,5	68,5	4692,25
S-26	52,5	70	61,25	3751,56
S-27	62,5	70	66,25	4389,06
S-28	63	75	69	4761
S-29	50	70	60	3600
S-30	55	70	62,5	3906,25
S-31	55	72,5	63,75	4064,06
S-32	57,5	75	66,25	4389,06
S-33	50	70	60	3600
S-34	60	70	65	4225
S-35	62,5	75	68,75	4726,56
S-36	61,5	72,5	67	4489
S-37	72,5	82,5	77,5	6006,25
S-38	57,5	70	63,75	4064,06
S-39	65	77,5	71,25	5076,56
S-40	67,5	77,5	72,5	5256,25
<b>Total</b>	<b>2440,5</b>	<b>2989,5</b>	<b>2715</b>	<b>185841,7</b>
<b>Mean</b>	<b>61</b>	<b>74,73</b>	<b>68,125</b>	<b>4646</b>



## APPENDIX H

### THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean of Pre-test in speaking ability (vocabulary)

$$\begin{aligned}\bar{X} &= \frac{2453}{40} \\ &= 61,32\end{aligned}$$

2. Mean of post-test in speaking ability(vocabulary)

$$\begin{aligned}\bar{X} &= \frac{2992}{40} \\ &= 74,8\end{aligned}$$

3. Mean of pre-test in speaking ability (pronunciation)

$$\begin{aligned}\bar{X} &= \frac{2428}{40} \\ &= 60,7\end{aligned}$$

4. Mean of post-test in speaking ability (pronunciation)

$$\begin{aligned}\bar{X} &= \frac{2987}{40} \\ &= 74,67\end{aligned}$$

## APPENDIX I

### THE IMPROVEMENT OF STUDENTS IN SPEAKING ABILITY

1. Improvement students in speaking ability (vocabulary)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2992 - 2453}{2451} \times 100$$

$$P = \frac{539}{2453} \times 100$$

$$P = \frac{53900}{2453}$$

$$= 22$$

The students' improvement = 22%

2. Improvement students in speaking ability (Pronunciation)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2987 - 2428}{2428} \times 100$$

$$P = \frac{559}{2428} \times 100$$

$$P = \frac{55900}{2428}$$

$$= 23$$

The students' improvement = 23%

## APPENDIX J

### CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of speaking ability

$$\text{NOTES : } \sum D = 68,125$$

$$(\sum D)^2 = 4646$$

$$N = 40$$

$$\frac{(\sum D)^2}{N} = \frac{(68,125)^2}{40} = \frac{4641,02}{40}$$

$$\bar{D} = 116,025$$

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

$$t = \frac{116,025}{\frac{4646 - \frac{(68,125)^2}{40}}{40(40-1)}}$$

$$t = \frac{116,025}{\frac{4,646 - \frac{(4641,02)}{40}}{40(39)}}$$

$$t = \frac{116,025}{\frac{4646 - 116,025}{1560}}$$

$$t = \frac{116,025}{\frac{4529,97}{1560}}$$

$$t = \frac{116,025}{\sqrt{2,90382692}}$$

$$t = \frac{116,025}{1,704} =$$

$$t = 68,09$$

**APPENDIX K**

<b>Df</b>	<b>Level of Significance for one-tailed test</b>					
	0,25	0,10	0,5	0,025	0,01	0,005
	<b>Level of Significance for two-tailed test</b>					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878

19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
31	0.682	1.309	1.696	2.040	2.453	2.744
39	0.680	1.304	1.685	2.023	2.426	2.708
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617

## DOCUMENTATION









## **CURRICULUM VITAE**



**TRY HERMAWAN**, was born on September 2<sup>th</sup>, 1990 in Belajen, Enrekang Regency. He is the thirth child from nine siblings of the couple Amrin and Suriati. In 1996 he studied as a student in elementary School at SDN 112 BELAJEN and graduated in 2002. Then he registered as a student in Junior High School at SMP NEGERI 1 ALLA and graduated in 2005.

After finishing his study in junior high school, he registered in senior high school at SMA NEGERI 1 ALLA and graduated in 2008. He registered to study of English Education Department of Makassar Muhammadiyah University on strata one program.