

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH DEBATE

CONTROVERSIAL AND UNRESOLVED TOPIC (CUT) METHOD

AT SECOND GRADE OF MA DDI MATTOANGING

(A Classroom Action Research)

THESIS

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

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FACULTY OF TEACHERS TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

2022



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Controversial and Unresolved Topic (CUT) Method at
Second Grade of MA DDI Mattoanging

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Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

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

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Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuahkan 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, 22 March 2022

Yang membuat perjanjian

M. Aslam Armi

MOTTO AND DEDICATION

Failure is caused by planning too much but thinking and acting too little.

I dedicate this thesis to my father and mother who always accompany me with prayers and give everything for my son. As well as my sister, and my beloved wife who have given encouragement to my every effort so that I can complete my studies at the blue campus.



ABSTRAK

M. Aslam Armi, 2022. *Meningkatkan Kemampuan Berbicara Siswa Melalui Metode Debate Controversial and Unresolved Topic (CUT) Pada Kelas II MA DDI MATTOANGING BANTAENG (Penelitian Tindakan Kelas).* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Arif Patturusi dan Hj. Ilmiah.).

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dalam hal akurasi yang berhubungan dengan pengucapan, kosa kata dan tata bahasa dan kefasihan yang berhubungan dengan kepercayaan diri. Peneliti menggunakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus dimana setiap siklus terdiri dari empat pertemuan. Lokasi penelitian ini diambil pada Siswa Kelas II MA DDI MATTOANGING dengan jumlah subjek 30 siswa. Instrumennya adalah tes berbicara dan observasi. Hasil penelitian menunjukkan bahwa penerapan Debate dengan Metode Topik Konversal signifikan dalam meningkatkan kemampuan berbicara siswa dalam hal akurasi. Hal ini dibuktikan dengan nilai rata-rata siklus I adalah 6,8. Hal ini tergolong cukup baik kemudian ditingkatkan menjadi 7,8 dan pada siklus II tergolong cukup baik. Mereka lebih tinggi dari nilai rata-rata tes diagnostik yaitu 5,2 yang tergolong buruk. Artinya ada peningkatan kemampuan berbicara siswa dalam hal ketepatan pengucapan, tata bahasa, dan kosa kata. Sedangkan pada kefasihan berbicara siswa yang berhubungan dengan kepercayaan diri juga dibuktikan dengan nilai rata-rata siklus I adalah 6,9, tergolong cukup kemudian ditingkatkan menjadi 7,9 dan pada siklus II tergolong baik.

Dapat disimpulkan bahwa pengajaran bahasa Inggris dengan menggunakan Metode Topik Kontroversial Debat dapat meningkatkan kemampuan berbicara bahasa Inggris siswa.

ABSTRACT

M. Aslam Armi, 2022. *Improving the Students' Speaking Ability through Debate Controversial and Unresolved Topic (CUT) Method at Second Grade of MA DDI MATTOANGING BANTAENG (A Classroom Action Research).* A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by Arif Patturusi and Hj. Ilmiah,).

This research aimed to improvement of the students' speaking ability in terms of accuracy dealing with pronunciation, vocabulary and grammar and fluency dealing with self confidence. The researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the Second Grade Students of MA DDI MATTOANGING with the number of the subject 30 students. Instruments are speaking test and observation. The research findings indicate that the application of Debate using Conversial Topic Method is significant in improving the students' speaking ability in terms of accuracy. It was proved by the mean score of cycle I is 6.8. It is classified as fair then improved to be 7.8 and it is classified as fairly good in cycle II. They were higher than the mean score of diagnostic test namely 5.2 that classified as poor. It means that there was the improvement of the students' speaking ability in terms of accuracy dealing with pronunciation, grammar, and vocabulary. While in students' speaking fluency dealing with self confidence it was also proved by the mean score of cycle I is 6.9. it is classified as fair then improved to be 7.9 and it is classified as good in cycle II.

It could be concluded that teaching english by using Debate Controversial Topic Method can improve the students' English speaking ability.

UPT PERPUSTAKAAN DAN PENERBITAN

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Researcher

M. Aslam Armi

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CHAPTER I

INTRODUCTION

A. Background

Language is a key in every communication in social life. It has an important role to put people in contact with other to communicate meaning and message through inform, according to Boryd (1979: 4) in Dahlan states that Language is the most important form of human communication, not only in human language, it is also uniquely human and the key to all activities, without language, people are isolated and helpless. It means that, Language plays a very crucial role in human activities, especially to communicate to one another through language people can convey news, idea, opinions, knowledge, and getting information.

Therefore, communication itself is needed in every chance in which involves some aspects like as: oral, written, and gesture form. It must be acknowledged that the most often used in communication is oral form of speaking. Furthermore, in related to case, Speaking is a tool of communication to other, or speaking is ways to bring a message from one person to another interact with them.

Mainly, English learners are difficult to speak English. It is caused by some factors such as, lack of vocabulary and practice. Therefore, teacher should give students numerous speaking opportunities to develop their ability in speaking with accurate and fluency. No one is doubt, that interaction is the way to improve the students' speaking ability, especially students' accuracy and fluency in speaking English. In English teaching and learning process, speaking is one of the important aspect that can influence the students are lazy to speak and speaking class to be boring.

In the teaching either the students of high school or graduated of it still get hard to be a good speaker. The problems are: First, the Students feel ashamed and afraid

to speak English, thus, they never practice and use target language and they always use mother tongue in the classroom. Second, for the Teacher, they did not variety of teaching such as visual aids. The teacher has to motivate the students to learn English in the class and create the method of learning model of teaching. Thus, the students will feel relaxed and freely in using English in the classroom. The teacher must make afford to understand the material well. In learning English, the students are expected to learn four skills. Among those, Speaking is the most difficult to master. Related to the case, researcher had found a problem in the school in MA DDI MATTOANGING at second grade that had done during Magang 2 process (August 2016) in which had some problems related to accuracy and fluency of students that was still low in speaking aspect of students' KKM 6.0 that is targeted 7.0

In Debate Controversial and Unresolved (CUT) Method, students will involve to participate in speaking English, they will invite to talk to one another on any subject (Click Report). Thus, the students can feel confident to speak. In short, the students more active than the teacher.

Based on the statement above, the researcher will use a method that could be used by teacher to improve their way of teaching and could help students have better understanding in teaching English speaking especially, their accuracy (vocabulary) and fluency (self confident).

B. Problem Statement

Based on the previous description, the researcher formulates research questions as follow:

1. How is the improvement of the students' speaking accuracy (Vocabulary) through the use of Debate Controversial an Unresolved (CUT) Method at eleventh grade of MA DDI MATTOANGING?

2. How is the improvement of students' speaking fluency (Self Congfidence) through the use of Debate Controversial and Unresolved (CUT) Method at eleventh grade of MA DDI MATTOANGING ?

C. The Objectives of the Study

Relating to the problem statement mention above, the researcher states that objectives of the study are to find out:

1. The improvement of the students' speaking accuracy through the use of Debate Controversial and Unresolved (CUT) Method at Eleventh Grade of MA DDI Mattoanging.
2. The improvement of students' speaking fluency through the use of Debate Controversial and Unresolved (CUT) Method at Eleventh Grade of MA DDI Mattoanging.

D. The Significance of the Study

These finding of the research are expected to be useful information and positive contribution to the English teacher and English language learners at Senior High School, for the students who are going to study on English related to the topic id for the researcher as candidate teacher in the future time.

E. The Scope of the Study

The scope of this research is limited to the application of Debate Controversial and Unresolved Topic (CUT) Method to improve the students' speaking ability at eleventh grade students of MA DDI MATTOANGING which covers: accuracy (Vocabulary) and fluency (Self Congfidence).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researches had reported to expose the identification of the students' attitude and interest in learning English to make the teaching and learning process more effective, especially in teaching of speaking. Some of the researches' findings were cited concisely below:

1. Lidya Ratna Desita (2017). From the result of analysis of research, students' speaking ability has been improved through using debate technique, students' speaking ability in term of giving opinion has been improved through using debate technique, and involve all students to participate in the teaching learning process in the classroom. The use of using picture technique has been advocated in teaching speaking process. However, they worked very cooperative and they were more active to speak in the classroom.
2. Sitti Nurbaya (2015). Conclude that a research at SMA 9 Ujung Pandang to expose the effect of using debate on speaking. He reported that 97,5% of the subject found it interesting to study English. In addition 95% of the subject said that debate positively their interest.
3. M Darin Zuhri (2015) reported his research about stimulating students to speak English to problem solving in the classroom interaction that the factors effect students in speaking English in the classroom are : (1) if the students have positive attitude to work classroom activities they will be stimulated to learn in the classroom. (2) if the lecturers use interesting and varies technique, the students will be encouraged to learn more easily.

4. Nurchabibah (2011) mentions that there are two forms of debate, namely: a) British debate, and b) American debate. Active debate activities are similar to British debates in that the class is divided into pro and contra groups, where each group must be appointed by one speaker in presenting the arguments of each group

Looking to all findings above described some factors that influence the students ability in speaking English namely using picture in speaking is an problem solving, low achievement of the students because they do not enough components of speaking.

Based on the findings above the researcher concluded that by using interesting method, strategy and media in teaching can stimulate and improve the students' interest and facilitate the students to learn more easily.

B. Some Pertinent Ideas

I. The concept of Speaking

a. Definition of Speaking

Speaking is a way to bring a message from one person to others. In order to interact with people, communication cannot run well without speaking. Brown in Malayani (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. In another view, Cornbleet (2011:18) stated that speaking is combining sound in a recognized and systematic way. According to language specific principles, to form meaning full utterance. It means that the act of speaking involves not only producing, receiving, and processing information but also combination of sound.

Morgan (1961) described that there are some important differences between writer language and spoken language. The basic elements of the two are one is based on letters (written language) and other is one sounds (spoken language). Our speaking and writing grammar often differ. We tend to convey different kinds

2. Elements of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

a. Accuracy

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in Oxford Dictionary (1991:20) accuracy is degree of being correct. Marcel in Nursyamsi (2010) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

1) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of "pronunciation" may be said to include:

a) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

b) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

c) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

2) Vocabulary

a) What is vocabulary?

According to Webster's near world print dictionary (Webster, 1983:2946), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

b) Types of vocabulary

Harmer in Nursyamsi (2010) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

1. Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.
2. Writing vocabulary is the words that come readily to one's finger vocabulary
3. Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other
4. Reading vocabulary is the words that one response in writing of others

3) Grammar

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the fame work to find sentences productively needed. The fact however shows that the learners' mastery of English structure is skill less as found out by some previous researches.

b. Fluency

Fluency refers to able to speak to speak smoothly, easy speaking, to an easy low is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a term of commendation.

According to Hornby in Nursyamsi (2010) stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

a. Self Congfidence

Self-confidence according to an expert named Anthony (1992) is an attitude in someone who can / can accept reality, develop self-awareness, think positively, have independence and have the ability to have everything you want. While Hambly (1992) argues that self-confidence is defined as belief in oneself so that one is able to handle all situations calmly, self-confidence has more to do with one's relationship with others. Does not feel inferior in front of anyone and does not feel awkward when dealing with many people.

3. The Problems in Speaking

In speaking activity sometimes we find some problems. According to Penny Ur (1996:121) there are four problems of speaking activities. They are inhibition, nothing to say, low or uneven participation and mother tongue, as the following:

a. Inhibition

Speaking is not like reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worry about making mistake and they are shy.

b. Nothing to say

Even though students have many ideas in their mind but they cannot express because they have to think and express by second language. Even if they are not inhibited, we often hear learners complain that they cannot think anything to say but they have many idea actually.

c. Mother tongue use

In learning second language the students are influenced by mother tongue use, because it is easier and they feel natural to speak. So, mother tongue can influenced the students in producing foreign language, if they are talking in small

group it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

4. Solving of Problems in Speaking

The teacher has an important role to make the students actively in the classroom. The teacher influences the students whether the students are active or not in the class. There are some methods to solve the problems in speaking that the teacher has to do to help the students.

a) Use group work

Group work will help the students who are unwilling to speak and inhibit to speak in front of the full class. Because dividing the students in group work can increase the sheer amount of learner to speak because they will share and discuss each other about the topic before presenting the topic to the class. So, the students have self-confidence to do so.

b) Base the activity on easy language

Do not give the students the easiest activity and also the most difficult of activity, the activity must be based on the level of the students, the level of language needed for discussion should be lower than that used in intensive language learning activities in the same class; it should be easily recalled and produced by the participant but not too easy. So, they can speak fluently with the minimum of hesitation.

c) Make a careful choice of topic and task to stimulate interest

To stimulate the interest in discussing by giving the students a good topic will give the students spirit to discuss in the classroom and show the best speaking performance from the topic given.

d) Giving instruction or training in discussion skill

Tell learners to make sure that every one in the group contributes to the discussion by giving their opinion or their ideas; appoint chair person to each

group who will regulate participation Give a clear instruction to the students that they should take part in group discussion.

e) Keep the students speaking the target language

While discussing class the teacher monitors to the students and the teacher has a note to the ungrammatical sentences or the teacher may appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group manages to keep it.

5. Some Concepts of Teaching Speaking

a. Asking and Answering Questions

Asking and answering is essential part of teaching, learning and using the language. Asking question and eliciting answer may be used various purposes. First of all, asking question enable the students to practice what he has learned. Secondly, you may ask question to find whether the students understand the new vocabulary and the structure, and whether he is able to use them appropriately.

Brown (1985) points out that successful learners show are able to produce their thoughts in a way that will make their message accessible to native speaker of English who have no special training on linguistic or in the native of the speaker.

b. Imitation and Repetition

Imitation and repetition are important elementary states developing skill in English. Urdan (1945:45) states "imitation and repetition are the crucial section in doing speaking activities". Imitation and repetition are inter-related, and they are distinct. Imitation helps students to pronounce the English utterance they from teacher as closely as possible to utterance produced by them imitation is not restricted to be production of the sound phrase and sentence.

On the other hand, repetition refers to the acts of producing the utterances in as close meaning as possible to the process, some short of memorizing of the

Stradling (1984) also draws a distinction between topics that are superficially controversial and those that are inherently controversial. The first, in principle, is at least capable of resolving by presenting evidence. The latter stems from disagreements based on fundamental belief issues.

There some perception about debate technique, such as: . Krieger (2007) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. Maryadi in Khoironiyah (2011:26), states that debate can motivate students' thinking, more over if they must defend their stand or opinion which is contradiction with conviction themselves. Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition Debates require students to engage in research, encourage the development of listening and oratory abilities, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students.

The characteristics of the debate include the following:

1. There are two different opinions or points of view, namely affirmative or those who agree with the topic of the debate negatively or those who disagree.
2. There is a process of mutually defending an opinion between each party who argues.
3. There was a process of argumentation in defending the opinion of each party.
4. There is a question-and-answer session using a limited time, where the aim is to bring down the opponents of the debate.
5. There is an intermediary, namely the debate moderator.
6. The results of this debate are obtained through a jury decision or voting.

The objectives and benefits of holding the debate include the following:

1. Exercise courage or mentality in expressing opinions in public.
2. Train to be able to break the opinion of the opponent's debate.
3. Helping to improve the ability to respond to a disputed issue.
4. Train yourself to be critical of each material being debated.
5. Establish understanding of a contentious material.

In a debate there are several elements, as follows:

1. A motion is a matter or topic that is debated.
2. The affirmative team is the team that agrees with the things that are disputed by the motion.
3. The negative/opposition team is the team that does not agree/oppose the motion.
4. The neutral team is the team that provides two-sided arguments both in support and refutation of the motion.
5. The moderator is the person who leads and guides the debate.
6. The author is the person who writes the conclusion of a debate.

Kinds of debates, as follows:

1. Parliamentary debate/assembly (assembly or parliamentary debating)
2. Re-examination debate to find out the truth of the previous examination (cross-examination debating)
3. Formal, conventional or educational debates (formal, conventional or education debating)

a. Using of Debate Controversial, an Unresolved Topic (CUT) Method Eliciting Students' Ideas

The Debate CUT teaching method focuses on encouraging eliciting students' ideas to decide what existing idea.

(Hess 2009) Controversial topic are important in themselves and to omit informing about them and debating them is to leave a wide and significant gap in the educational experience of young people. Debate is an efficient strategy for eliciting students' ideas and also promoting student discussion about their ideas about the topic.

CUT procedure is involves students the result of a demonstration and debating the controversial topic; observing the demonstration and finally explaining any discrepancies their opinion.

a. Steps to Apply Debate Controversial and Unresolved Topic (CUT) in the Classroom

Murphy (1997), said that Constructivist theory proposes that students learn by building upon knowledge gained from previous understanding and

experience. As such, understanding and experience can be gained through numerous instructional strategies including concept mapping, cooperative learning, conceptual change instruction, Debate Controversial and Unresolved Topic (CUT) procedures.

Debate Controversial and Unresolved Topic (CUT) Method is a teaching strategy to find the students' speaking ability in making debate about thing.

Gabler & Schroeder (2003) discuss many alternatives to lecture and textbook-based instruction, many of which are variations of the Debate CUT procedure, especially three separate discussion techniques. These techniques, investigating learners Previous experiences, exploratory, and directed discussion, build upon the learners previous experiences and develop knowledge through guided discussion.

Usually, to carry out Debate Controversial and Unresolved Topic (CUT) Method, first select a discrepant event that has to do with the unit you are working on. You might use a really good, fun, discrepant event that has little to do with the unit, just to get your students speaking and thinking. When the event is done as a demonstration, you can control the action. Thus, students have to explain their reason.

Melvin Silberman (2014: 141) explains the steps for active debate are as follows.

- a) Prepare statements containing opinions on controversial issues related to the subject.
- b) Grouping students into groups of pros and cons with the same number.
- c) Make two to four sub groups in each group of pros and cons. Each sub-group consists of students who have very good to poor performance. In other words, the sub groups are made heterogeneous.

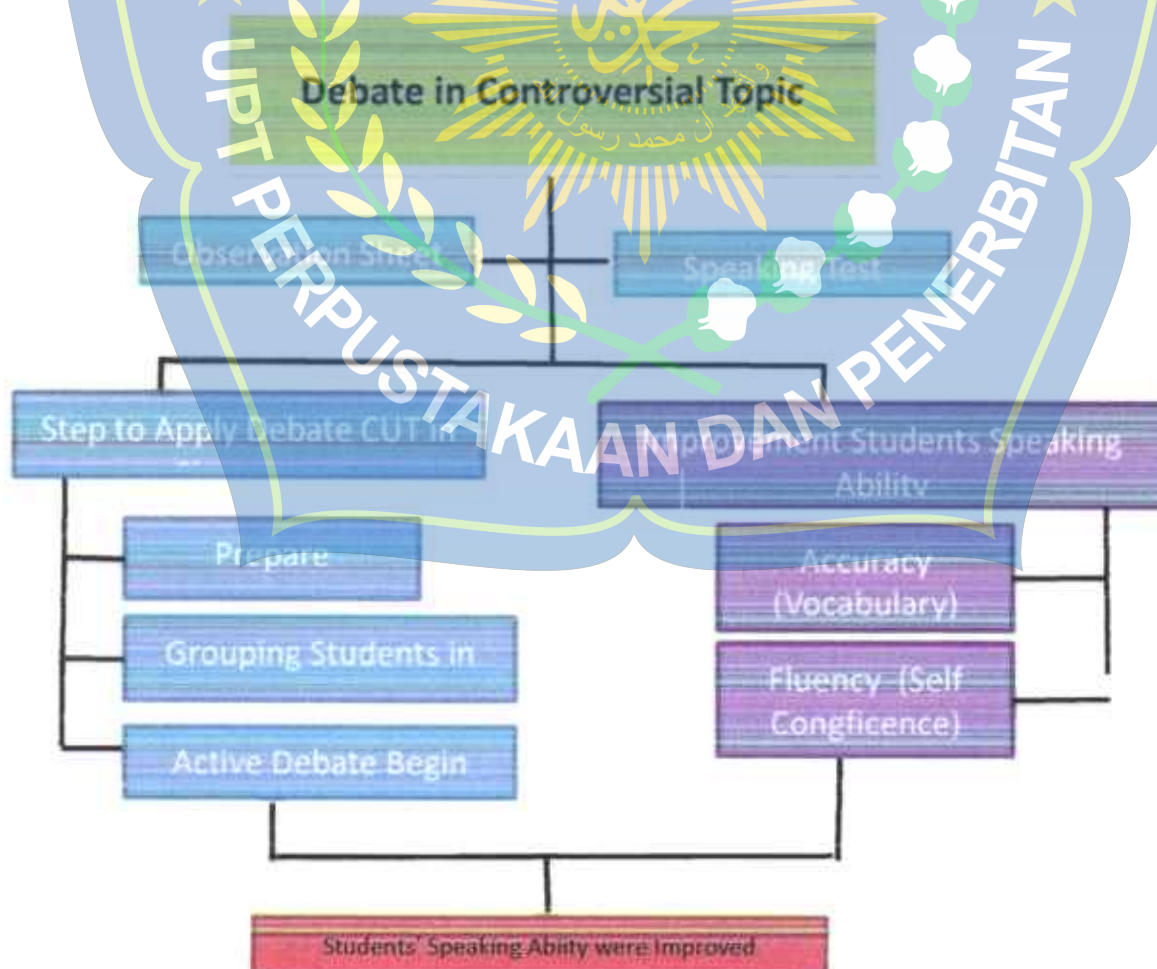
d) Ask each sub-group to compile a list of arguments or opinions that will be presented during the active debate.

e) Active debate begins by asking representatives of each sub-group to present their opening arguments.

f) Ask each sub-group to provide counter arguments against the arguments of the opposing group. The achievement of counter arguments is carried out in turns according to the guidance of the teacher. Students are asked to applaud the sub-groups that have submitted counter arguments.

g) If enough, the active debate can be stopped. Students are asked to sit in a circle and sit next to the student from the other side of the debate. Students and teachers discuss the debated issue again and ask students to identify the best arguments put forward by both parties.

C. Conceptual Framework



In this conceptual framework, the students faced problems in learning English. One of the crucial problems was their speaking ability or an utterance that cover accuracy and fluency

Base on the problems above, the researcher apply Debate Controversial and Unresolved Topic (CUT) Method to overcome the problems. It is one of good strategies in teaching speaking because it gives new knowledge for students and make students active and creative.

This learning process were used classroom action research that had four phases. They are planning, action, observation and reflection. If the last phase of the cycle I, the strategy is unsuccessful, the research will continue to the cycle II until the Debate Controversial and Unresolved Topic (CUT) Method success in improving students speaking ability



CHAPTER III

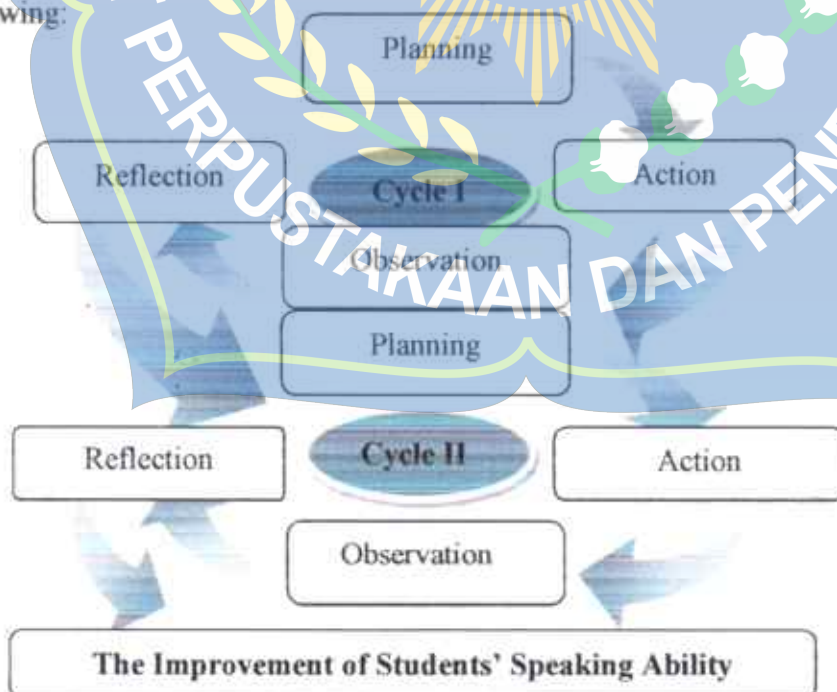
RESEARCH METHOD

A. Research Design

This research follow the work principle of *Classroom Action Research* (CAR) The researcher use the spiral model by Lewis (1946) describe the theory or procedure of Classroom Actrion Research into four steps. They were: Planning, Implementation of Action, Observation, and Reflection. This research who held two cycles. Each cycle were the series of activities which have close relation. Where, the realization of the second cycle were continued and repaired from the first cycle

In this research design, the researcher use Classroom Action Research (CAR) with two cycles and each cycle consist of four meetings. The method employed by the researcher through for steps namely: planning, action, observation and reflection. It is also used to formulate the problem, planning, action observation and refelection to the next cycle.

The cycle were described through the scheme of action research phases as following:



(Model by Lewis 1946)

B. Research Location and Subject

This classroom action research were conducted at MA DDI MATTOANGING. The subject of this research will eleventh grade class in 2020 - 2021 academic years. The class consist of 30 students.

C. Research Variable and Indicator

1). Variables

There were two variables in this research namely independent variable and dependent variable. The independent variable were used Debate Controversional and Unresolved Topic (CUT) Method in learning speaking. The dependent variable will the improvement of students' skill (fluency and accuracy).

2) Indicator

The indicators of the research were the students' speaking ability improve of accuracy (vocabulary) Vocabulary; developing the language in speaking by knowing the accurate words/ right words in the context construction, and fluency (self confidence) does not feel inferior in front of anyone and does not feel awkward when dealing with many people.

E. Research Instrument

There were instruments used:

1. Observation sheet

Observation sheet aim to find out the students' data about their presence and activeness in learning process.

In observation sheet, the researcher also give a scoring analyze the students' participation in the research toward the material and activities in teaching and learning process by checklist. The students' active participation describe as following:

No	Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

2. Speaking Test

Speaking test to aim how far the ability from the students the researcher given diagnostic test.

F. Research Procedure

In assessing the students' progression during learning speaking material through Debate Controversial and Unresolved Topic (CUT) Method, The researcher used speaking assessment. The assessment divided in two categories, they will the assessment of students' speaking accuracy and fluency. Each assessment have different criteria. These assessments were considered be very important in speaking skill due to quite complex with other skills.

G. Procedure of Collecting Data

On general in classroom action research would be divided two cycles and each cycle consisted of planning, action, observation, and reflection.

Cycle I

1. Planning

The planning stage begins by submitting a permit application to the school. Furthermore, the researcher collaborates with Indonesian language subject teachers to design the actions to be taken. The planning steps include:

- a) find research problems in the field. In this phase, it was carried out through direct observation in class XI when the learning took place,
- b) request permission from MA DDI Mattoanging as well as English language subject teachers to carry out research activities,
- c) compiling lesson plans about the material to be taught according to the learning methods used, and
- d) create and prepare learning scenarios, learning tools, and prepare research instruments that will be used to measure student learning outcomes, in this case measuring students' speaking skills,
- e) train teachers to understand the steps of learning speaking skills using the active debate method.

2. Action

The research conducted in two cycles, where each cycle consists of four meetings. Each meeting the researcher gave the speaking material by using cooperative learning type Debate Controversial and Unresolved Topic (CUT) Method in action. The implementation of Debate Controversial and Unresolved Topic (CUT) Method in the class as following:

- a) Setting up a demonstration of an event, relate to the focus topic, that might
- b) Grouping students into groups of pros and cons with the same number.
- c) Make two to four sub groups in each group of pros and cons. Each sub-group consists of students who have very good to poor performance. In other words, the sub groups are made heterogeneous.

- d) Ask each sub-group to compile a list of arguments or opinions that will be presented during the active debate.
- e) Active debate begins by asking representatives of each sub-group to present their opening arguments.
- f) Ask each sub-group to provide counter arguments against the arguments of the opposing group. The achievement of counter arguments is carried out in turns according to the guidance of the teacher. Students are asked to applaud the sub-groups that have submitted counter arguments.
- g) If enough, the active debate can be stopped. Students are asked to sit in a circle and sit next to the student from the other side of the debate. Students and teachers discuss the debated issue again and ask students to identify the best arguments put forward by both parties.

3. Observation

In this phase, the teacher were observed the situation of teaching learning and the students' activities in teaching learning process using observation sheet and speaking test at the end of first cycle. The teacher were evaluated the students' achievement in speaking English and measure the effect of cooperative learning in Debate Controversional and Unresolved Topic (CLT) Method.

4. Reflection

The teacher analyzed and evaluated the all data, which have collect from observation, to access the teaching program's achievement after giving action at the first cycle. The result can be a basic to formulate as reconciliation for the second cycle.

Cycle 2

If the result of cycle I will not suitable with what the researcher expect, the research will continue to the cycle II for improvement of the cycle achievement.

Basically, the planning of the first cycle and the second cycle have the same step. In this cycle, try some deficits on first cycle by with guiding for indicator achievement.

1. Planning

- a. The teacher make lesson plan about the material that need Debate Controversial and Unresolved Topic (CUT) to teach every meeting (4 Meetings) and making form of observation sheet to see the condition of students in teaching process.
- b. The teacher prepare the teaching material.
- c. The teacher make instrument evaluation which will use in classroom action research cycle.

2. Action

- a) Setting up a demonstration of an event, relate to the focus topic, that might
- b) Grouping students into groups of pros and cons with the same number
- c) Make two to four sub groups in each group of pros and cons. Each sub-group consists of students who have very good to poor performance. In other words, the sub groups are made heterogeneous.
- d) Ask each sub-group to compile a list of arguments or opinions that will be presented during the active debate.
- e) Active debate begins by asking representatives of each sub-group to present their opening arguments.

- f) Ask each sub-group to provide counter arguments against the arguments of the opposing group. The achievement of counter arguments is carried out in turns according to the guidance of the teacher. Students are asked to applaud the sub-groups that have submitted counter arguments.
- g) If enough, the active debate can be stopped. Students are asked to sit in a circle and sit next to the student from the other side of the debate. Students and teachers discuss the debated issue again and ask students to identify the best arguments put forward by both parties.

After students have done the steps Debate (Controversial and Unresolved Topic), the end of first cycle, teacher give the speaking test. The teacher observe and analyze about the result of the test.

3. Observation

In this phase, the teacher observed the situation of teaching learning and the students' activities in teaching learning process using observation sheet and speaking test at the end of first cycle. The teacher evaluate the students' achievement in speaking English and measure the effect of cooperative learning in Debate Controversial and Unresolved Topic (CUT) Method.

4. Reflection

The teacher analyze and evaluate the all data, which collect from observation, to access the teaching program's achievement after giving action at the first cycle. The result can be a basic to formulate as reconciliation for the second cycle.

H. Technique of Collecting Data

In collecting the data, the researcher were used Observation sheet instrument.

1. Observation Sheet

The researcher observe the students' activities in teaching and learning process in the class to find out the students' data about their presence and activeness in teaching learning process.

In scoring the result of students' test will be evaluate base on two aspects speaking below:

1) The assessment of speaking accuracy

Table 1.3 The assessment of Vocabulary

Classification	Score	Criteria
Excellent	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Very Good	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
Good	4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
Average	3	Choice of words sometimes inaccurate; limitations of vocabulary prevent discussion of some common professional and social topics
Poor	2	Vocabulary limited to basic personal and survival areas (time, food transportation, family, etc)
Very Poor	1	Vocabulary inadequate for even the simplest conversation.

2) The assessment of speaking fluency.

1.4 Self Confidence

Classification	Score	Criteria
Excellent	6	Confidence by giving maximum effort, a willingness to take a chance
Very Good	5	A desire to react positively to set, a few misdirected focus
Good	4	Sometimes back and learn from the situation, make a few misdirected focus
Average	3	Usually playing save, occasionally makes misdirected focus
Poor	2	Almost playing keep, more likely to give up
Very poor	1	Cannot control of luck, enviromental and condition.

(Heaton in Mirdayani, 2011:37)

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Maximum Score (6)}} \times 10$$

I. Technique of Data Analysis

The data got from cycle I and cycle II that analyzed through the following steps:

1. Calculating the mean score of the students' speaking test by using the following formula:

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

Where:

\bar{X} = The mean score

$\sum X$ = The total raw score

N = The number of students

(Gay in Nursyamsi, 2010:27)

2. To classify the students' score, there are seven classifications which use as follow:

- 1) Score 9.6 - 10 is classifie as excellent
- 2) Score 8.6 – 9.5 is classifie as very good
- 3) Score 7.6 – 8.5 is classifie as good
- 4) Score 6.6 – 7.5 is classifie as fairly good
- 5) Score 5.6 – 6.5 is classifie as fair
- 6) Score 3.6 - 5.5 is classifie as poor
- 7) Score 0.0-3.5 is classifie as very poor

(Depdikbud in Wangsa, Irfan Aditya, 2010:24)

3. To calculate the percentage of the students' score, the formula which will use as following:

$$P = \frac{F}{N} \times 10$$

Notation: P : Rate Percentage
 F : Frequency of the Correct Answer
 N : The Total Number of Students

(Sudjana in Nursyamsi, 2010:28)

4. Percentage the students' participation through the following formula

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students

(Sudjana in Suhadirman, 2010:40)

The data above can also be seen in from of diagram below:

Mean Score

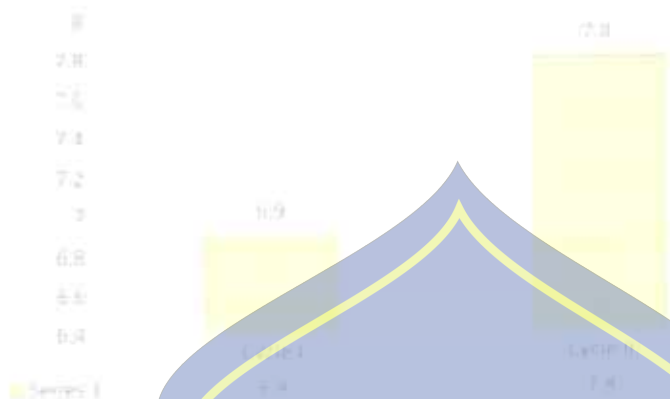


Chart 4.3 Students' Mean Score in Speaking ability

The chart 4.3 above indicated that the mean score I was 6.9, and then, I cycle II the mean score was 7.8. It indicated that the application of Debate CUT Method was significant in improving the students' speaking at second grade students of MA DDI Mattoanging.

3. Scoring Classification

It has been mentioned in the previous chapter that after tabulating and analyzing the students' score into percentage, then they were classified into seven levels based on Depdikbud classification namely : Excellent, very good, good fair and very poor as can be seen in the following table:

Table 4.4 The Criteria and Percentge of the Students' Accuracy

No	Classification	Range	The Application of Debate CUT			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1.	Excellent	9.6 - 10	0	0	0	0
2	Very good	8.6 - 9.5	0	0	3	10
3	Good	7.6 - 8.5	5	16.66	4	13.33
4	Fairly good	6.6 – 7.5	8	26.66	10	33.33
5	Fair	5.6 – 6.5	10	33.33	13	43.33
6	Poor	3.6-5.5	7	23.33	0	0

7	Very poor	0-3.5	0	0	0	0
Total			30	100%	30	100%

The data above can also be showed from the graphic below:



Chart 4.4 Rate Percentage and Frequency

Based on the table and the chart 4.4 above, while in the cycle I there were 5 students (16.66%) got good score, 8 students (26.66%) got fairly score, 10 students (33.33%) got fairscore and 7 studens (23.33%) got poor score.

In the cycle II there were 3 students (10%) got very good score, 4 students (13.33%) got good score, 10 students (33.33%) got fairly score and 13 students (43.33) got fair score.

Table 4.5. The Criteria and Percentage of the Students' Fluency

No	Classification	Range	The Application of Debate CUT			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6-10	0	0	0	0
2	Very good	8.6-9.5	0	0	3	10
3	Good	7.6-8.5	6	20	5	16.66
4	Fair good	6.6-7.5	7	23.33	12	40
5	Fair	5.6-6.5	12	40	10	33.33
6	Poor	3.6-5.5	5	16.66	0	0
7	Very poor	0-3.5	0	0	0	0
Total			30	100%	30	100%

The data above can also be shown from the graphic below:



Chart 4.5 Rate Percentage and Frequency

Based on the table and the chart 4.5 above, While in the cycle I there were 6 students (20%) got good score, 7 students (23.33%) got fairky score, 12 students (40%) got fair and 5 students (16.66) got poor score.

In the cycle II there 3 students (10%) got very good score, 5 students (16.66) got good score, 12 students (40%) got fairly score and 10 students (33.33%) got fair score.

4. Observing Result

The following table showed the students' participation in learning speaking through Debate CUT Method from cycle I and cycle II.

Table 4.6. The Students' Participation in Learing Speaking

Cycle	Participation				Mean Score (X)
	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	
Cycle I	63.33%	70%	70.83%	71.66%	68.98%
Cycle II	72.5%	74.13%	75%	75%	74.16%

The data above can also shown form graphic below.

Chart 4.6. Students' Participation

The table and chart 4.6 above showed the students' participation in learning Speaking through Debate CUT Method. In cycle I in the first meeting. The students' participation was 63.33%, the second meeting of the students' participation were 70.83% and 71.66%. And the mean score of students' participation in cycle I was 68.95%

The students' participation in the first meeting of cycle II was 72.5% then the second meeting of the students' participation was 74.13%, and the third and four meeting

of students' participation are 75% and 75% and the mean score of students' participation in cycle II was 74.16%.

The research findings from the table above, indicates that there was increase of students' participation from cycle I to cycle II, where in cycle I the mean score of students' participation score was 68.95% becomes 74.16% in cycle II

B. Discussion

In this part, discussion deals with the interpretation of the findings derived from the result of statistical analysis and the researcher's notes during the classroom interaction. The description of the data collected through test as explained in the previous section shows that the students' speaking ability was improved. It was supported by the frequency and the rate percentage of the students score in cycle I and cycle II.

The mean score of the students' Elements of Speaking (Accuracy+Vocabulary) in cycle I was 6.8 and classified as *fairly good*. While the mean score in cycle II was 7.8 and classified as *good*. It means that the students' speaking ability improved through used as Debate CUT Method. The mean score of the students' Elements of Speaking (Fluency+Vocabulary) cycle I was 6.9 and classified as *fairly good*. While the mean score in cycle II was 7.9 and classified as *Fairly Good*. It means that the students speaking ability through used Debate CUT Method. The mean score of the students Speaking Ability in cycle I was 6.8 and classified as *Fairy Good*. While the mean score score cycle II was 7.9 and classified as *Good*. It means that the students' speaking ability improved significantly through use Debate CUT Method.

The criteria and percentage of the students' Accuracy (Vocabulary) in cycle I, there were 5 students (16.66%) got score in *Good* classification, 8 students (26.66%) got score in *Fairly Good*, 10 students (33.33%) got score in Fair and 7 students' (23.33%) got score in Poor classification. There are not students are scored into Excellent, Very Good and Very Poor classification. On the contrary, in cycle II, 3 students (10%) are classified as Very Good, 4 students' (13.33%) classified as Good, and 13 students' (43.33%) classified as Fair. None of the students are categorized as Excellent, Poor and Very Poor. The criteria and percentage of the students' Flucency (Self Congfidence) in cycle I, there were 6 students' (20%) got score in Good classification, 7 students' (23.33%) got score in Fairly Good, 12 students (40%) got score in Fair and 5 students (23.33%) got score in Poor classification. There are not students are scored into Excellent, Very Good and Very Poor classification. On the contrary, in cycle II, 3 students (10%) are classified as Very Good, 5 students (16.66%) classified as Good, 12 students (40%) are classified as Fairly

Good and 10 students (33.33%) classified as Fair. None of the students are categorized as Excellent, Poor and Very Poor

The observation result of the students' activeness in cycle I to the cycle II got increase too. The students' activeness in the first meeting of cycle I just got 63.33%, but in the end of cycle 2, the students' activeness became 75%. The mean score of the students' activeness in cycle I was 68.95%, while in the cycle II was 74.16%. It also means that there is improvement of the students' activeness in learning speaking through Debate CUT Method.

Based on the discussion above, we can know there was different result between cycle I and cycle II in teaching speaking through Debate CUT Method. The researcher may say that teaching speaking through Debate CUT Method is a good way to improving the students speaking ability.



CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion based on the finding and discussion.

A. Conclusion

Based on the findings in the previous chapter, the researcher draws conclusion that teaching English through Debate using Controversial and Unresolved Topic is significant to increase the students' speaking ability. Based on the result and the discussion of the data previously, the writer takes conclusion as follows:

1. Using Debate Controversial and Unresolved Topic in teaching speaking is effective to increase the students' accuracy which deal with vocabulary at the second grade of MA DDI Mattoangung.
 - a. The students' accuracy deals with vocabulary. It is proven by the improvement of the students' vocabulary by the mean score of cycle I is 6.8. It is classified as fair then improved to be 7.8 and it is classified as fairly good in cycle II.
2. Using Debate Controversial and Unresolved Topic in teaching speaking is effective to increase the students' fluency which deals smoothness and content at the second grade of MA DDI Mattoangung.
 - a. The students' fluency deals with Self Congfidence. It is proven by the improvement of the students' smothness by the mean score of cycle I is 6.9, it is classified as fair then improved to be 7.9 and it is classified as good in cycle II.

Based on the finding and discussion of the research, it can be concluded that the use of Debate Controversial and Unresolved Topic in teaching speaking is effective in increasing the students speaking achievement of the second grade students of MA DDI Mattoanging 2020/2021 academic year. It is proved by the t-test value that is 5.2.

B. Suggestions

The researcher shares some suggestions which might be advantageous for the English teachers, the students and the next researchers as follows:

1. The students should try to love English subject to make them easier to study.
2. Teacher should make a class motivated and interesting, so that the students can enjoy studying in the classroom.
3. The students should get into the habit of speaking English not only in the classroom but outside the classroom.
4. Teacher should notice the instructions given to carry out the activities in the teaching learning process because instructions can determine the success of every single activity in the classroom.
5. Teacher should keep a rapport among students in the classroom.
6. To make a class effective and communicative, the researcher suggests using Debate Controversial and Unresolved Topic in the classroom.
7. The result of this research can be also used as an additional reference for the other researchers.

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Teaching Material

I. Use of Indonesian for Daily Conversations

In Indonesia, there are three types of languages, namely national languages, regional languages, and foreign languages. Each of the three has a predetermined function and position. Indonesian is the language of unity or national language which functions as a means of unifying the nation. Local language is used as a means of connecting and supporting culture in the region, a symbol of regional pride, and regional identity. Meanwhile, foreign languages serve as a means of communication between nations and a means of utilizing science and technology for the advancement of national development.

Current problems arise when the three types of language are not used according to their function. Children tend to be accustomed to speaking Indonesian from an early age. Parents give a very small portion in using the local language (mother tongue) when conversing with their children. Especially the concern of parents if the child cannot speak Indonesian in a polite manner at school.

Indonesian as the national language should be upheld and mastered well by the Indonesian people. Indonesian makes it easier for Indonesians to communicate because all Indonesians understand this language. It is different from the regional language which can only be understood by local people (tribes) who have the local language. Regional languages that are not effective to be used in spoken or written communication cause regional languages to become longer, more abandoned in communication, abandoned because they tend to be considered ancient, backward, and "plump".

So, which one do you choose? Use Indonesian or regional languages?

Source: <http://bahasa.kompasiana.com/2014/07/22/bahasa-ibu-kearifan-lokal-yho-has-started-to-be-marginalized-66522.html>

2. Social Media, Loyal and Always Available Friends

Social media is a site where a person can create a personal web page and connect with everyone who is a member of the same social media to share information and communicate.

Social media invites anyone who is interested to participate by giving feedback openly, giving comments, and sharing information in a fast and unlimited time. Teenagers who have social media usually post about their personal activities, stories, and photos with their friends. The more active a teenager is on social media, the more cool and social they are. Meanwhile, teenagers who do not have social media are usually considered outdated, outdated, and less sociable.

For the Indonesian people, especially teenagers, social media seems to have become addictive, there is no day without opening social media, even for almost 24 hours they cannot be separated from their smartphones. The biggest social media used by teenagers include: Facebook, Twitter, Path, Youtube, Instagram, Kaskus, LINE, Whatsapp, Blackberry Messenger. Each of these social media has a special advantage in attracting the many social media users they have. Social media does offer many conveniences that make teenagers feel at home surfing the virtual world for a long time. Teenagers today are very dependent on social media. They are so synonymous with smartphones that are almost 24 hours in hand and are very busy surfing the online world that never seems to stop.

State Code College (STSN) with Yahoo! conducted research on internet use among adolescents. The results show that teenagers aged 15-19 years dominate internet users in Indonesia as much as 64%.

Even though internet users in Indonesia are so large, the use of social media among teenagers also raises pros and cons. The use of social media often interferes with the learning process of adolescents, for example when

I was learning and there was a notification chat from a friend which could disrupt the learning process, and a teenager's habit of chirping repeatedly on Twitter, sometimes only to complain about how difficult the lesson he was working on.

So what causes a teenager to be so active in social networks? A study states that social media is related to introvert personality. The introverted personality is an attitude of closure, trying to hide the contents of the heart and mind, and not wanting others to know him. The more introverted a person is, the more active he will be on social media as an outlet.

Source: <http://mudazine.com/bawafelasma-influence-media-social-on-behavior-among-adolescents/>

3. Students Allowed to Bring Mobile to School

Mobile is a modern communication medium and is a secondary need for today's society. Mobile or HP has many functions for humans. HP functions, among others, as a means of communication, entertainment, searching for information, and so on. With various functions, this makes HP a priority needs that must be owned by everyone. Even children who are still toddlers already have cellphones, even though they cannot use them effectively. More and more children or students are bringing cellphones to school. There are various reasons for parents to allow their children to bring cellphones to school. These reasons include parents who are easier to monitor their children while at school, and children who are easier to contact their parents if there are sudden activities at school so that school time is late.

On the other hand, many people do not agree that students are allowed to bring cellphones to school. They argue that high-tech cellphones are not only used for making calls and texting. Cellphones, which have increasingly sophisticated features, provide greater opportunities for abuse such as accessing pornographic videos and other immoral acts.

So, should you bring your cellphone to school or not?

Source: <http://edukasi.kompasiana.com/2013/11/08/pro-kontra-use-cellphone-for-students-in-school-608979.html>



4. Cigarette Industry, An Important Asset For The State

Industry is one of the most important economic activities. In general, the greater the number and types of industry, the more advanced the level of industry in a region and the greater the income and economic level of the region. One of the companies that make a big contribution to the country and region is the cigarette company.

Cigarette companies make a major contribution to the Indonesian and regional economies. Cigarette companies, both large, medium and small, take part in building the economy of a region. The existence of cigarette companies, apart from being able to absorb a very large number of workers, also makes a significant contribution to state revenue through the payment of excise.

Kompasiana Editorial (2013) said that through the payment of excise on tobacco products in 2012, the national cigarette industry contributed Rp. 84.4 million to the state. For 2013, it is estimated that the excise revenue target can reach IDR 103.73 trillion, with a large growth of 22.90 percent. This amount does not include other taxes paid by tobacco companies and labor. That also does not include the contribution of the cigarette industry through sponsorship funds and Corporate Social Responsibility (CSR) funds to the development of national culture, both for advancing the sports, education and arts sectors.

Several regions in Indonesia really depend on the cigarette industry for their livelihoods. The economy in the cities of Kediri, Malang, Kudus and various other cities, the economy is largely determined by smoking. "Kudus, for example, contributed Rp. 15.1 trillion of the total excise revenue of Rp. 60 trillion."

However, behind the success of the industry, cigarettes are also very dangerous for life. Some of the dangers of smoking include cancer, coronary heart disease, diabetes mellitus, and impotence.

Source: <http://hendra-dwi-purnama.blogspot.com/2014/04/p-impact-pabrik-Cigarettes-pt-Gudang-garam.html> <http://www.kelas-Sains.com/2013/08/punishment-educating-maintaining-student-motivation.html>

5. Homework Takes Up Children's Playtime at Home

GIVING CHILDREN PRIVATE = BULLYING?

Some people who work as teachers and have a role as a mother, argue that "giving homework is bullying" is not true. This is because they think that homework is very beneficial for the learning achievement of children or students. Lisda, an elementary school teacher, thinks that homework helps train children in doing questions. Meanwhile, Yati, a junior high school teacher, stated that the homework was given due to limited class hours. The same thing was conveyed by Dyah, an Indonesian language teacher, asserting that homework is useful for disciplining children. He punished children who did not do their homework by giving additional assignments or not being allowed to attend lessons.

According to some teachers and parents, homework for children is a positive action to train children to get used to doing questions. The act of imposing sanctions on children is considered as an effort to discipline children.

However, giving homework can also make children depressed. If so, can the teacher's actions be called bullying? Is giving homework to children including bullying?

The term bullying has recently become so popular. Bullying is usually associated with the violence or harassment that accompanies it. Actions taken can be physical, verbal, mental or emotional torture of a person. Something that looks like playing games or verbal abuse can be classified as a ritual activity of "bullying". Then, does the teacher's actions give excessive homework and give sanctions if they don't do homework including psychological violence bullying? If the teacher gives excessive homework and provides sanctions if he cannot do it, so that the child becomes burdened and stressed, it can be categorized as an act of psychological violence.

According to Sarah Bennet and Nancy Kalish, in their book *The Case Against Homework: How Homework is Hurting Our Children And What We Can Do About It*, states that there is no correlation between homework and academic achievement child. This means that a lot of homework does not necessarily improve a child's academic achievement. This research is also corroborated by the results of a 2006 review of 60 other studies with the same topic. It turns out that the data obtained that there is almost no correlation between the number of homework and academic achievement in elementary schools.

Then whether PR needs to be eliminated altogether? The answer can be "yes" or "no".

Source: <https://temanguru.wordpress.com/2010/10/>

6. Application of Sanctions as Enforcer of Justice

Giving assignments such as homework as much as possible should not burden students beyond their abilities. Tasks that are too burdensome actually weaken students' motivation to complete them, and in the end students choose not to do the task. Dealing with students who do not do their homework, sometimes educators get emotional quickly, so they rush to decide the form of punishment. The most common punishments are sunbathing to salute the flag, running around the field, push ups or punishing students to stand in front of the class during class hours.

As an educational institution, all processes in it must contain an educational element. The school is not a judicial institution in charge of punishing students who are found guilty. Therefore, everything that is done by the school must be interpreted as part of the educational process, including when it comes to giving sanctions to students who violate it.

However, students who are guilty must still be given sanctions so that they have a deterrent effect, both for the students concerned and other students. Therefore, giving an educational punishment is not a simple matter. On the one hand, punishment must be "burdened" in order to have a deterrent effect, but on the other hand it must still have an educational content.

Another argument put forward by the opposing group is that education carried out by instilling fear in the child will make the child like a robot that must follow a command. Such an educational process is very dangerous for the mental development of the child, because it will give birth to children with slave mentality who must submit to all orders. A child who continues to do bad deeds even though he has been warned many times not to commit such acts must inevitably be stopped with punishment, because if the bad habit is not stopped immediately, the child will be even more daring.

Source: <https://mjafareffendi.wordpress.com/2012/03/07/jualan-dalam-dunia-haruskah-ada-unjukan-dalam-mendidik-anak/comment-page-1/http/www.science.com/2013/08/punishment-mendidik-keep-motivation-siswa.html> Pendidikan-class-

INSTRUMENT TEST

THE STUDENTS' SPEAKING TEST

A. Diagnostic – test

Please introduce yourself!

1. What's your name?
2. Where do you live? And why do you live there?
3. How do you go to school? Why?
4. Do you like studying English? Why?
5. Do you like English song? Why?
6. What's your favorite food? Why?
7. What's your ambition? Why?
8. Who is your favorite teacher? Why?
9. If you have a problem, where do you always share your problem? Why?
10. If you have completed your study here, where do you want to continue? Why?

B. Test of cycle I

Read this text below and discuss it with grup

Students Allowed to Bring Mobile to School

Mobile is a modern communication medium and is a secondary need for today's society. Mobile or HP has many functions for humans. HP functions, among others, as a means of communication, entertainment, searching for information, and so on. With various functions, this makes HP a priority needs that must be owned by everyone. Even children who are still toddlers already have cellphones, even though they cannot use them effectively. More and more children or students are bringing cellphones to school. There are various reasons for parents to allow their children to bring cellphones to school. These reasons include parents who are easier to monitor their children while at school, and children who are easier to contact their parents if there are sudden activities at school so that school time is late.

On the other hand, many people do not agree that students are allowed to bring cellphones to school. They argue that high-tech cellphones are not only used for making calls and texting. Cellphones, which have increasingly sophisticated features, provide greater opportunities for abuse such as accessing pornographic videos and other immoral acts.

So, should you bring your cellphone to school or not?

Source: <http://edukasi.kompasiana.com/2013/11/08/pro-kontra-use-cellphone-for-students-in-school-608979.html>

C. Test of cycle II

Read this text below and discuss it with grup

Application of Sanctions as Enforcer of Justice

Giving assignments such as homework as much as possible should not burden students beyond their abilities. Tasks that are too burdensome actually weaken students' motivation to complete them, and in the end students choose not to do the task. Dealing with students who do not do their homework, sometimes educators get emotional quickly, so they rush to decide the form of punishment. The most common punishments are sunbathing to salute the flag, running around the field, push ups or punishing students to stand in front of the class during class hours.

As an educational institution, all processes in it must contain an educational element. The school is not a judicial institution in charge of punishing students who are found guilty. Therefore, everything that is done by the school must be interpreted as part of the educational process, including when it comes to giving sanctions to students who violate it.

However, students who are guilty must still be given sanctions so that they have a deterrent effect, both for the students concerned and other students. Therefore, giving an educational punishment is not a simple matter. On the one hand, punishment must be "burdened" in order to have a deterrent effect, but on the other hand it must still have an educational content.

Another argument put forward by the opposing group is that education carried out by instilling fear in the child will make the child like a robot that must follow a command. Such an educational process is very dangerous for the mental development of the child, because it will give birth to children with slave mentality who must submit to all orders. A child who continues to do bad deeds even though he has been warned many times not to commit such acts must inevitably be stopped with punishment, because if the bad habit is not stopped immediately, the child will be even more daring.

DATA ANALYSIS

a. Diagnostic Test (DT)

The score of Students' Speaking Ability (Accuracy and Fluency)

NO	NAME	Speaking Skill		Total	Score
		Accuracy	Fluency		
1	A. Achmad Fathir Azikin	8	5	13	6.5
2	A. Wahyu Indra Wahyudi	4	4	8	4
3	Abdullah Gymnastiar	5	6	10	5.5
4	Ahmad Yusran	4	6	10	5
5	Andi Rizky Ramadhan	5	6	11	5.5
6	Fathun Qarib	4	4	8	4
7	Jabal Nur HM	8	5	13	6.5
8	Sabir Ishar	8	5	13	6.5
9	Suryadika Ramadani	4	6	10	5
10	Azizah A. Putri	5	6	10	5
11	Dewi Lutfia Damayanti	8	8	16	8
12	Eka Pratiwi Usman	4	4	8	4
13	Lita Rahmawati	8	5	13	6.5
14	Magfirah Ramdani	4	6	10	5
15	Miftahul HukiniMansyur	5	5	10	5
16	Mutmainnah	5	5	10	5
17	Nur Sakinah	5	4	9	4.5
18	Nurul Ami	5	4	9	4.5
19	Saskia Nurmah	5	4	9	4.5
20	Sindy Aulia	5	4	9	4.5
21	Siska Rahmawati	4	6	10	5
22	Siti Apriani	5	4	9	4.5
23	Siti Khadimah	5	8	13	6.5
24	Sri Adiningsih Sultan	5	5	10	5
25	Siti Yuhana	4	6	10	5
26	Syahrani	5	5	10	5
27	Reski Amelia	5	5	10	5
28	Ridatul Jannah	5	5	10	5
29	Umi Qalzum	5	6	10	5.5
30	Wafika	5	5	10	5
ΣX		157	157	312	156.5
X		5.2	5.2	10.2	5.2

The Mean Score of the Studets in D'Test

- 1) Mean Score of the Students' accuracy D'Test:

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

$$= \frac{157}{30}$$

$$= 5.2$$

- 2) Mean Score of the Students fluency D'Test:

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

$$= \frac{157}{30}$$

$$= 5.2$$

- 3) Mean Score of the Students' Speaking Ability D'Test:

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

$$= \frac{156.5}{30}$$

$$= 5.2$$



b. The first cycle

The score of Students speaking ability (accuracy and Fluency)

NO	NAME	Speaking Skill		Total	Score
		Accuracy	Fluency		
1	A. Achmad Fathir Azikin	8	6	14	7
2	A. Wahyu Indra Wahyudi	5	6	11	4
3	Abdullah Gymnastiar	8	8	16	5.5
4	Ahmad Yusran	5	8	13	5
5	Andi Rizky Ramadhan	8	8	16	5.5
6	Fathun Qarib	5	8	13	4
7	Jabal Nur HM	8	6	14	6.5
8	Sabir Ishar	5	8	13	6.5
9	Suryadika Ramadani	8	6	14	5
10	Azizah A Putri	8	6	14	5
11	Dewi Lutfia Damayanti	6	8	13	8
12	Eka Pratiwi Usman	8	6	14	4
13	Lita Rahmawan	6	8	14	6.5
14	Magfirah Ramdani	8	6	14	5
15	Miftahul Hukmi Mansyur	6	6	12	5
16	Mutmamnah	5	6	11	5
17	Nur Sakinah	6	8	14	4.5
18	Nurul Anni	8	6	14	4.5
19	Saskia Nurnah	6	8	14	4.5
20	Sindy Aulia	8	6	14	4.5
21	Siska Rahmawanti	6	8	14	5
22	Siti Apriani	8	6	14	4.5
23	Siti Khadijah	6	8	14	6.5
24	Sri Adiningsih Sultan	8	6	14	5
25	Siti Yuhana	6	8	14	5
26	Syahrani	6	6	12	5
27	Reski Amelia	8	8	16	5
28	Ridatul Jannah	8	8	16	5
29	Umi Qalzum	8	6	14	5.5
30	Wafika	6	6	12	5
ΣX		204	208	412	206
X		6.8	6.9	13.7	6.9

The Mean Score of the Studets in Cycle I

- 1) Mean Score of the Students' accuracy Cycle I:

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{204}{30} \\ &= 6.8 \end{aligned}$$

- 2) Mean Score of the Students fluency Cycle I:

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{208}{30} \\ &= 6.9 \end{aligned}$$

- 3) Mean Score of the Students' Speaking Ability Cycle I:

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{206}{30} \\ &= 6.9 \end{aligned}$$



c. The second cycle

The score of Students Speaking ability (Accuracy and Fluency)

NO	NAME	Speaking Skill		Total	Score
		Accuracy	Fluency		
1	A. Achmad Fathir Azikin	8	8	16	8
2	A. Wahyu Indra Wahyudi	6	8	14	7
3	Abdullah Gymnastiar	8	8	16	8
4	Ahmad Yusran	8	8	16	8
5	Andi Rizky Ramadhan	8	8	16	8
6	Fathun Qarib	8	8	16	8
7	Jabal Nur HM	8	8	16	8
8	Sabir Ishar	8	8	16	8
9	Suryadika Ramadani	8	8	16	8
10	Azizah A. Putri	8	6	14	7
11	Dewi Lutfia Damayanti	6	8	14	7
12	Eka Pratiwi Usman	8	8	16	8
13	Lita Rahmawati	8	8	16	8
14	Magfirah Ramdani	8	6	16	7
15	Miftahul Hukmi Mansyur	8	8	16	8
16	Murnannah	8	8	16	8
17	Nur Sakinah	8	8	16	8
18	Nurul Anir	8	8	16	8
19	Saskia Nurmah	8	8	16	8
20	Sindy Anlia	8	8	16	8
21	Siska Rahmawanti	8	8	16	8
22	Siti Apriani	8	8	16	8
23	Siti Khadijah	8	8	16	8
24	Sri Adiningsih Sultan	8	8	16	8
25	Siti Yuhana	8	8	16	8
26	Syahrani	6	8	14	7
27	Reski Amelia	8	8	16	8
28	Ridatul Jannah	8	8	16	8
29	Umi Qalzum	8	8	16	8
30	Wafika	8	8	16	8
ΣX		234	236	470	235
\bar{X}		7.8	7.9	15.7	7.8

The Mean Score of the Studets in Cycle II

- 3) Mean Score of the Students' accuracy Cycle II:

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

$$= \frac{234}{30}$$

$$= 7,8$$

- 4) Mean Score of the Students fluency Cycle II:

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

$$= \frac{236}{30}$$

$$= 7,9$$

- 4) Mean Score of the Students' Speaking Ability Cycle II

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

$$= \frac{235}{30}$$

$$= 7,8$$



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama : MA DDI Mattoanging Bantaeng
Tahun Ajaran : 2020/2021
Kelas/ Semester : XI.2 / Genap
Pokok Bahasan : Debate
Mata Pelajaran : Bahasa Inggris
Siklus : I

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	Pra Pembelajaran				
1	Siswa menempati tempat duduknya masing-masing				√
2	Kesiapan menerima pelajaran			√	
II	Kegiatan Awal Pembelajaran				
1	Mampu menjelaskan kembali isi			√	
2	Mendengarkan secara seksama ketika di jelaskan tujuan pembelajaran yang hendak dicapai			√	
III	Kegiatan Inti Pembelajaran				
A	Penjelasan Materi Pembelajaran				
1	Memperhatikan dengan serius ketika dijelaskan tentang materi pembelajaran			√	
2	Aktif bertanya saat proses penjelasan materi				√
3	Adanya interaksi positif diantara siswa				√
4	Siswa memiliki pemahaman yang sama tentang materi yang dijelaskan			√	
B	Pendekatan Metode Pembelajaran				
1	Siswa terlibat aktif dalam kegiatan				√
2	Siswa memberikan pendapatnya ketika diberi kesempatan				√
3	Aktif mencatat berbagai penjelasan yang diberikan			√	
4	Siswa memotivasi dalam mengikuti proses pembelajaran			√	
5	Siswa mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan			√	
6	Siswa merasa senang ketika berbagai metode pembelajaran dilakukan dalam pembelajaran			√	
C	Pemanfaatan Media Pembelajaran				
1	Adanya interaksi positif saat media pembelajaran yang disediakan				√
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan			√	
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran			√	
D	Penilaian Proses Hasil Belajar				
1	Siswa merasa terbimbing			√	
2	Mampu menjawab pertanyaan-pertanyaan guru dengan benar			√	

E	Penggunaan Bahasa				
1	Penjelasan dapat dimengerti dengan mudah oleh siswa			√	
2	Siswa tidak menemui kesulitan dalam pemahaman ke penjelasan materi pembelajaran			√	
IV	Kegiatan Penutup				
1	Siswa secara aktif memberi rangkuman			√	
2	Siswa membuat rangkuman hasil pembelajaran secara utuh			√	

Keterangan: 4: Sangat Baik 2: Cukup
 3: Baik 1: Kurang



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama : MA DDI Mattoanging Bantaeng

Tahun Ajaran : 2020/2021

Kelas/ Semester : XI.2 / Genap

Pokok Bahasan : Debate

Mata Pelajaran : Bahasa Inggris

Siklus : II

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	Pra Pembelajaran				
1	Siswa menempati tempat duduknya masing-masing				√
2	Kesiapan menerima pelajaran				√
II	Kegiatan Awal Pembelajaran				
1	Mampu menjelaskan kembali isi			√	
2	Mendengarkan secara seksama ketika di jelaskan tujuan pembelajaran yang hendak dicapai				√
III	Kegiatan Inti Pembelajaran				
A	Penjelasan Materi Pembelajaran				
1	Memperhatikan dengan serius ketika dijelaskan tentang materi pembelajaran				√
2	Aktif bertanya saat proses penjelasan materi				√
3	Adanya interaksi positif diantara siswa				√
4	Siswa memiliki pemahaman yang sama tentang materi yang dijelaskan				
B	Pendekatan Metode Pembelajaran				
1	Siswa terlibat aktif dalam kegiatan				√
2	Siswa memberikan pendapatnya ketika diberi kesempatan				√
3	Aktif mencatat berbagai penjelasan yang diberikan				√
4	Siswa memotivasi dalam mengikuti proses pembelajaran				√
5	Siswa mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan				√
6	Siswa merasa senang ketika berbagai metode pembelajaran dilakukan dalam pembelajaran				√
C	Pemanfaatan Media Pembelajaran				
1	Adanya interaksi positif saat media pembelajaran yang disediakan				√
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan			√	
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran			√	
D	Penilaian Proses Hasil Belajar				
1	Siswa merasa terbimbing				√
2	Mampu menjawab pertanyaan-pertanyaan guru dengan benar				√

E	Penggunaan Bahasa				
1	Penjelasan dapat dimengerti dengan mudah oleh siswa				√
2	Siswa tidak menemui kesulitan dalam pemahaman ke penjelasan materi pembelajaran			√	
IV	Kegiatan Penutup				
1	Siswa secara aktif memberi rangkuman				√
2	Siswa membuat rangkuman hasil pembelajaran secara utuh				√

Keterangan: 4: Sangat Baik

2: Cukup

3: Baik

1: Kurang



LEMBAR PENGAMATAN BELAJAR MENGAJAR GURU

Nama Sekolah : MA DDI Mattoanging Bantaeng

Tahun ajaran : 2020/2021

Kelas/Semester : XI.1/Genap

Pokok Bahasan : Debate

Mata Pelajaran : Bahasa Inggris

Aspek : Speaking

Siklus : I

No	Kegiatan	Skor			
		4	3	2	1
	➤ Awal				
1	Memberikan salam				
2	Mengabsen siswa				
3	Apersepsi				
4	Teknik membuka pelajaran				
	➤ Inti				
5	Penjelasan mengenai Speaking				
6	Membimbing siswa dalam Speaking				
7	Mengarahkan kepada siswa dalam setiap kegiatan pembelajaran				
8	Penguasaan kelas				
9	Suara				
10	Pemberian pertanyaan				
11	Kemampuan memberikan evaluasi				
	➤ Akhir				
12	Memberikan kesempatan siswa bertanya				
13	Menyimpulkan materi				
14	Menutup pelajaran				

4: Sangat Baik

2: Cukup

3: Baik

1: Kurang

Makassar, January 2021

Guru Pembimbing

Andi Muhammad Syukri, S.Pd

LEMBAR PENGAMATAN BELAJAR MENGAJAR GURU

Nama Sekolah : MA DDI Mattoanging Bantaeng

Tahun ajaran : 2020/2021

Kelas/Semester : XI.1/Genap

Pokok Bahasan : Debate

Mata Pelajaran : Bahasa Inggris

Aspek : Speaking

Siklus : II

No	Kegiatan	Skor			
		4	3	2	1
	➤ <u>Awal</u>				
1	Memberikan salam				
2	Mengabsen siswa				
3	Apersepsi				
4	Teknik membuka pelajaran				
	➤ <u>Inti</u>				
5	Penjelasan mengenai Speaking				
6	Membimbing siswa dalam Speaking				
7	Mengarahkan kepada siswa dalam setiap kegiatan pembelajaran				
8	Penguasaan kelas				
9	Suara				
10	Pemberian pertanyaan				
11	Kemampuan memberikan evaluasi				
	➤ <u>Akhir</u>				
12	Memberikan kesempatan siswa bertanya				
13	Menyimpulkan materi				
14	Menutup pelajaran				

4: Sangat Baik

2: Cukup

3: Baik

1: Kurang

Makassar, January 2021

Guru Pembimbing

Andi Muhammad Syukri, S.Pd

Bantaeng, January 2021

Guru Kelas,

Observer,

Andi Muhammad Syukri.

M.Aslam Armi

NBM 905300

NIM 10535598514

Mengetahui,

Kepala MA DDI Mattoanging,

Drs. HAMSAH

NIP 196907062005011010



LAMPIRAN

Homework Takes Up Children's Playtime at Home

GIVING CHILDREN PRIVATE = BULLYING?

Some people who work as teachers and have a role as a mother, argue that "giving homework is bullying" is not true. This is because they think that homework is very beneficial for the learning achievement of children or students. Lisda, an elementary school teacher, thinks that homework helps train children in doing questions. Meanwhile, Yati, a junior high school teacher, stated that the homework was given due to limited class hours. The same thing was conveyed by Dyah, an Indonesian language teacher, asserting that homework is useful for disciplining children. He punished children who did not do their homework by giving additional assignments or not being allowed to attend lessons.

According to some teachers and parents, homework for children is a positive action to train children to get used to doing questions. The act of imposing sanctions on children is considered as an effort to discipline children.

However, giving homework can also make children depressed. If so, can the teacher's actions be called bullying? Is giving homework to children including bullying?

The term bullying has recently become so popular. Bullying is usually associated with the violence or harassment that accompanies it. Actions taken can be physical, verbal, mental or emotional torture of a person. Something that looks like playing games or verbal abuse can be classified as a ritual activity of "bullying". Then, does the teacher's actions give excessive homework and give sanctions if they don't do homework including psychological violence bullying? If the teacher gives excessive homework and provides sanctions if he cannot do it, so that the child becomes burdened and stressed, it can be categorized as an act of psychological violence.

According to Sarah Bennet and Nancy Kalish, in their book *The Case Against Homework: How Homework is Hurting Our Children And What We Can DO About It*¹, states that there is no correlation between homework and academic achievement child. This means that a lot of homework does not necessarily improve a child's academic achievement. This research is also corroborated by the results of a 2006 review of 60 other studies with the same topic. It turns out that the data obtained that there is almost no correlation between the number of homework and academic achievement in elementary schools.

Then whether PR needs to be eliminated altogether? The answer can be "yes" or "no".

Source:

<https://temanguru.wordpress.com/2010/10/>

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA DDI Mattoanging

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Pertemuan : 3 (Siklus I)

Alokasi Waktu : 45 menit

A. Standar Kompetensi

Mengungkapkan pikiran dan perasaan secara lisan dalam diskusi dan bermain drama.

B. Kompetensi Dasar

Mengomentari persoalan faktual disertai alasan yang mendukung dengan memperhatikan pilihan kata dan santun berbahasa.

C. Indikator

1. Mengungkapkan pendapat tentang suatu persoalan yang menimbulkan pro kontra di lingkungan masyarakat.
2. Mengungkapkan gagasan atau usulan berdasarkan pemikiran yang logis dan tepat (ilmiah).
3. Menyatakan pendapat dengan memperhatikan tekanan, ucapan, diksi, struktur kalimat, dan penguasaan topik.

D. Tujuan

1. Melalui kegiatan debat aktif tentang siswa diizinkan membawa *handphone* ke sekolah, siswa dapat mengungkapkan pendapatnya tentang siswa diizinkan membawa *handphone* ke sekolah dengan percaya diri.
2. Melalui kegiatan debat aktif tentang siswa diizinkan membawa *handphone* ke sekolah siswa dapat mengungkapkan gagasannya berdasarkan pemikiran yang logis dan tepat.
3. Melalui kegiatan debat aktif tentang siswa diizinkan membawa *handphone* ke sekolah, siswa dapat menyatakan pendapat dengan memperhatikan aspek kebahasaan dan non kebahasaan dengan tepat.

4. Melalui kegiatan debat aktif tentang siswa diizinkan membawa *handphone* ke sekolah, siswa dapat meningkatkan keterampilan berbicaranya dengan baik.

E. Materi Pembelajaran

Siswa Students Allowed to Bring Mobile to School

F. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan : *Student*

Centered Model : *Active*

Learning Metode : Debat aktif

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan salam dan berdoa 2. Guru menanyakan kabar siswa 3. Apersepsi Guru menyebutkan tema/ mosi yang menimbulkan pro kontra di lingkungan masyarakat yaitu "Students Allowed to Bring Mobile to School" 4. Guru menyampaikan kegiatan pembelajaran yang akan dilaksanakan siswa berupa debat aktif. 	3 menit

Inti	<ol style="list-style-type: none"> 1. Guru menyebutkan kelebihan dan kekurangan media sosial berdasarkan lampiran artikel berjudul "Students Allowed to Bring Mobile to School." 2. Guru meminta siswa membuat kelompok dengan cara mengatur 2 baris tempat duduk diputar menghadap arah timur dan 2 baris tempat duduk yang lain diputar menghadap arah barat. Kelompok yang menghadap arah timur dipecah menjadi 2 kelompok kecil, yaitu kelompok A₁ dan B₁, sedangkan kelompok yang menghadap barat dipecah menjadi kelompok C₁ dan D₁. Masing-masing kelompok terdiri dari 7 orang siswa. 3. 2 orang siswa yang merupakan perwakilan dari kelompok timur dan barat melakukan suit untuk menentukan kelompok pro dan kontra. Kelompok pro harus menyampaikan argumen-argumen yang bersifat pro terhadap tema yang dibahas, sedangkan kelompok kontra menyampaikan argumen kontra terhadap tema yang dibahas. 4. Guru mempersilakan kelompok A₁, B₁, C₁, dan D₁ melakukan diskusi kelompok mengenai tema 	40 menit
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	<p>Students Allowed to Bring Mobile to School</p> <ol style="list-style-type: none"> 5. Guru sebagai moderator meminta setiap kelompok menyampaikan argumen pembuka. 6. Moderator mempersilakan kelompok yang telah memiliki pendapat untuk menanggapi argumen pembuka dari kelompok lawan. 7. Setiap kelompok memberikan tanggapan, menyanggah pendapat kelompok lawan, mempertahankan pendapat sendiri setelah dipersilakan moderator. 8. Moderator menyatakan kegiatan debat aktif telah selesai dan meminta siswa/ kelompok peserta debat kembali pada kelompok awal. 9. Seluruh siswa beserta guru mendiskusikan kembali tema yang diperdebatkan. Kemudian siswa yang mengamati kegiatan debat diminta menyebutkan argumen terbaik yang dikemukakan oleh kedua belah pihak. 	
	<ol style="list-style-type: none"> 1. Siswa dan guru melakukan refleksi pembelajaran 2. Guru menutup pelajaran dengan berdoa dan salam 	2 menit

H. Media dan Sumber Belajar

Media : artikel koran maupun internet, buku

Sumber : buku, internet, koran/ majalah

I. Penilaian

1. Prosedur penilaian

a. Penilaian proses

Pengamatan atau observasi terhadap pelaksanaan kegiatan pembelajaran.

b. Penilaian hasil belajar

Menggunakan instrumen penilaian keterampilan berbicara

2. Instrumen penilaian

a. Penilaian kinerja

3. Kriteria Ketuntasan Minimal : 60

Bantaeng, January 2021

Guru Kelas,

Observer,

Andi Muhammad Syukri

M. Aslam Armi

NBM 905300

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Mengetahui,

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Drs. HAMSAH

NIP. 196907062005011010



LAMPIRAN

Students Allowed to Bring Mobile to School

Mobile is a modern communication medium and is a secondary need for today's society. Mobile or HP has many functions for humans. HP functions, among others, as a means of communication, entertainment, finding for information, and so on. With various functions, this makes HP a priority needs that must be owned by everyone. Even children who are still toddlers already have cellphones, even though they cannot use them effectively. More and more children or students are bringing cellphones to school. There are various reasons for parents to allow their children to bring cellphones to school. These reasons include parents who want to monitor their children while at school, and children who are easier to contact their parents if there are hidden activities at school so that school time is late.

On the other hand, many people do not agree that students are allowed to bring cellphones to school. They argue that high-tech cellphones are not only used for making calls and texting. Cellphones, which have increasingly sophisticated features, provide greater opportunities for abuse such as accessing pornographic sites and other immoral acts.

So, should you bring your cellphone to school or not?

Source: <http://edukasi.kompasiana.com/2013/11/08/pro-kontra-use-cellphone-for-students-in-school-608979.html>



RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA DDI Mattoanging
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : XI/2
 Pertemuan : 1 (Siklus II)
 Alokasi Waktu : 45 menit

A. Standar Kompetensi

Mengungkapkan pikiran dan perasaan secara lisan dalam diskusi dan bermain drama.

B. Kompetensi Dasar

Mengomentari persoalan faktual disertai alasan yang mendukung dengan memperhatikan pilihan kata dan santun berbahasa.

C. Indikator

- Mengungkapkan pendapat tentang suatu persoalan yang menimbulkan pro kontra di lingkungan masyarakat.
- Mengungkapkan gagasan atau usulan berdasarkan pemikiran yang logis dan tepat (ilmiah).
- Menyatakan pendapat dengan memperhatikan tekanan, ucapan, diksi, struktur kalimat, dan penguasaan topik.

D. Tujuan

- Melalui kegiatan debat aktif tentang Cigarette Industry, An Important Asset For The State, siswa dapat mengungkapkan pendapatnya tentang industri rokok sebagai aset penting negara dengan percaya diri.
- Melalui kegiatan debat aktif tentang Cigarette Industry, An Important Asset For The State, siswa dapat mengungkapkan gagasannya berdasarkan pemikiran yang logis dan tepat.
- Melalui kegiatan debat aktif tentang Cigarette Industry, An Important Asset For The State, siswa dapat menyatakan pendapat dengan memperhatikan aspek kebahasaan dan non kebahasaan dengan tepat.

Melalui kegiatan debat aktif tentang industri rokok sebagai aset penting negara, siswa dapat meningkatkan keterampilan berbicaranya dengan baik.

E. Materi Pembelajaran

Cigarette Industry, An Important Asset For The State

F. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan : *Student*

Centered Model : *Active*

Learning Metode : Debat
aktif

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan salam dan berdoa 2. Guru menanyakan kabar siswa 3. Apersepsi Guru menyebutkan tema/ mosi yang menimbulkan pro kontra di lingkungan masyarakat yaitu "Cigarette Industry, An Important Asset For The State". 4. Guru menyampaikan kegiatan pembelajaran yang akan dilaksanakan siswa berupa debat aktif. 	3 menit

Inti	<ol style="list-style-type: none"> 1. Guru menyebutkan dampak positif dan negatif adanya industri rokok berdasarkan lampiran artikel berjudul "Cigarette Industry, An Important Asset For The State." 2. Guru meminta siswa membuat kelompok dengan cara mengatur 2 baris tempat duduk diputar menghadap arah timur dan 2 baris tempat duduk yang lain diputar menghadap arah barat. Kelompok yang menghadap arah timur dipecah menjadi 2 kelompok kecil, yaitu kelompok A, B, sedangkan kelompok yang menghadap barat dipecah menjadi kelompok C dan D. Masing-masing kelompok terdiri dari 7 orang siswa. 3. 2 orang siswa yang merupakan perwakilan dari kelompok timur dan barat melakukan suit untuk menentukan kelompok pro dan kontra. Kelompok pro harus menyampaikan argumen-argumen yang bersifat pro terhadap tema yang dibahas, sedangkan kelompok kontra menyampaikan argumen kontra terhadap tema yang dibahas. <p>Guru mempersilakan kelompok A, B, C, dan D melakukan diskusi kelompok mengenai tema Cigarette Industry, An Important Asset For The State.</p>	40 menit
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	<ol style="list-style-type: none"> 4. Guru sebagai moderator meminta setiap kelompok menyampaikan argumen pembuka. 5. Moderator mempersilakan kelompok yang telah memiliki pendapat untuk menanggapi argumen pembuka dari kelompok lawan. 6. Setiap kelompok memberikan tanggapan, menyanggah pendapat kelompok lawan, mempertahankan pendapat sendiri setelah dipersilakan moderator. 7. Moderator menyatakan kegiatan debat aktif telah selesai dan meminta siswa/ kelompok peserta debat kembali pada kelompok awal. 8. Seluruh siswa beserta guru mendiskusikan kembali tema yang diperdebatkan. Kemudian siswa yang mengamati kegiatan debat diminta menyebutkan argumen terbaik yang dikemukakan oleh kedua belah pihak. 	
	<ol style="list-style-type: none"> 1. Siswa dan guru melakukan refleksi pembelajaran 2. Guru menutup pelajaran dengan berdoa dan salam 	2 menit

H. Media dan Sumber Belajar

Media : artikel koran maupun internet, buku

Sumber : buku, internet, koran, majalah

I. Penilaian

1. Prosedur penilaian

a. Penilaian proses

Pengamatan atau observasi terhadap pelaksanaan kegiatan pembelajaran.

b. Penilaian hasil belajar

Menggunakan instrumen penilaian keterampilan berbicara

2. Instrumen penilaian

a. Penilaian kinerja

3. Kriteria Ketuntasan Minimal : 60

Bantaeng, January 2021

Guru Kelas,

Observer,

Andi Muhammad Syukri, M. Pd

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NBM 905300

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Mengetahui,

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LAMPIRAN

. Cigarette Industry, An Important Asset For The State

Industry is one of the most important economic activities. In general, the greater the number of types of industry, the more advanced the level of industry in a region and the greater the income and economic level of the region. One of the companies that make a big contribution to the country and region is the cigarette company.

Cigarette companies make a major contribution to the Indonesian and regional economies. Cigarette companies, both large, medium and small, take part in building the economy of a region. The existence of cigarette companies, apart from being able to absorb a very large number of workers, also makes a significant contribution to state revenue through the payment of excise.

Kompasiana Editorial (2013) said that through the payment of excise on tobacco products in 2012, the national cigarette industry contributed Rp. 84.4 trillion to the state. For 2013, it is estimated that the excise revenue target can reach IDR 103.73 trillion, with a large growth of 22.90 percent. This amount does not include other taxes paid by tobacco companies and labor. That also does not include the contribution of the cigarette industry through sponsorship funds and Corporate Social Responsibility (CSR) funds to the development of national culture, both for advancing the sports, education and arts sectors.

Several regions in Indonesia really depend on the cigarette industry for their livelihoods. The economy in the cities of Kediri, Malang, Kudus and various other cities, the economy is largely determined by smoking. "Kudus, for example, contributed Rp. 15.1 trillion of the total excise revenue of Rp. 60 trillion."

However, behind the success of the industry, cigarettes are also very dangerous for life. Some of the dangers of smoking include cancer, coronary heart disease, diabetes mellitus, and impotence.

Source: <http://hendra-dwi-purnama.blogspot.com/2014/04/p-impact-pabrik-Cigarettes-pt-Gudang-ram.html> <http://www.kelas-Sains.com/2013/08/11/punishment-educating-maintaining-student-motivation.html>

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA DDI Mattoanging

Mata Pelajaran : Bahasa Inggris

Kelas/semester : 11/2

Pertemuan : 2 (Siklus II)

Alokasi Waktu : 45 menit

A. Standar Kompetensi

Mengungkapkan pikiran dan perasaan secara lisan dalam diskusi dan bermain drama.

B. Kompetensi Dasar

Mengomentari persoalan faktual disertai alasan yang mendukung dengan memperhatikan pilihan kata dan santun berbahasa.

C. Indikator

- Mengungkapkan pendapat tentang suatu persoalan yang menimbulkan pro kontra di lingkungan masyarakat.
- Mengungkapkan gagasan atau usulan berdasarkan pemikiran yang logis dan tepat (ilmiah).
- Menyatakan pendapat dengan memperhatikan tekanan, ucapan, diksi, struktur kalimat, dan penguasaan topik.

D. Tujuan

- Melalui kegiatan debat aktif tentang tema penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan pendapatnya tentang penerapan sanksi sebagai penegak kedisiplinan dengan percaya diri.
- Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan gagasannya berdasarkan pemikiran yang logis dan tepat.
- Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat menyatakan pendapat dengan memperhatikan aspek kebahasaan dan non kebahasaan dengan tepat.

4. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat meningkatkan keterampilan berbicaranya dengan baik.

E. Materi Pembelajaran

Application of Sanctions as Enforcer of Justice

F. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan : *Student*

Centered Model : *Active*

Learning Metode : Debat

aktif

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan salam dan berdoa 2. Guru menanyakan kabar siswa 3. Apersepsi Guru menyebutkan tema/ mosi yang menimbulkan pro kontra di lingkungan masyarakat yaitu "Application of Sanctions as Enforcer of Justice" 4. Guru menyampaikan kegiatan pembelajaran yang akan dilaksanakan siswa berupa debat aktif. 	3 menit
Inti	<ol style="list-style-type: none"> 1. Guru menyebutkan dampak positif dan negatif penerapan sanksi berdasarkan lampiran artikel berjudul "Application of Sanctions as Enforcer of Justice." 2. Guru meminta siswa membuat kelompok dengan cara mengatur 2 baris tempat duduk diputar menghadap arah timur dan 2 baris tempat duduk yang lain diputar menghadap arah barat. Kelompok yang menghadap arah timur dipecah menjadi 2 kelompok kecil, yaitu kelompok A, B sedangkan kelompok yang menghadap barat dipecah menjadi kelompok C dan D. Masing-masing kelompok terdiri dari 7 orang siswa. 3. 2 orang siswa yang merupakan perwakilan dari kelompok timur dan barat melakukan suit untuk menentukan kelompok pro dan kontra. Kelompok pro harus menyampaikan argumen-argumen yang bersifat pro terhadap tema yang dibahas, sedangkan kelompok kontra menyampaikan argumen kontra terhadap tema yang dibahas. 4. Guru mempersilakan kelompok A, B, C, dan D 	40 menit

	<p>melakukan diskusi kelompok mengenai tema Application of Sanctions as Enforcer of Justice.</p> <ol style="list-style-type: none"> 5. Guru sebagai moderator meminta setiap kelompok menyampaikan argumen pembuka. 6. Moderator mempersilakan kelompok yang telah memiliki pendapat untuk menanggapi argumen pembuka dari kelompok lawan. 7. Setiap kelompok memberikan tanggapan, menyanggah pendapat kelompok lawan, mempertahankan pendapat sendiri setelah dipersilakan moderator. 8. Moderator menyatakan kegiatan debat aktif telah selesai dan meminta siswa/ kelompok peserta debat kembali pada kelompok awal. 9. Seluruh siswa beserta guru mendiskusikan kembali tema yang diperdebatkan. Kemudian siswa yang mengamati kegiatan debat diminta menyebutkan argumen terbaik yang dikemukakan oleh kedua belah pihak. 	
	<ol style="list-style-type: none"> 1. Siswa dan guru melakukan refleksi pembelajaran 2. Guru menutup pelajaran dengan berdoa dan salam 	2 menit

H. Media dan Sumber Belajar

Media : artikel koran maupun internet, buku.

Sumber : buku, internet, koran/ majalah.

I. Penilaian

1. Prosedur penilaian

a. Penilaian proses

Pengamatan atau observasi terhadap pelaksanaan kegiatan pembelajaran.

b. Penilaian hasil belajar

Menggunakan instrumen penilaian keterampilan berbicara

2. Instrumen penilaian

a. Penilaian kinerja

3. Kriteria Ketuntasan Minimal : 60

Bantaeng, Januari 2021

Guru Kelas,

Observer,

Andi Muhammad Syukri, S. Pd.

M.Aslam Armi

NBM 905300

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LAMPIRAN

Application of Sanctions as Enforcer of Justice

Giving assignments such as homework as much as possible should not burden students beyond their abilities. That are too burdensome actually weaken students' motivation to complete them, and in the end students choose not to do the task. Dealing with students who do not do their homework, sometimes educators get emotional quickly, so they rush to decide the form of punishment. The most common punishments are sunbathing to salute the flag, running around the field, push ups or punishing students to stand in front of the class during class hours.

As an educational institution, all processes in it must contain an educational element. The school is not a judicial institution in charge of punishing students who are found guilty. Therefore, everything that is done by the school must be interpreted as part of the educational process, including when it comes to giving sanctions to students who violate it.

However, students who are guilty must still be given sanctions so that they have a deterrent effect, both for the students concerned and other students. Therefore, giving an educational punishment is not a simple matter. On the one hand, punishment must be "burdened" in order to have a deterrent effect, but on the other hand it must still have an educational content.

Another argument put forward by the opposing group is that education carried out by instilling fear in the child makes the child like a robot that must follow a command. Such an educational process is very dangerous for the intellectual development of the child, because it will give birth to children with slave mentality who must submit to all commands. A child who continues to do bad deeds even though he has been warned many times not to commit such acts will inevitably be stopped with punishment, because if the bad habit is not stopped immediately, the child will be even more daring.

Source: <https://mjafareffendi.wordpress.com/2012/03/07/jualan-dalam-dunia-Pendidikan-haruskah-ada-unjukan-untuk-mendidik-anak/comment-page-1/http://www.class-science.com/2013/08/punishment-mendidik-keep-discipline-siswa.html>

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA DDI Mattoanging

Mata Pelajaran : Bahasa Inggris

Kelas/semester : 11/2

Pertemuan : 3 (Siklus II)

Alokasi Waktu : 45 menit

J. Standar Kompetensi

Mengungkapkan pikiran dan perasaan secara lisan dalam diskusi dan bermain drama.

K. Kompetensi Dasar

Mengomentari persoalan faktual disertai alasan yang mendukung dengan memperhatikan pilihan kata dan santun berbahasa.

L. Indikator

1. Mengungkapkan pendapat tentang suatu persoalan yang menimbulkan pro kontra di lingkungan masyarakat.
2. Mengungkapkan gagasan atau usulan berdasarkan pemikiran yang logis dan tepat (ilmiah).
3. Menyatakan pendapat dengan memperhatikan tekanan, ucapan, diksi, struktur kalimat, dan penguasaan topik.

M. Tujuan

1. Melalui kegiatan debat aktif tentang tema penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan pendapatnya tentang penerapan sanksi sebagai penegak kedisiplinan dengan percaya diri.
2. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan gagasannya berdasarkan pemikiran yang logis dan tepat.
3. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat menyatakan pendapat dengan memperhatikan aspek kebahasaan dan non kebahasaan dengan tepat.

4. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat meningkatkan keterampilan berbicaranya dengan baik.

N. Materi Pembelajaran

Application of Sanctions as Enforcer of Justice

O. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan : *Student*

Centered Model : *Active*

Learning Metode : Debat

aktif

P. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	5. Guru membuka pelajaran dengan salam dan berdoa 6. Guru menanyakan kabar siswa 7. Apersepsi Guru menyebutkan tema/ mosi yang menimbulkan pro kontra di lingkungan masyarakat yaitu "Application of Sanctions as Enforcer of Justice" 8. Guru menyampaikan kegiatan pembelajaran yang akan dilaksanakan siswa berupa debat aktif.	3 menit
Inti	5. Guru menyebutkan dampak positif dan negatif penerapan sanksi berdasarkan lampiran artikel berjudul "Application of Sanctions as Enforcer of Justice." 6. Guru meminta siswa membuat kelompok dengan cara mengatur 2 baris tempat duduk diputar menghadap arah timur dan 2 baris tempat duduk yang lain diputar menghadap arah barat. Kelompok yang menghadap arah timur dipecah menjadi 2 kelompok kecil, yaitu kelompok A, B sedangkan kelompok yang menghadap barat dipecah menjadi kelompok C dan D. Masing-masing kelompok terdiri dari 7 orang siswa. 7. 2 orang siswa yang merupakan perwakilan dari kelompok timur dan barat melakukan suit untuk menentukan kelompok pro dan kontra. Kelompok pro harus menyampaikan argumen-argumen yang bersifat pro terhadap tema yang dibahas, sedangkan kelompok kontra menyampaikan argumen kontra terhadap tema yang dibahas. 8. Guru mempersilakan kelompok A, B, C, dan D	40 menit

melakukan diskusi kelompok mengenai tema Application of Sanctions as Enforcer of Justice.

10. Guru sebagai moderator meminta setiap kelompok menyampaikan argumen pembuka.
11. Moderator mempersilakan kelompok yang telah memiliki pendapat untuk menanggapi argumen pembuka dari kelompok lawan.
12. Setiap kelompok memberikan tanggapan, menyanggah pendapat kelompok lawan, mempertahankan pendapat sendiri setelah dipersilakan moderator.
13. Moderator menyatakan kegiatan debat aktif telah selesai dan meminta siswa/ kelompok peserta debat kembali pada kelompok awal.
14. Seluruh siswa beserta guru mendiskusikan kembali tema yang diperdebatkan. Kemudian siswa yang mengamati kegiatan debat diminta menyebutkan argumen terbaik yang dikemukakan oleh kedua belah pihak.

3. Siswa dan guru melakukan refleksi pembelajaran 2 menit
4. Guru menutup pelajaran dengan berdoa dan salam

Q. Media dan Sumber Belajar

Media : artikel koran maupun internet, buku

Sumber : buku, internet, koran/ majalah

R. Penilaian

1. Prosedur penilaian

a. Penilaian proses

Pengamatan atau observasi terhadap pelaksanaan kegiatan pembelajaran.

b. Penilaian hasil belajar

Menggunakan instrumen penilaian keterampilan berbicara

2. Instrumen penilaian

a. Penilaian kinerja

3. Kriteria Ketuntasan Minimal : 60

Bantaeng, Januari 2021

Guru Kelas,

Observer,

Andi Muhammad Syukri, S. Pd.

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA DDI Mattoanging
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : 11/2
 Pertemuan : 4(Siklus II)
 Alokasi Waktu : 45 menit

S. Standar Kompetensi

Mengungkapkan pikiran dan perasaan secara lisan dalam diskusi dan bermain drama.

T. Kompetensi Dasar

Mengomentari persoalan faktual disertai alasan yang mendukung dengan memperhatikan pilihan kata dan santun berbahasa.

U. Indikator

1. Mengungkapkan pendapat tentang suatu persoalan yang menimbulkan pro kontra di lingkungan masyarakat.
2. Mengungkapkan gagasan atau usulan berdasarkan pemikiran yang logis dan tepat (ilmiah).
3. Menyatakan pendapat dengan memperhatikan tekanan, ucapan, diksi, struktur kalimat, dan penguasaan topik.

V. Tujuan

1. Melalui kegiatan debat aktif tentang tema penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan pendapatnya tentang penerapan sanksi sebagai penegak kedisiplinan dengan percaya diri.
2. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat mengungkapkan gagasannya berdasarkan pemikiran yang logis dan tepat.
3. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat menyatakan pendapat dengan memperhatikan aspek kebahasaan dan non kebahasaan dengan tepat.

4. Melalui kegiatan debat aktif tentang penerapan sanksi sebagai penegak kedisiplinan, siswa dapat meningkatkan keterampilan berbicaranya dengan baik.

W. Materi Pembelajaran

Application of Sanctions as Enforcer of Justice

X. Pendekatan, Model, dan Metode Pembelajaran

Pendekatan : *Student*

Centered Model : *Active*

Learning Metode : Debat

aktif

Y. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	9. Guru membuka pelajaran dengan salam dan berdoa 10. Guru menanyakan kabar siswa 11. Apersepsi Guru menyebutkan tema/ mosi yang menimbulkan pro kontra di lingkungan masyarakat yaitu "Application of Sanctions as Enforcer of Justice" 12. Guru menyampaikan kegiatan pembelajaran yang akan dilaksanakan siswa berupa debat aktif.	3 menit
Inti	9. Guru menyebutkan dampak positif dan negatif penerapan sanksi berdasarkan lampiran artikel berjudul "Application of Sanctions as Enforcer of Justice." 10. Guru meminta siswa membuat kelompok dengan cara mengatur 2 baris tempat duduk diputar menghadap arah timur dan 2 baris tempat duduk yang lain diputar menghadap arah barat. Kelompok yang menghadap arah timur dipecah menjadi 2 kelompok kecil, yaitu kelompok A, B sedangkan kelompok yang menghadap barat dipecah menjadi kelompok C dan D. Masing-masing kelompok terdiri dari 7 orang siswa. 11. 2 orang siswa yang merupakan perwakilan dari kelompok timur dan barat melakukan suit untuk menentukan kelompok pro dan kontra. Kelompok pro harus menyampaikan argumen-argumen yang bersifat pro terhadap tema yang dibahas, sedangkan kelompok kontra menyampaikan argumen kontra terhadap tema yang dibahas. 12. Guru mempersilakan kelompok A, B, C, dan D	40 menit

	<p>melakukan diskusi kelompok mengenai tema Application of Sanctions as Enforcer of Justice.</p> <p>15. Guru sebagai moderator meminta setiap kelompok menyampaikan argumen pembuka.</p> <p>16. Moderator mempersilakan kelompok yang telah memiliki pendapat untuk menanggapi argumen pembuka dari kelompok lawan.</p> <p>17. Setiap kelompok memberikan tanggapan, menyanggah pendapat kelompok lawan, mempertahankan pendapat sendiri setelah dipersilakan moderator.</p> <p>18. Moderator menyatakan kegiatan debat aktif telah selesai dan meminta siswa/ kelompok peserta debat kembali pada kelompok awal.</p> <p>19. Seluruh siswa beserta guru mendiskusikan kembali tema yang diperdebatkan. Kemudian siswa yang mengamati kegiatan debat diminta menyebutkan argumen terbaik yang dikemukakan oleh kedua belah pihak.</p>	
	<p>5. Siswa dan guru melakukan refleksi pembelajaran</p> <p>6. Guru menutup pelajaran dengan berdoa dan salam</p>	2 menit

Z. Media dan Sumber Belajar

Media : artikel koran maupun internet, buku

Sumber : buku, internet, koran/ majalah

AA. Penilaian

1. Prosedur penilaian

a. Penilaian proses

Pengamatan atau observasi terhadap pelaksanaan kegiatan pembelajaran

b. Penilaian hasil belajar

Menggunakan instrumen penilaian keterampilan berbicara

2. Instrumen penilaian

a. Penilaian kinerja

3. Kriteria Ketuntasan Minimal : 60

Guru Kelas,

Andi Muhammad Syukri, S. Pd.

NBM 905300

Observer,

M. Aslam Armi

NIM 10535598514



Mengetahui,

Kepala MA DDI Mattoangin

Drs. HAMSAH

NIP. 1969070620050131010

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional"

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<p>Fungsi Sosial</p> <ul style="list-style-type: none">- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p>Struktur Teks</p> <ul style="list-style-type: none">- Memulai- Menanggapi (diharapkan di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none">- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, etc.</i>- Ucapan, tekanan kata, intonasi, <i>ejan</i>, tanda baca, dan julukan <p>Topik</p> <p>Situasi yang mendorong pemberian saran dan tawaran melakukan tindakan yang dapat</p>	<ul style="list-style-type: none">- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar- Menanyakan hal-hal yang tidak diketahui atau yang berbeda- Menentukan modal yang tepat untuk disisikan ke dalam kalimat-kalimat rumpang- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya- Melakukan refleksi tentang proses dan hasil belajarnya
4.1	Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	menumbuhkan perilaku yang termuat di KI Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Struktur Teks - Memulai - Menanggapi (diucapkan di luar dugaan) Unsur Kebahasaan - Ungkapan menyatakan pendapat I think, I suppose, in my opinion - Norma singular dan plural dengan atau tanpa <i>a-m, this, those, my, their, deb</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menimbulkan perilaku yang termuat di KI	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Struktur Teks - Memulai - Menanggapi (diucapkan di luar dugaan) Unsur Kebahasaan - Ungkapan menyatakan pendapat I think, I suppose, in my opinion - Norma singular dan plural dengan atau tanpa <i>a-m, this, those, my, their, deb</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menimbulkan perilaku yang termuat di KI	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah tempat kerja sesuai dengan konteks penggunaannya	Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi Struktur Teks Dapat mencakup - Sapaan - Isi - Penutup	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah tempat kerja		<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural - <i>Ingat!</i> <i>those my / their</i> dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI Multimedia</p> <p>Layout yang membuat tampilan teks lebih menarik</p> <p>Fungsi Sosial</p> <p>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe I think</i> - Adverbial first, second, third - <i>Ingat!</i> <i>think</i> - Kata sambung <i>therefor, consequently, based on the arguments</i> 	<ul style="list-style-type: none"> - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempatkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya 	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, deb</i></p> <p>- Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p> <p>Fungsi Sosial</p> <p>Mendeskripsikan, memaparkan secara obyektif</p> <p>Struktur Teks</p> <p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan</p> <p>- Kalimat deklaratif dan interogatif dalam <i>passive voice</i></p> <p>- Preposisi</p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, deb</i></p> <p>- Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>Benda, binatang, tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</p> <p>Fungsi Sosial</p>	<p>- Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p> <p>Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</p> <p>Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <p>Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan <i>grammar</i> dan cjaan yang benar</p> <p>Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Menjalin kedekatan hubungan antar pribadi</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina tunggal dan plural dengan atau tanpa <i>a, the, this, those, my, their, etc.</i> - Ucapan, tekanan kata, intonasi, orasi, tanda baca, dan tulisan tangan <p>Topik</p> <p>Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI</p> <p>Fungsi Sosial Menjelaskan, memberikan alasan menyukuri, dsb</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat 	<p>Kegiatan Pembelajaran</p> <ul style="list-style-type: none"> - Menvimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar <p>Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat</p> <p>Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</p> <p>Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</p> <p>Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</p>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>because of ... due to ... thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terakap dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang terakap dalam mata pelajaran lain di kelas XI</p>	<p><i>because of ... due to ...</i> <i>thanks to</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik - Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menimbulkan perilaku yang termuat di KI - Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena - Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup <ul style="list-style-type: none"> - fenomena - identitas gejala - ringkasan penjelasan - Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if, then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam klauses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</p> <ul style="list-style-type: none"> - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana - Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teknya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 		



Topik

Benda-benda non
manusia,
seperti air,
pengutapan, hujan
dengan paparan
yang
menumbuhkan
perilaku yang
termuat dalam K

<p>kehidupan remaja SMA/MA/SMK/MAK</p>	<p>Mengembangkan nilai-nilai</p>	<p>yang liriknya akan segera dibaca</p>
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>kehidupan dan karakter yang positif</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none">- Kosak kata dan tata bahasa dalam lirik lagu- Ucapan, tekanan kata, intonasi, elaan, tanda baca	<ul style="list-style-type: none">- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya- Menyimak, dan memikirkan guru membaca lirik lagu secara bermakna- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu- Membahas pemilihan kata tertentu terkait dengan tema lagu- Melakukan refleksi tentang proses dan hasil belajarnya



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor : Jl. Sultan Alauddin No. 259 Makassar 90222 Telp. (0411) 864972, 8015383 Fax. (0411) 8655088



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No.	Bab	Nilai	Angka Batas
1	Bab 1	10%	10%
2	Bab 2	18%	25%
3	Bab 3	7%	10%
4	Bab 4	8%	10%
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 28 Desember 2021

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

Nersyah Elham M.L.P.
NIM. 964.591

Alamat Kantor : Jl. Sultan Alauddin no. 259 makassar 90222

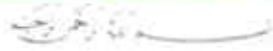
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MATRIK PENGESAHAN TINGKAT PERTAMA ZETAWATI HASMADYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Nama : Zetawati Hasmanyah
Lampiran : Lembar Kerja
Berkas : Pengantar, Beres, dan

Kelompok Kerja : Tim Kerja
Ketua LP3M Unismuh Makassar
Dr.

UNIVERSITAS MUHAMMADIYAH
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**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
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Bapak / Ibu Bupati Bantaeng
Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan
di-

19 Jumadil akhir 1442 H
01 February 2021 M

Bantaeng

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 446/FKIPA.4-II/I/1442/2021 tanggal 29 Januari 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : M. ASLAM ARMI
No. Stambuk : 10535 598514
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"Improving Student's Speaking Ability Through Debate Controversial and Unresolved Topic (CLT) Method at Second Grade of MA DDI Mattoangng"

Yang akan dilaksanakan dari tanggal 4 Februari 2021 s/d 44290

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan keruasamanya diucapkan Jazakumullah khaeran katzirua.

السنة الأولى من الهجرة النبوية

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



PEMERINTAH KABUPATEN BANTAENG DINAS PENANAMAN MODAL DAN PTSP

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IZIN PENELITIAN

NOMOR : 503/2019/DPM-PTSP/10/2021

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Dalam Negeri Nomor 54 Tahun 2011 tentang Pedoman Penertiban Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penertiban Surat Keterangan Penelitian;
4. Peraturan Bupati Bantaeng Nomor 57 Tahun 2017 tentang Perubahan Atas Peraturan Bupati Bantaeng Nomor 85 Tahun 2016 tentang Penetapan Kewenangan Pelayanan Administrasi Perizinan dan Non Perizinan.

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Alamat	Makassar Kecamatan Kel. Bantol Kecamatan Kec. Pakulung Kabupaten Bantaeng

Bermaksud mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :
"Improving Student's Speaking Ability Through Debate Controversial and Unresolved Topic (CUT) Method at Second Grade of DDI Mattoang"

Lokasi Penelitian	: DDI Mattoang
Lama Penelitian	: 21 Januari 2021 s.d. 10 Februari 2021

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan

1. Sebelum dan sesudahnya melaksanakan kegiatan, yang bersangkutan harus melapor kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Menaatih semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat Daerah setempat;
4. Menyerahkan 1 (satu) exemplar copy hasil Penelitian kepada Bupati Bantaeng Cq. Kepala Kantor Kesatuan Bangsa, Politik dan Pertahanan Masyarakat Kab. Bantaeng;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang Surat Izin tidak menaati ketentuan-ketentuan tersebut diatas.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Ditandatangani Kabupaten Bantaeng
Pada tanggal : 09 Februari 2021

a.n. BUPATI BANTAENG
KEPALA DINAS PENANAMAN MODAL DAN PTSP



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YAYASAN DARUL FALAH
PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI)
MADRASAH ALIYAH "AKREDITASI B"

Alamat : Jl. Pendidikan No. 11 Mattounging Kel. Zamakota Kec. Bantaeng Kab. Bantaeng



SURAT KETERANGAN

Nomor 037/MA/PT-DDI/II/2021

Yang bertanda tangan di bawah ini

Nama **Drs. H AMSAH**
 NIP **19600206 200501 1 010**
 Jabatan **Kepala Madrasah Aliyah PONDOK PESANTREN Mattounging**

Menerangkan bahwa mahasiswa :

Nama **M. ASLAM ARMI**
 Sumbuk/ NIM **10535598514**
 Jurusan **Pendidikan Bahasa Inggris**
 PT/ Universitas **FKIP Universitas Muhammadiyah Makassar**

telah melakukan penelitian di kelas XI Madrasah Aliyah Pondok Pesantren DDI Mattounging Bantaeng dengan judul Skripsi/ Penelitian *"Improving Student's speaking ability through debate Controversial and unresolved topic (CUT) method at second grade of MA DDI Mattounging Bantaeng"*

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Bantaeng, 17 Februari 2021
 Kepala Madrasah

Drs. H AMSAH
 NIP 19600206 200501 1 010



MAJLIS DIKTITIRANG PPM MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

No. Surat Keputusan: 000/2022
Tgl. 10 Februari 2022
Tempat: Makassar
Jl. ...

LETTER OF ACCEPTANCE
0418-BG-FKIP LOA/B II/1443 2022

Dear M. ASLAM ARMI

It is our pleasure to inform you that, after reviewing your paper:
**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH DEBATE
CONTROVERSIAL AND UNRESOLVED TOPIC (CUT) METHOD AT
SECOND GRADE OF MA DDIMAT TOANGING**
The manuscript ID: 639
Detail checklist

Checkpoint

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the existing templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

has been **ACCEPTED** to publish with **English Language Teaching Methodology**,
ISSN (paper) in process ISSN (online) in process. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltn@unismuhmakkassar.ac.id

Makassar, 10 February 2022 M
8 Rabi' 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umni Khaerati Sam, S.Pd., M.Pd.
NBM 977 807





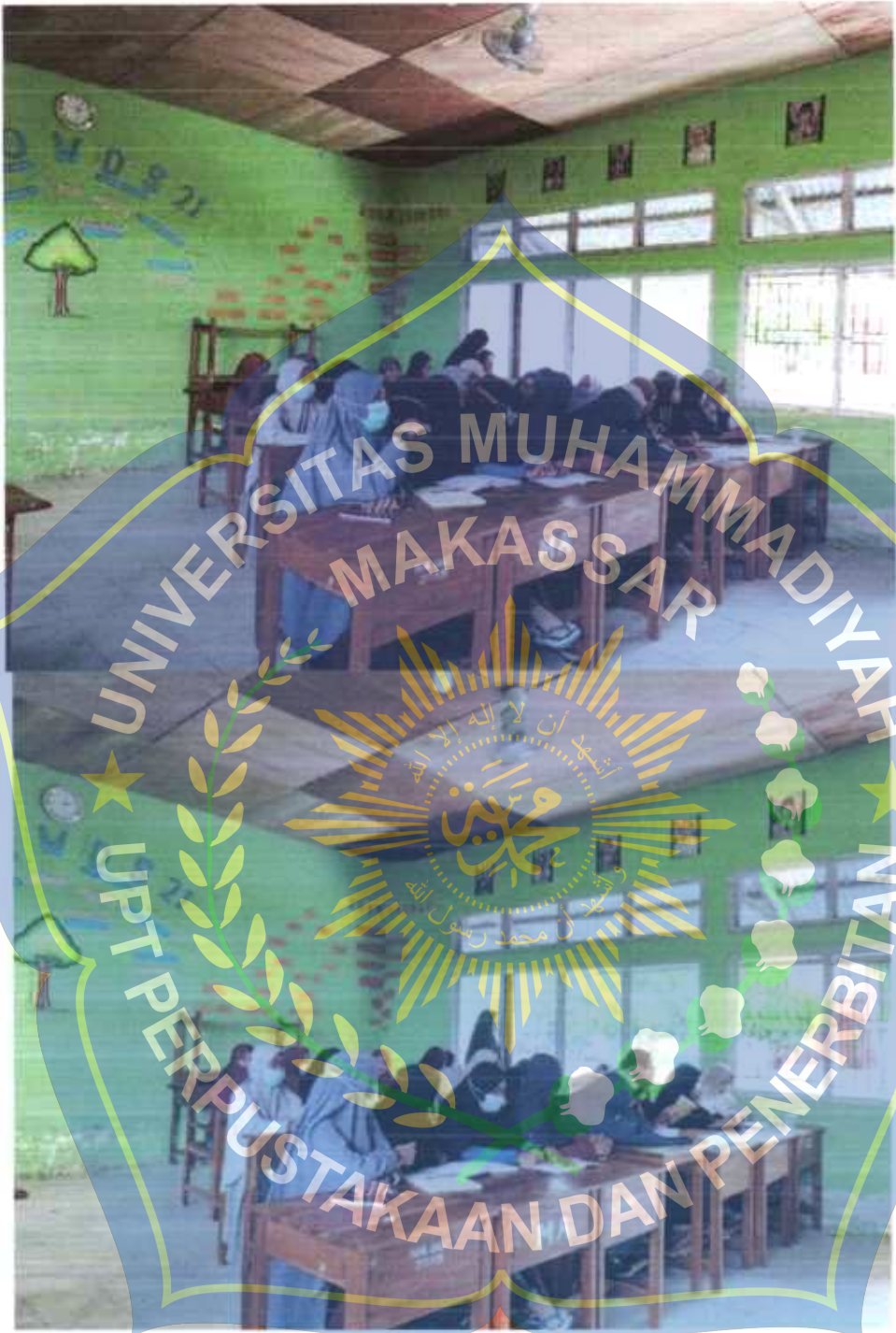














CURRICULUM VITAE



M. Aslam Armi, was born on November 25th, 1996 in Bantaeng. He is the first child from 2 from the marriage of his parents H. Marzuki, S Ag, MM dan Hj. Andi Ramlah.

In 2002, he graduated from kindergarten Sinjai Borong in Biji Nangka Village and continued his study at Elementary School 40 Lumpangan, Bantaeng and He graduated in 2007. The next in the same year the writer registered as a student in Mts DDI Mattoanging Bantaeng and he graduated in 2011. Then the writer registered in senior high school, MAN Dampang and graduated in 2014. In 2014, the writer registered to study of English department in Muhammadiyah University of Makassar.

At the end of her study, He could finish his thesis with title **Improving The Students' Speaking Ability Through Debate Controversial and Unresolved Topic (CUT) Method at MA DDI Mattoanging .**