

**ENHANCING STUDENTS' SPEAKING ABILITY BY USING SIMPLIFIED
DEBATE IN ENGLISH EXTRACURRICULAR CLASS
(A Pre-experimental Design Study at New Generation of SMAN 6
BULUKUMBA Academic year 2018/2019)**



A 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 Education Department*

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scope of the research
- Previous related study
Conceptual framework
provide explanations supported
by theory & research results
Research Hypotheses

Technique of collecting data
Data Analysis

Findings & discussion
Conclusion and suggestion

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MOTTO AND DEDICATION

"Our prime purpose in this life is to help others. And if you can't help them,
at least don't hurt them."

Dalai Lama



ABSTRACT

RESKI AYU PRATIWI. 2021. Enhancing students' speaking ability by using simplified debate in English extracurricular class. (A Pre-experimental Design Study at New Generation of SMAN 6 BULUKUMBA Academic year 2018/2019) English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Sulfasyah and Ardiana

This study aims to determine the improvement of students' speaking ability especially in terms of students' pronunciation and fluency. This study uses a Pre-experimental Design was employed with one group pre-test and post-test design. The findings of the research show that there is an increase in the results of the use of simple debate in the English extracurricular class in improving students' speaking skills in pronunciation with a not so significant increase seen from the pre-test average score of 4.91% and the average post-test score of 6.71. There is an increase in the results of the use of simple debate in the English extracurricular class in improving students' speaking ability in fluency with a not so significant increase seen from the pre-test average score of 5.16% and the post-test average score of 6.29. The use of simplified debate in the English extracurricular class is considered insignificant in improving the students' speaking ability in pronunciation and fluency as seen from the average score of pre-test and post-test improvement in speaking which is only 29.22%

Key Words: Speaking Ability, Simplified Debate, Pronunciation, Fluency, English Extracurricular Class.

ACKNOWLED GEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, the researcher expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health, so that could finish writing the thesis. Shalawat and salam are addressed to final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realized that many hands had given their helps and useful suggestion for the completion of this thesis. She highest appreciation and deepest thankfulness to my beloved parents Mr.Suryadi and Mrs.Suryati for help, financial, motivation and sacrifice for researcher and they who always pray to Allah SWT for her succeeded in this study. Without the assistance of these people, this thesis would never have existed.

Therefore, the researcher would like to express her appreciation and sincere thanks to all of them particularly:

- 1) 1. **Prof. Dr. H. Ambo Asse, M.Ag**, as rector of Muhammadiyah University of Makassar.
- 2) **Erwin Akib, M.Pd., Ph.D.**, as Dean of Faculty of Teacher Training and Education Muhammadiyah University of Makassar, who has given a chance to complete education at Muhammadiyah University of Makassar.
- 3) **Dr. Umami Khaeraty Syam, S.Pd, M.Pd** and **Ismail Sangkala S.Pd., M.Pd**, as head and secretary of English Education Department at Muhammadiyah University of Makassar.

- 4) The first consultant **Sulfasyah, M.A.,Ph.D.** and the second consultant **Ardiana, S.Pd.,M.Pd** who have given their valuable time and patient, to support assistance and guidance to finish this thesis.
- 5) My beloved sister **Resti Silaturrahmi** who have given much love, motivation, prayer supports all the time to finish this thesis. Also my little brother **Muh. Rafka Ramadhan.**
- 6) **Drs. Agus Sultan. M.pd** and **Sindarwati.S.Pd** as a head master and English teacher of SMAN 6 BULUKUMBA, also the students' who joined the English extracurricular class (NGC).
- 7) The beloved family for their love, motivation, support and suggestion.
- 8) The beloved friends **Sriherlina Wahyuni.S.farm**, **Ika Sahriani.Amd.AK**, **Fitri Irmayani.S.IP**, **Rahmi Rudi Razak**, and also **Syarifuddin** who have always been in the researcher side in facing all the laughter and tears, supporting me and also always faithfully listens to complaints during her studies.

May the Almighty bless us now and forever, and this thesis can be useful, Amin!

Makassar, July 2021

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background

Speaking is the process of interaction of giving and receiving information related to our thought. Brown (1994) defines that Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Takwihidah (2007) "Speaking is a mean of oral communication that gives information-communication involves to elements namely the speaker who gives message and the listener who receives the research. Harmer (2007) defines that speaking ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. According to Brown (2001) cites that when someone can speak a language it means that he can carry on on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In teaching and learning English as the foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors. The students were afraid to express their ideas. They worried everyone will mock them. Other factors came out from students. Speaking is the important skill that the students

should be mastered. Speaking as a media of expressing ideas must be used frequently in order to improve speaking ability.

The teaching of speaking in Indonesia is not as easy as to imagine. Problems always occur. Some of them are the errors made by the students in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication (Cahyono & Widiati, 2011). Furthermore, the characteristics of spoken language make it easy as well as difficult to be done. According to Brown (2001), they are clustering (organize output both cognitively and physically), redundancy (make meaning clearer), reduced forms (contractions, elisions, reduced vowels), performance variables (hesitation, pause, backtracking, correction), colloquial language (word, idiom, phrase), rate of delivery (fluency), stress, rhythm, intonation (pronunciation), and interaction (conversational negotiation)

In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students' skill in speaking, and to be able to tell something to the other in English. This concerns with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher does not choose the suitable technique of teaching speaking. She thought them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, students cannot improve their speaking skill in teaching learning process. It is impossible that the students can

improve their speaking ability if they seldom use it in every single chance until it becomes a habit.

Harmer (1990) writes that when teaching speaking or producing skill, the students' can apply three major stages, namely: introducing new language, practice, and communicative activity. Some strategies such as, games, songs, study groups and other strategies. However, not a few students feel saturated with the strategies that have been applied by teachers in the learning process. One of the effective ways to attract students is to provide a new learning strategy so that students are interested in following the learning process. According to Brown (1997), there are 5 components in speaking skill, namely: comprehension, grammar, vocabulary, pronunciation, and fluency. However, the researcher focus only on pronunciation and fluency.

According to Dobson (1987), there are some techniques in improving speaking, namely: dialogues, small-group discussion, songs, games and debate. Debate is a speech activity performed may be in a group consisting of several people and in it aims to solve a problem. According to Lustigova (2011), debates are seen as one of the most active learning process of actual construction and creation on their own, as well as working in a group and thus sharing knowledge that raises the pros and cons. Debate can improve the mindset of students in responding to a problem and also the way students think critically that can add new insights or knowledge.

Debates have several types that are grouped by purpose, form or method. The following are the types of debates: Cross-examination debating,

school has some extracurricular that can add insight and knowledge of student. One of the extracurricular that can improve the students speaking skill ability is NGC (New Generation Club).

NGC is an organization formed at one of the state universities in Makassar in 2003. However, 2010 became one extracurricular in SMAN 6 BULUKUMBA. New Generation Club is engaged in the field of learning and teaching English. Over the last few years NGC has only developed learning and teaching English. This organization has also offered learning methods and teaching English with a crazy method that makes learners and teachers feel that learning and teaching English is a fun thing. Routine activities conduct are technical meetings, such as mc, introduce, games and debate.

Therefore, the researcher hope the school organizes these activities to develop the potentials of students to learn by making extracurricular courses and guidelines applicable to each level of education. Principals, teachers and other education personnel participate in developing, supervising, and assessing the implementation of extracurricular activities.

Based on the idea, the researcher would like to focus on "Enhance the students' speaking ability by using simplified debate in English extracurricular class"

B. Problem Statement

Based on the background has been explained above, the research question is formulated as follows:

1. How is simplified debate in English extracurricular classes enhance students' speaking skill in terms of pronunciation?
2. How is simplified debate in English extracurricular classes enhance students' speaking skill in terms of fluency?
3. Is simplified debate enhance students' speaking ability?

C. Objective of The Research

1. To find out whether simplified debate in English extracurricular classes to enhance students' speaking skill in terms of pronunciation.
2. To find out whether simplified debate in English extracurricular classes to enhance students' speaking skill in terms of fluency.

D. Significance of The Research

1. For teacher, this strategy can be practiced in classroom when dealing with speaking ability for motivating conversation, and give teacher some references about interesting strategy of teaching English.
2. For students, it can learn in new situation besides teaching learning in the classroom that gives them comfortable for speaking English fluently through the simplified debate in extracurricular. The students can learn communication to ask and answer question, to respond of hesitation correctly and express correctly to spoken act of repetition.

E. Scope of Research

To ensure the accurate data and also to avoid vague and over broad research, the writer limited some pointers of this research, and limitations are the

researchers focus to analysis the enhance students' speaking ability by using simplified debate in English extracurricular class at SMAN 6 Bulukumba academic year 2018/2019 specifically on students'



CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers who had conducted their research the using of simplified debate to enhancing the students' speaking ability in English extracurricular classes, they were:

- a. Lidya Ratna Desita (2017) stated that "Improving Students' Speaking Ability Through Debate Technique". By applying debate technique in this classroom, the students' who were passive during teaching learning process, being forced to be more active because they need to talk to complete their task. Through debate technique, the students were enthusiast to speak in the class. The students could deliver what opinion they have to respond to another opinion.
- b. Lustigová (2011) conducted a research on "Simplified debate as a learning tool at the university level". The aim of this paper is to describe teaching observations with special attention given to the preparatory stages, strengths and challenges of simplified debate faced by both the teacher and the students. By describing the methods and procedures used to engage in debate, this paper aims to enrich the pedagogical method to effectively teach speaking skills and thus serve ESL teachers in general.

debate. However, they worked very cooperative and try to defend their team and they are more active to speak in classroom.

The use of simplified debate in learning process is a good way to attract students' interest and also enhance students' ability to think critically. The research above and this research have the similarity and difference. 1). The similarity, the research above and this research are to enhance the students' speaking skill, and the strategy used is a simplified debate. 2). The difference between the research above and this research is, this research apply the simplified debate in English extracurricular classes. Where as the research above applies in the learning process in the classroom.

B. Concepts of Speaking

1. Definition of Speaking

Speaking is the process of expressing opinions or ideas that aim to provide information related to a matter in question by verbal and nonverbal information. According to Ladousse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Nunan (2003) highlights that what is meant by teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.

2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

2. Speaking ability

According to Bailey (2005) conversation is one of the most basic and pervasive of human interaction conversations are unscripted. It involves two or more people. In conversation the topic can change and the individuals take turn. By definition, conversations are interactive: although one speaker is more talkative than another, in a conversation, two or more individuals communicated. Risnadedi (2001) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers. Fonocchiaro and Bonomo (1970) explain that there are six important things to be considered in speaking ability. There are:

- 1) To decide what the learner want to say.
- 2) To select words that fall into pattern they are going to use.
- 3) To select words that fall into pattern conveying the meaning.
- 4) To use correct arrangement of word.

5) To make sure the appropriate situation.

6) To place tongue and lips in certain position to produce sounds.

3. Types of Speaking

Nunan (in Brown 2001) writes the generally there are two types of spoken, as follow:

1. Monologue

Monologues is the speaking where one speaker uses spoken language for any length of time, such as speeches, lectures, readings, new broadcasts, and the like, then the listener have to process the information without the interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

2. Dialogue

Dialogue is the speaking that involves two or more speakers. the interruption may happen in the speech when interlocutor does not comprehend what the speaker say.

4. The Criteria of Speaking

According to Scott (2005) divides the criteria for speaking tasks. They are:

1. Productivity, a speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.
2. Purposefulness, often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a

common purpose. For example, the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members.

3. Interactivity, activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real life language use. Even formal, speaking monologic task such as talks and presentations of interaction should be performed in situations where there is at least possibility of interaction, example: where there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end.
4. Challenge, the task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome.
5. Safety, while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without too much risk. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and a nonjudgmental attitude to error on the part of the teacher. Also, learners need to be secure in the knowledge that the teacher like a driving instructor will always be there to take over if things get seriously out of hand.

6. Authenticity, speaking task should have some relations to real life language use.

5. Components of Speaking

Brown (2007) defined the five components of testing speaking skills as follows:

1. Comprehension: Oral communication certainly requires a subject to respond to speech as well as to initiate it.
2. Grammar: It is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gains expertise in a language in oral and written form.
3. Vocabulary: A person cannot communicate effectively or express their ideas both orally and in writing if they do not have sufficient vocabulary. So, vocabulary means the exact diction used in communication.
4. Pronunciation: Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in language.
5. Fluency: Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums".

6. Assessing Speaking

Brown (2003) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short

conversations, standard greetings and a small talk, simple request and comments and the like.

C. Concepts of Debate

1. Debate

a. The Definition of Debate

Debate is an activity that is carried out by several people both individuals and groups that aims to find common ground of a topic or problem, and also to share information related to a topic. Bambang (2006) defines debate as an "activity which is used for understanding of the topic. It is done by two groups. Every group consist of three or five students. It is "pro" group and "contra" group." According to Shan (2005) debate is defined as "two groups of people on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided". According to Thompson (1996), debate is contrasted with discussion.

The distinction in their use in referring to a decision-making process may be outlined as follows:

1. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem.
2. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.

3. Debate is usually regulated by strict rules about the time and order of speeches. Discussion is conducted more freely with less formal rules.

4. In debate, the decision is made by a third party based on the arguments presented by the affirmative and the negative sides.

In discussion, the purpose is to reach an agreement among participants.

b. The Structure of Debate

According to Goodnight (1993) there are four main the structures of debate:

1. Standard Debate Format: which is used most often by beginning debaters.
2. The Cross-examination Format: which is used for most tournaments at the high.
3. The Linclon Douglas Format: which is a popular format for debating value issues.
4. Simplified Debate Format: which is used most often with non-native speakers.

This research, the researcher focused on simplifiead debate strategy to enhancing students' speaking ability and interest because, the use of simplified debate is not too difficult to understand the contents or problems of a topic. In this activity students are given easy topics that will be discussed with other groups in order to get the best answers from each group.

2. Simplified Debate

a. Definition of Simplified Debate

Harmer (2007) clarifies that "simplified debates concentrate the content of the EFL/ ESL learner's speech, thus allowing the students to focus on improving their skills by using knowledge already grasped".

Lustigova (2011) argued that when teaching debate to intermediate and lower classes, it is best to start with the straight forward process of formulating and caring about their own opinions, while introducing a number of language structures, grammar issues and new vocabulary meanwhile. Lustigova's (2011) simplified debate offers student's a chance to practice debate as fun activity.

b. Assessing Simplified Debate

There are five steps to assessing simplified debate, according to Lustigova (2011) includes the following:

- (1) Concentration on the organization, use of arguments, use of examples and facts.
- (2) Provide feedback primarily from the language use point of view.
- (3) How language was used and why.
- (4) Improved opinion- indication phrases.
- (5) Increased diplomatic approaches and referencing of external opinions to support individual opinions.

c. The Format of Simplified Debate

Lustigova (2011) states that, there are some format about simplified debate, there are:

- (1) Affirmative team speech.
- (2) Opposing team speech.
- (3) Affirmative team speech.
- (4) Negative team rebuttal.
- (5) Questions/ answers from teams, field questions from audience.
- (6) Affirmative closing argument.
- (7) Negative closing argument.
- (8) Audience assesses arguments' persuasiveness.
- (9) Teacher provides constructive feedback.

d. The Implementation of Simplified Debate

According to Munir (2013), there are some the implementation of simplified debate:

- (1) The teacher provides topics for debate, then asks students about the topic. The aim is to find out how far students understand the topic given by the teacher.
- (2) The teacher continues by giving a little explanation about the topic to be debated.
- (3) The teacher divides students into groups.

- (4) The teacher gives around 5-10 minutes to discuss or discuss topics given with each group.
- (5) The teacher as moderator.
- (6) The first speaker starts from the affirmative by expressing opinions accompanied by strong reasons and evidence.
- (7) It raises the pros and cons of the opposite group.
- (8) Sometimes many students delivered their opinions that are not related to the topic given, the task of the teacher as a moderator to straighten the topic of the problem.
- (9) Before the ends, the teacher provides an opportunity for each group to provide or provide conclusions.
- (10) When the activity were finished, the teacher appoints a number of students to convey an impression of the activities that have occurred. The aim is to find out students' interest in debating activities.

D. Definition of English Extracurricular Class

Extracurricular is activities carried out outside school hours which aim to increase knowledge and experience. Hastuti (2008) states that, extracurricular is a school program, in the form of student activities, optimization of related subjects, channeling talents and interests, abilities and skills to strengthen student personality. The extracurricular activities benefit and the noble values contained in the activities that are followed.

Uzer and Lilis (1993) suggest that education programs at all levels and paths of education consist of three groups, namely: subject groups, local content groups and self-development groups. Self-development groups include guidance and counseling, extracurricular activities. Extracurricular terms means experiences outside the school curriculum environment. Although the term is used for the purpose of activities outside the school curriculum and aims to improve students' knowledge in cognitive and affective aspects, develop students' talents and interests in an effort of personal development towards a whole person, knowing, recognizing, and distinguishing relationships between one subject and another.

The benefits of extracurricular activities include:

1. Students are able to develop the potential of students so that they are able to become students who excel in the school and outside the school.
2. Students can improve intellectual abilities, responsibilities, and social relationships.
3. Students are able to form personality characteristics in their respective fields.

These extracurricular activities can be grouped into several types, namely:

1. Krida, including Scouting, Movement of Elementary School Students (LDKS), Youth Red Cross (PMR), Heritage Flag Lifters (PASKIBRAKA),
2. Scientific Work, Youth Scientific Activity Activities (KIR), scientific mastery activities and academic abilities, research.

3. Gift / gift training / achievement, inclusion of sports talent development, art and culture, love of nature, journalism, theater, religion,
4. Seminars, workshops, and exhibitions / bazaars, with substances such as education, health, the selection of human rights, religion, arts and culture.

In this research, the researcher focused on activities in mastering science and academic abilities such as debate activities. One of debate activities in one high school that can help students improve their English speaking skills, namely NGC. NGC is an extracurricular activity in which there are several activities, such as debate.



E. Conceptual framework

The conceptual framework underlying in this research is given in the following:



There are many strategy to enhance students' speaking skill, one of them is simplified debate. According to Syamdianita and Amedea (2019) the students agreed that they had improved their pronunciation and fluency through debate, cause debate offers students' a chance to practice speaking or debate as fun activity. Kruger (1960: 5) states the advantages of debate:

1. It trains how to think quickly as well as critically.
2. It trains how to express ideas clearly so that they may be understood and evaluated by others.
3. It develops tolerance for different points of view, and is thus a valuable means for seeking the truth.
4. It also trains how to speak effectively before a group.
5. It motivates the student to learn more about current social, political, and economic problems.
6. It provides healthy competition and helps cultivate a sense of fair play.

In this simplified debate the students are given easy topics in pre-test such as using hand phone in the classroom is good, smoking is bad for our life, the effect of television for children, the effect of social media for students, class condition. After give pre-test the researcher give treatment to students about debate, like and the difficult topic in post-test is juvenile delinquency. The topic will be discuss with one group to other group in order to get the best answer and to know the enhance students speaking ability before and after pre-test and pos-test simplified debate.

CHAPTER III

RESEARCH METHOD

This chapter describe the methods used to conducted the study concerning the research method, research variable and indicator, population and sample, research instrument, research procedure and data analysis.

A. Research Design

The research was experimental design. There were three classifications of experimental design: pre-experimental design, true-experimental design, and quasi-experimental design. The research was pre-experimental design with one-group pretest-posttest design.

The following was a pre-experimental design concept:



O1 : Pre-test

X : Treatment

O2 : Post-test

B. Research Variable and Indicator

1. Variable

In this research there were two variables, namely independent and dependent variables. The independent variable (X) was the implementation

of simplified debate in English extracurricular classes. The dependent variable (Y) was students' speaking ability.

2. Indicator

The indicator of this research was students' speaking ability by using simplified debate in English extracurricular classes.

C. Population and Sample

1. Population

The study population was students who joined the English extracurricular class (NGC) at SMAN 6 BULUKUMBA in the academic year 2018/2019. The number of members are 37 students.

2. Sample

The samples were taken by using purposive sampling. This sampling technique was chosen because the researcher only selected the active members of NGC, namely those who participated during the research. Hence, there were 10 students as sample in this research.

D. Research Instrument

The instrument of the research was speaking test. The application of a pre-test was to determine students' previous abilities, giving treatment, and post-test aims to measure students' speaking skills after the implementation of simplified debate. The test was oral, and applied to find out or measure the level of students' speaking ability in English.

E. Procedure of Data Collection

1. Pre-test

In the pre-test the students were given some topics related to asking opinion materials. The topic in pre-test is using hand phone in the classroom is good. Each student express their opinion and idea about the topic, then the researcher was record them while they were speaking.

2. Treatment

After pre-test, researcher explained about debate such as the procedure, rules and scoring. After that, the researcher divided the students into two groups; positive and negative team into some round. The researcher divided debate position and gave motion (topic). Students were given 5-10 minutes to build idea (case building) by researcher. After it, the students had oral presentation individually based on the motion that they got. The students debated motion in each round (2 round) so other students stayed as audience while one round having debate. Treatment was doing after pre-test. The researcher gave the treatment to the students a practice to know their speaking ability specially pronunciation and fluency.

3. Post-test

The post-test was conducted with the same activities in the pre-test with different topic. In the post-test, researchers give juvenile delinquency as a topic, were given to find out the students ability specially pronunciation and fluency, and their progress after treatment.

F. Data Analysis

After getting the data needed, the researcher analyzed the data by using the following assessment:

The assessment of pronunciation:

3.1 The Assessment of Pronunciation

| Classification | Score | Criteria |
|----------------|---------|---|
| Excellent | 9.6-10 | They speak effectively and excellent of pronunciation. |
| Very good | 8.6-9.5 | They speak effectively and very good of pronunciation. |
| Good | 7.6-8.5 | They speak effectively and good pronunciation. |
| Fairly good | 6.6-7.5 | They speak sometimes hasty, but fairly good of pronunciation. |
| Fair | 5.6-6.5 | They speak sometimes hasty, fair of pronunciation. |
| Poor | 3.6-5.5 | They speak hasty and more sentences are not appropriate in pronunciation. |
| Very poor | 0.0-3.5 | They speak hasty and more sentences are not appropriate in pronunciation and little or no communication |

(Layman in Rosdiana, 2016)

The assessment of fluency:

3.2 The Assessment of Fluency

| Classification | Score | Criteria |
|----------------|--------|---|
| Excellent | 9.6-10 | Their speaking is very understandable and high of fluency |

| | | |
|-------------|---------|---|
| Very good | 8.6-9.5 | Their speaking is very understandable and very good of fluency |
| Good | 7.6-8.5 | They speak effectively and good fluency. |
| Fairly good | 6.6-7.5 | They speak sometimes hasty, but fairly good of fluency |
| Fair | 5.6-6.5 | They speak sometimes hasty, fair of fluency. |
| Poor | 3.6-5.5 | They speak hasty and more sentences are not appropriate in fluency. |
| Very poor | 0.0-3.5 | They speak hasty and more sentences are not appropriate in fluency and little or no communication |

(Layman in Rosdiana, 2016)

1. To score the students' answer of test , the formula was

Scoring $\frac{\text{Speaking score}}{\text{Maximum score}} \times 10$

The mean score of student's classify into seven classifications:

3.3 Mean Score Students' Classification

| No | Score | Classification |
|----|-----------|----------------|
| 1. | 9.6 – 10 | Excellent |
| 2. | 8.6 -9.5 | Very good |
| 3. | 7.6 – 8.5 | Good |
| 4. | 6.6 -7.5 | Fairly good |
| 5. | 5.6 – 6.5 | Fair |

| | | |
|----|-----------|-----------|
| 6. | 3.6 – 5.5 | Poor |
| 7. | 0 – 3,5 | Very poor |

(Depdikped in Magfirah 2015)

2. The mean score of students would be found out by means, following the formula:

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

Note :

\bar{X} : mean score

$\sum x$: total score

n : number of students(total of student)

(Gay in Nurmagfirah, 2015)

3. To calculate the improvement of the students' in speaking pronunciation and fluency. The formula as follows:

$$P = \frac{X^2 - X^1}{X^2} \times 100\%$$

Note :

P : The students' percentage

X^1 : The mean score of pre-test

X^2 : The mean score of post test

(Gay in Nurmagfirah, 2015)

4. To find out the significant difference between pretest and posttest by calculating the value of the test. The formula as follows:

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

Where:

Note:

T = test of significance

D = the mean score of total deviation

$\sum D$ = the sum of total score of difference

N = total number of subject

(Gay in Nurmagfirah, 2015)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter present the findings and discussion of the research. The findings of the research cover the description of the students' speaking ability and the percentage of the students' progress or enhance. The discussions of the research cover further explanation of the findings.

A. Findings

1. Enhance Students' Speaking Skill In Terms of Pronunciation By Using Simplified Debate In English Extracurricular Class

The improvement of the students' pronunciation in speaking ability through the enhancing students' speaking ability by using simplified debate in English extracurricular classes that can be seen clearly based on the table, below.

4.1 The Classification of Students' Speaking skill in Terms of Pronunciation

| No. | Classification | Score | Pre-test | | Post-test | |
|-----|----------------|---------|----------|-----|-----------|-----|
| | | | F | % | F | % |
| 1 | Excellent | 9,6-10 | - | 0% | - | 0% |
| 2 | Very good | 8,6-9,5 | - | 0% | 2 | 20% |
| 3 | Good | 7,6-8,5 | 1 | 10% | 1 | 10% |

| | | | | | | |
|-------|-------------|---------|----|------|----|------|
| 4 | Fairly good | 6,6-7,5 | 2 | 20% | 4 | 40% |
| 5 | Fair | 5,6-6,5 | 2 | 20% | 2 | 20% |
| 6 | Poor | 3,6-5,5 | 1 | 10% | 1 | 10% |
| 7 | Very poor | 0,0-3,5 | 4 | 40% | - | 0% |
| Total | | | 10 | 100% | 10 | 100% |

Table above showed that the students' score of pre-test in speaking none of students were categorized excellent, and very good category. Yet, only 1 student (10%) got good category, 2 students' (20%) got fairly good category, 2 students' (20%) got fair category, 1 student (10%) got poor category, and 4 students' (40%) got very poor.

In the post there was enhancement. The enhancement achieved by the students' category. The enhancement also occurred in the very good category with 2 students' (20%), good category with 1 student (10%), fairly good category with 4 students' (40%), and a decline in the poor category was 1 student (10%).

After the score of the students' was classified, the researcher analyzed student' scores to find out the mean score. It can be seen in the table below.

4.2 The Students' Mean Score of Students' Speaking skill in Pronunciation

| Indicator | Mean score | | Improvement |
|---------------|------------|-----------|-------------|
| | Pre-test | Post-test | |
| Pronunciation | 4,91 | 6,71 | 36,65% |

The table above showed that the score of students' pronunciation in speaking was improved (36,65%). The mean score of students' pronunciation in pre-test was 4,91. It was classify as poor category, then after implementation simplified debate in English extracurricular class in treatment, the mean score of post-test become 6,71 it classify as a fairly good category. It was higher than pre-test before, although it can be said that the enhance of students' pronunciation did not increase significantly.

2. Enhance Students' Speaking Skill in Terms of Fluency By Using Simplified Debate In English Extracurricular Class

The improvement of the students' fluency in speaking skill through the enhancing students' speaking skill by using simplified debate in English extracurricular classes that can be seen clearly based on the table, below:

4.3 The Classification of Students' Speaking Ability in Terms of Fluency

| No. | Classification | Score | Pre-test | | Post-test | |
|-----|----------------|--------|----------|----|-----------|----|
| | | | F | % | F | % |
| 1 | Excellent | 9,6-10 | - | 0% | - | 0% |

| | | | | | | |
|-------|-------------|---------|----|------|----|------|
| 2 | Very good | 8,6-9,5 | - | 0% | - | 0% |
| 3 | Good | 7,6-8,5 | - | 0% | 2 | 20% |
| 4 | Fairly good | 6,6-7,5 | 3 | 30% | 2 | 20% |
| 5 | Fair | 5,6-6,5 | 2 | 20% | 4 | 20% |
| 6 | Poor | 3,6-5,5 | 3 | 30% | 2 | 20% |
| 7 | Very poor | 0,0-3,5 | 2 | 20% | - | 0% |
| Total | | | 10 | 100% | 10 | 100% |

Based on the table above, it showed the students' score of pre-test in speaking none of students were categorized excellent, good and very good category. But, only 3 students' (30%) got fairly good category, 2 students' (20%) got fair category, 3 student' (30%) got poor category, and 2 students' (20%) got very poor. In the post there was enhancement. The enhancement achieved by the students' category. Although there was no students was got excellent category and very good category. The enhancement also occurred in the good category with 2 students' (20%), fairly good category with 2 students' (20%), fair category with 4 students' (40%), and a decline in the poor category was 2 students' (20%).

After the score of the students' was classified, the researcher analyzed student' scores to find out the mean score. It can be seen in the table below:

4.4. The Students' Mean Score of Students' Speaking Ability in terms of Fluency

| Indicator | Mean score | | Improvement |
|-----------|------------|-----------|-------------|
| | Pre-test | Post-test | |
| Fluency | 5,16 | 6,29 | 21,89% |

The table showed that the score of students' fluency in speaking was enhance (21,89%). The mean score of students' fluency in pre-test was 5,16. It was classified as poor category, then after implementation simplified debate in English extracurricular classes in treatment, the mean score of post-test become 6,29 it was classified as fair category. It was little bit high than pre-test, it can be said that the enhance of students' fluency did not increase significantly by using simplified debate.

3. The Students' Mean Score of Students' Speaking Ability

4.5 The Result of Pre-test & Post-test in Speaking

| No. | Speaking Indicators | Mean Score | | Improvement (%) |
|-----|---------------------|------------|-----------|-----------------|
| | | Pre-test | Post-test | |
| 1 | Pronunciation | 4,91 | 6,71 | 36,65% |
| 2 | Fluency | 5,16 | 6,29 | 21,89% |
| | | 5,03 | 6,5 | 29,22 % |

The table showed that the student score increased in post-test. The result of the students pre-test showed the mean score of pre-test was 5,03 while the post-test was 6,5. The total improvement 29,22%. After being analyzed the improvement of speaking. Pronunciation has a highest improved wit 36,65%. The mean score of pronunciation improved from 4,91 to 6,71. While the mean score of flucncy improved from 5,16 to 6,29. It means that the improvement was 21,89%. Fluency was lowest improvement from pronunciation.

B. Discussion

1. Enhance Students' Speaking Skill in Terms of Pronunciation By Using Simplified Debate In English Extracurricular Class

Based on the result of pre-test and posttest to enhance students' speaking skill in terms of pronunciation by using simplified debate in English extracurricular class. The score of students' pronunciation in speaking that table 4.2 shows not good result. The mean score of students' pronunciation in pre-test was 4,91. After implementation simplified debate in English extracurricular classes in treatment, the mean score of post-test was 6,71, it show the students' pronunciation just improved (36,65%).

From the findings, it can be said that simplified debate can enhance students' speaking score, but not significantly. Students are interested with the learning process by using simplified debate, because they were feel challenged to expressing their opinion when the opposing team argues. It makes the students' to think critically without them know.

This study has different result with Sugiyanto (2014) in his study, he use a comparative casual design, where the writer wants to know whether English extracurricular club has an impact on students' speaking ability or not. The writer proves that the speaking ability of students who take English extracurricular club has significant differences with students who do not follow.

In other hand Sabbah (2015), there are statistically significant differences between the pre and posttests due to Pronunciation, Grammar, and Vocabulary skills after the use of debates as strategy for teaching speaking skills. This study recommended teaching English speaking through debates. The researcher recommended the adaptation of using debates regarding other English teaching skills such as reading, writing and listening.

2. Enhance Students' Speaking Skill in Terms of Fluency By Using Simplified Debate In English Extracurricular Class

Based on the findings, it can conclude that there was improve in students' fluency. The table above showed that the score of students' fluency in speaking was improved (21,89%). The mean score of students' fluency in pre-test was 5,16, but after implementation simplified debate in English extracurricular classes in treatment, the mean score of post-test become 6,29.

Lustigová (2011) conducted a research on "Simplified debate as a learning tool at the univercity level" The aim of this paper is to describe

teaching observations with special attention given to the preparatory stages, strengths and challenges of simplified debate faced by both the teacher and the students. By describing the methods and procedures used to engage in debate, this paper aims to enrich the pedagogical method to effectively teach speaking skills and thus serve ESL teachers in general. Lustigova (2011) argued that when teaching debate to intermediate and lower classes, it is best to start with the straight forward process of formulating and caring about their own opinions, while introducing a number of language structures, grammar issues and new vocabulary meanwhile. Simplified debate offers student's a chance to practice debate as fun activity. However no studies on simplified debate have been conducted in SMA. This simplified debate was implementation in English extracurricular classes.

Hastuti (2008) states that extracurricular is a school program, in the form of student activities, optimization of related subjects, channeling talents and interests, abilities and skills to strengthen student personality. The extracurricular activities benefit and the noble values contained in the activities that are followed.

It can conclude, after implementation and giving treatment by the students, there is a significant different from the pre-test and post-test in speaking. It means that using simplified debate in English extracurricular classes can improve students speaking ability in pronunciation and fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestion findings based on the findings and conclusions of this research.

A. Conclusion

Based on the results of the research and discussion in this study, it can be concluded several things, there are:

1. There is an increase in the results of the use of simple debate in the English extracurricular class in improving students' speaking skills in pronunciation with a not so significant increase seen from the pre-test average score of 4.91% and the average post-test score of 6.71.
2. There is an increase in the results of the use of simple debate in the English extracurricular class in improving students' speaking ability in fluency with a not so significant increase seen from the pre-test average score of 5.16% and the post-test average score of 6.29.
3. The use of simple debate in the English extracurricular class is considered insignificant in improving the students' speaking ability in pronunciation and fluency as seen from the average score of pre-test and post-test improvement in speaking which is only 29.22%.

B. Suggestion

Based on the conclusion above, the researchers provided a suggestion for teachers, the students, and the next researchers.

1. For the English Teacher

Based on the result of the research, using simplified debate in English extracurricular class is enhance students' speaking in pronunciation and fluency, but not significant. Although this strategy make students practice to express their opinion and the other students give the feedback with their opinion, think critically and self-confidence, and also how to speak with good pronunciation. The teacher gives motivation to make students feel excited with the activity.

2. For the Students

The students are suggested to practice this activity in extracurricular classes. It will be very useful for them to enhance their speaking ability. The students should always practice speaking by using simplified debate to make their speaking well and truly.

3. For the Next Researcher

This strategy is aimed to enhancing students speaking ability in pronunciation and fluency by using simplified debate. Nevertheless, this research were not yet complete, the students speakingability not enhance significant, because limit of the time and scope of the research. This research is recommended to implements simplified in other class with other skill.

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LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (Using handphone in the classroom is good)

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative) courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching.
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

- d. Building knowledge by asking question about the material.
- e. Delivering the learning objective.

2. Core activities

- a. Teacher explain the material about expression of asking and giving opinion.
- b. Students listen to the teacher explanation.
- c. To involve the students' activity in every learning activities.
- d. Teacher give the example about expression of asking and giving opinion conversation.
- e. Teacher makes 2 groups and give a new topics to be discussed using hand phone in class is good (Pre-test).
- f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

- a. Teacher was review the student understanding about the material.
- b. Provide feedback on learning process and outcomes
- c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in earning process.
- c. The student pronunciation and fluency when using language during the communication.

| No. | Assessment | Description | Score |
|-----|---------------|-------------|-------|
| 1 | Pronunciation | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |
| 2 | Fluency | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |

LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (Smoking is bad for our life)

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative) courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- ★ Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching.
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

- d. Building knowledge by asking question about the material.
- e. Delivering the learning objective.

2. Core activities

- a. Teacher explain the material about expression of asking and giving opinion.
- b. Students listen to the teacher explanation.
- c. To involve the students' activity in every learning activities.
- d. Teacher give the example about expression of asking and giving opinion conversation.
- e. Teacher makes 2 groups and give a new topics to be discussed.
Second meeting : smoking is bad for our life.
- f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

- a. Teacher was review the student understanding about the material.
- b. Provide feedback on learning process and outcomes.
- c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in earning process.
- c. The student pronunciation and fluency when using language during the communication.

| No. | Assessment | Description | Score |
|-----|---------------|-------------|-------|
| 1 | Pronunciation | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |
| 2 | Fluency | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |

LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (The effect of television)

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative) courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- ★ Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching.
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

d. Building knowledge by asking question about the material.

e. Delivering the learning objective.

2. Core activities

a. Teacher explain the material about expression of asking and giving opinion.

b. Students listen to the teacher explanation.

c. To involve the students' activity in every learning activities.

d. Teacher give the example about expression of asking and giving opinion conversation.

e. Teacher makes 2 groups and give a new topics to be discussed.

Third meeting: the effect of television.

f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

a. Teacher was review the student understanding about the material.

b. Provide feedback on learning process and outcomes.

c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in earning process.
- c. The student pronunciation and fluency when using language during the communication.

| No. | Assessment | Description | Score |
|-----|---------------|-------------|-------|
| 1 | Pronunciation | Excellent | 5 |
| | | Very good | 4 |
| | | Fairly good | 3 |
| | | Good | 2 |
| | | Fair | 1 |
| | | Poor | 0 |
| | | Very poor | 0 |
| 2 | Fluency | Excellent | 5 |
| | | Very good | 4 |
| | | Fairly good | 3 |
| | | Good | 2 |
| | | Fair | 1 |
| | | Poor | 0 |
| | | Very poor | 0 |

LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (Social media give a positive impact for teenager)

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative), courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

- d. Building knowledge by asking question about the material.
- e. Delivering the learning objective.

2. Core activities

- a. Teacher explain the material about expression of asking and giving opinion.
- b. Students listen to the teacher explanation.
- c. To involve the students' activity in every learning activities.
- d. Teacher give the example about expression of asking and giving opinion conversation.
- e. Teacher makes 2 groups and give a new topics to be discussed.
Forth meeting: social media give a positive impact for teenagers.
- f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

- a. Teacher was review the student understanding about the material.
- b. Provide feedback on learning process and outcomes.
- c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in earning process.
- c. The student pronunciation and fluency when using language during the communication.

| No | Assessment | Description | Score |
|----|---------------|-------------|-------|
| 1 | Pronunciation | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |
| 2 | Fluency | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |

LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (Class condition influence learning situation)

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative) courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching.
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

- d. Building knowledge by asking question about the material.
- e. Delivering the learning objective.

2. Core activities

- a. Teacher explain the material about expression of asking and giving opinion.
- b. Students listen to the teacher explanation.
- c. To involve the students' activity in every learning activities.
- d. Teacher give the example about expression of asking and giving opinion conversation.
- e. Teacher makes 2 groups and give a new topics to be discussed.

Fifth meeting: class condition influence learning situation.

- f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

- a. Teacher was review the student understanding about the material.
- b. Provide feedback on learning process and outcomes.
- c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in earning process.
- c. The student pronunciation and fluency when using language during the communication.

| No. | Assessment | Description | Score |
|-----|---------------|--|-------|
| 1 | Pronunciation | Excellent Very good Fairly good Good Fair Poor Very poor | |
| 2 | Fluency | Excellent Very good Fairly good Good Fair Poor Very poor | |

LESSON PLAN

School : SMAN 6 BULUKUMBA

Subject : English

Class/Semester : XI/2

Time allocation : 1 Meeting (Juvenile delinquency(Post-test))

A. Core Competency

1. To respect and practice the religion teachings that he embraces.
2. To respect and practice: honest, disciplined, responsibility, caring (tolerance, mutual cooperative) courteous, responsive, and pro-active in interactive effectively with the social and natural environment within the scope of association and its existence.
3. To understand, apply, analyze factual, conceptual, and procedural based on curiosity about science, technology, cultural, arts, humanities related the phenomena and events, and procedural knowledge to specific field of study according to his or her talents and interest to solve problems.

B. Basic Competence

1. To response the meaning of the transactional conversation (to get things done) and interpersonal (socialize) formal and sustained in accurately, fluently, and acceptable which uses the variety of spoken languages in daily activity and involved the speech act: expressing of giving opinion, asking opinion, expressing of satisfied and dissatisfied.

C. Indicators

1. To use speech act about expression of giving opinion.
2. To use speech act about expression of asking opinion.

D. Learning Objective

Based on the indicators above the aim of learning:

1. Student are able to use speech act about expression of giving opinion.
2. Student are able to use speech act about expression of asking opinion.

E. Learning Material

- Type of text : Conversation
- Theme : What's your opinion of good friends
- Skill : Listening and speaking
- Time allocation : 1 meeting

F. Learning Methods

- Communicative Language teaching.
- Discussion

G. Media and Learning Resources

- Media : Notebook, picture, whiteboard, board marker.
- Learning Resources : Internet, textbook

H. Learning Activity

1. Pre-teaching activities

- a. Greet the students and introduce by the researcher.
- b. Checking the attendance list.
- c. Asking a little bit about the last meeting material.

- d. Building knowledge by asking question about the material.
- e. Delivering the learning objective.

2. Core activities

- a. Teacher explain the material about expression of asking and giving opinion.
- b. Students listen to the teacher explanation.
- c. To involve the students' activity in every learning activities.
- d. Teacher give the example about expression of asking and giving opinion conversation.
- e. Teacher makes 2 groups and give a new topics to be discussed.

Sixth meeting: juvenile delinquency. (Post-test)

- f. Listen and watch out the students activities and give the correction and suggestion by the teacher, and also appreciation to students'.

3. Closing activities

- a. Teacher was review the student understanding about the material.
- b. Provide feedback on learning process and outcomes.
- c. Inform of learning activities for the next meeting.

I. Assessment

1. Practice

Student are able to practice about expression of asking and giving opinion.

2. Observation

- a. To use English to explain related the material.
- b. The student sincerity in learning process.
- c. The student pronunciation and fluency when using language during the communication.

| No. | Assessment | Description | Score |
|-----|---------------|-------------|-------|
| 1 | Pronunciation | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |
| 2 | Fluency | Excellent | |
| | | Very good | |
| | | Fairly good | |
| | | Good | |
| | | Fair | |
| | | Poor | |
| | | Very poor | |



LIST OF NAME STUDENT

| NO. | Name | Sample | Gender |
|-----|--------------------|--------|--------|
| 1 | Ilham Haikal | S.1 | Male |
| 2 | Andi Amil Amrillah | S.2 | Male |
| 3 | Rahmawati | S.3 | Female |
| 4 | Rahmadana | S.4 | Female |
| 5 | Mirnawati | S.5 | Female |
| 6 | Ardini Kamal | S.6 | Female |
| 7 | Mimi Amelia | S.6 | Female |
| 8 | Lin Febrianti | S.8 | Female |
| 9 | Reski Haspiana | S.9 | Female |
| 10 | Andi Nur Ismi | S.10 | Female |



INSTRUMENT

| Asking for opinions: | Giving opinions: | Refusing opinions: |
|---|---|---|
| <ul style="list-style-type: none"> • What do you think of .. • Is that right (true) that.. • Do you think it's going.. • Why do they behave like that? • Do you have any idea? • How do you like that? • Do you have any idea? • How do you like..? • Please give me your frank opinion? | <ul style="list-style-type: none"> • In my opinion.. • I think.. • I fell.. • I believe.. • I personally believe.. • I personally think.. • I personally fell.. • To my mind.. • In my case... • Well, personally.. • It seems that... • From my point of view... | <ul style="list-style-type: none"> • No. I don't think so.. • I am not with you. • I am not in line with you • I have different opinion about.. • Absolutely no.. • I see your points, but.. • I see what you mean, but... |

1. The example of expressions opinion!

Chico : Chica, what do you think about pop music recently? I mean do you like them?

Chica : Well, I'd say I don't really like them. I'd prefer jazz music.

Chico : Why? I think pop music is very entertaining.

Chica : In my opinion, jazz music is relaxing.

2. Expressing your opinion about the topic

a. The first meeting: **Using hand phone in the classroom is good**

(PRE-TEST).

- b. The second meeting: **Smoking is bad for our life.**
- c. The third meeting : **The effect of television for children**
- d. The fourth meeting: **The effect of social media for students.**
- e. The fifth meeting: **Class condition.**
- f. The sixth meeting : **Juvenile delinquency (POST-TEST)**





INSTRUMENT

| Asking for opinions: | Giving opinions: | Refusing opinions: |
|---|--|---|
| <ul style="list-style-type: none"> • What do you think of .. • Is that right (true) that.. • Do you think it's going.. • Why do they behave like that? • Do you have any idea? • How do you like that? • Do you have any idea? • How do you like..? • Please give me your frank opinion? | <ul style="list-style-type: none"> • In my opinion... • I think... • I fell... • I believe... • I personally believe... • I personally think... • I personally fell... • To my mind... • In my case... • Well, personally... • It seems that... • From my point of view... | <ul style="list-style-type: none"> • No. I don't think so.. • I am not with you. • I am not in line with you • I have different opinion about.. • Absolutely no.. • I see your points, but.. • I see what you mean, but... |

The example of expressions opinion!

Chico : Chica, what do you think about pop music recently? I mean do you like them?

Chica : Well, I'd say I don't really like them. I'd prefer jazz music.

Chico : Why? I think pop music is very entertaining.

Chica : In my opinion, jazz music is relaxing.

Expressing your opinion based on the topic!

1. The students test in pre-test (Using hand phone in the class is good).

Student opinion:

Researcher: What do you think about this topic?

S.1: Ok. Thank you very much for the times given to me. Ok I wanna to explain my opinion about using handphone in the class are good because can support, bes, besed leer, learning, aa learning aa learning system and I think using hand phone in the class are good because can make media aa a good mee media for system, aa for system learning in the class. I think that's all thank you.

S.2: Ok, well thanks for the chance. I think I don't agree with your argument, because I think using handphone in the classroom during the lessons is not good for our attitude and our respect to the teacher, because the teacher in the front of class and sss menjelaskan our materials and if you not, your handphone during the lesson, is not respectable to the teacher.

S.3: Aaa thank you for a appertunity. Aa using hangphone in the class are good because I think, the students can compact the formally if there ee if there ee if there ee if there the, y have problem, problem and, when they have a obstekel ehk no no ...are a problem when they home.

S.4: Ok. Thank you for the cheng. Eee I disagree with ee about using handphone in th class are good, because student never focus with ee lesson usually students ebuse ee teir handphone.

S.5: Thanks for opportunity. I think handphone especially, handphone especially smartphone can be used as a tool in teaching a learning focus. Thank you.

S.6: Ok thank for a time. Aaaa I think ee students are bring a handphone at the school ee is ee.... Is not good, because they just want to saw up they phone. Oh this my phone. Eee my phone is cool or etc. and then ee they to if lazy because ee they eee to want a test. They just need a google. No go to library. So, just what library at school and then eeee student not bring the phone at school is good student and example student to the our student at school. I think that's all.

S.7: First, the ability of the they right, maksudnya kak dengan social media kita dapat menulis dan mengungkapkannya melalui social media.

S.8: Ok thank you for the.. for the chance I think aa if students bring aa to bring handphone to school and use the phone in the phone in the classroom aaa its real discred aa the the learning student in the classroom and even make, and even make student not focused , on time, attention to the teacher explanation.

S.9: I agree about using handphone in the class re god, ee because ee student can also save a book a file ee from teacher, ee save file in the handphone tugas dari guru.

2. The students in post-test (Juvenile delinquency)

Teacher : give your argument about juvenile delinquency? S.1:

S.2: I think teenager become naughty not because himself or her but it because external factors like the family or school area I think is not the teenager hold because they invented to being naughty and I think we sudden eee sudden punish the teenager but we have to hold to be normal again not to be naughty again. I think that's all thank you.

S.3: Ok thanks the opportunity ee about juvenile delinquency. This juvenile delinquency exsight because teenager experience take backs in terms of culture where the prefer a side culture, culture ee when the Culture eee owned by their own country. Behavior by juvenile delinquency not only danger than selves but also effect the environment and the comfort of this around them not effect frequently this juvenile delinquency takes it till even to year this juvenile delinquency eee increase, increase and new kisses always no one can stand this problem.

S.4: Assalamualaikum warahmatullahi wabarakatuh A into a naughty do to do to own man did not support uses a careful in the activity of herself was right because the development if this child is the log of over side of the, the old man. Thank you very much. Assalamualaikum warahmatullahi wabarakatuh.

S.5: I disagree with juvenile delinquency because naughty teenagers, teenagers are not because parents are lax in supervision but because the environment around children is very vulnerable to the bad behavior. Let's factor that can cause juvenile delinquency. Every parent is sure and always supervises his child.

S.6: Assalamualaikum warahmatullahi wabarakatuh. My name is Andini Kamal from team pro. In my opinion analysis become not tidy to parents who are not careful in monitoring the parents of their child activity is right because the growth and development of children is the result of parents through supervision. Example a student who was teen and school was apparently caught wearing middle clock after being investigated by his parents nobody knew that the child had customer the illusive good for 3 years. This is what means the parents are careless related to their child behavior if parents are unable to supervise the children will be free to do anything. Assalamualaikum waahmatullah wabaraktah.

S.7: I have different opinion about nothing teenager not because parents looking in supervision but because environment around the students who are very vulnerable against defiant behavior many factor that can cause juvenile delinquency teenager. Every parent sure and always watching over his time.

S.8: Juvenile delinquency can plan us to acts of sin and also harm our self and society.

S.9: Hello, I am Reski Haspiana. I will delivered my opinion about juvenile delinquency, I think juvenile delinquency not always broke and negative impact too. I think juvenile delinquency can improve their creativity and improve solidarity with their friends too. I think that's all from me. Thank you.

S.10: In the past announcement of graduation moments become a secret day was day excited together a happy kres prouded but seems that now sentiti graduation day has chance euphoria of colorful noise district for failed of the noise of motorvehicles and the condition of the student clothes failed with colorful jokes and serabel markers of pride.



DATA ANALYSIS

A. Students speaking skill in Pre-test and Post-test

1. Pre-test

| No | Students | Students speaking skill | | Total score | Categorize |
|----|----------|-------------------------|---------|-------------|-------------|
| | | Pronunciation | Fluency | | |
| 1 | S.1 | 5,8 | 6,7 | 6,25 | Fair |
| 2 | S.2 | 7,6 | 7,2 | 7,4 | Fairly good |
| 3 | S.3 | 2,0 | 3,4 | 2,7 | Very poor |
| 4 | S.4 | 3,4 | 3,6 | 4,9 | Poor |
| 5 | S.5 | 3,2 | 3,7 | 3,45 | Very poor |
| 6 | S.6 | 4,8 | 5,0 | 4,9 | Poor |
| 7 | S.7 | 2,0 | 3,1 | 2,55 | Very poor |
| 8 | S.8 | 7,2 | 7,0 | 7,1 | Fairly good |
| 9 | S.9 | 6,8 | 5,8 | 6,3 | Fair |
| 10 | S.10 | 6,3 | 6,1 | 6,2 | Fair |
| | Total | 49,1 | 51,6 | 51,75 | |

2. Post-test

| No | Students | Students speaking skill | | Total score | Categorize |
|----|----------|-------------------------|---------|-------------|------------|
| | | Pronunciation | Fluency | | |
| 1 | S.1 | 6,8 | 7,2 | 7 | Fair |
| 2 | S.2 | 8,7 | 7,7 | 8,2 | Good |
| 3 | S.3 | 3,6 | 3,7 | 3,65 | Poor |
| 4 | S.4 | 5,7 | 6,2 | 5,95 | Fair |

| | | | | | |
|----|-------|------|------|------|-------------|
| 5 | S.5 | 6,1 | 5,9 | 6,0 | Fair |
| 6 | S.6 | 6,6 | 6,3 | 6,45 | Fair |
| 7 | S.7 | 5,3 | 4,2 | 4,75 | Poor |
| 8 | S.8 | 8,8 | 8,1 | 8,45 | Good |
| 9 | S.9 | 8,1 | 7,2 | 7,65 | Good |
| 10 | S.10 | 7,4 | 6,4 | 6,9 | Fairly good |
| | Total | 67,1 | 62,9 | 65 | |

B. Table Students Achievements

| Students | X1(Pre-test) | X2(Post-test) | D(X1-X2) | D ² |
|----------|--------------|---------------|----------|----------------|
| S.1 | 6,25 | 7 | 0,75 | 0,5625 |
| S.2 | 7,4 | 8,2 | 0,8 | 0,64 |
| S.3 | 2,7 | 3,65 | 0,95 | 0,9025 |
| S.4 | 4,9 | 5,95 | 1,05 | 1,1025 |
| S.5 | 3,45 | 6,0 | 2,55 | 6,5025 |
| S.6 | 4,9 | 6,45 | 1,85 | 3,4225 |
| S.7 | 2,55 | 4,75 | 2,2 | 4,84 |
| S.8 | 7,1 | 8,45 | 1,35 | 1,8225 |
| S.9 | 6,3 | 7,65 | 1,35 | 1,8225 |
| S.10 | 6,2 | 6,9 | 0,7 | 0,49 |
| Total | 51,75 | 65 | 13,55 | 21,845 |



The Calculating of The Data

A. The Students' Mean Score of The Students' Test

The formula of the mean score:

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

a. Pre-test

$$= \frac{5,175}{10}$$

$$= 0,5175$$

$$= 5,175$$

b. Post-test

$$= \frac{5,175}{10}$$

$$= 0,5175$$

$$= 5,175$$

B. Calculate the improvement of percentage of students' pretest & posttest by using formula:

$$P = \frac{X_{post} - X_{pre}}{X_{pre}} \times 100$$

1. The improvement of students in speaking pre-test and post-test

$$P = \frac{5,175 - 5,175}{5,175} \times 100$$

$$P = \frac{0}{5,175} \times 100$$

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = 25,60\%$$

- a. The improvement of the students' score in terms of pronunciation

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = 0,3665$$

$$P = 36,65\%$$

- b. The improvement of the students' score in terms of fluency

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = \frac{\quad}{\quad}$$

$$P = 21,89\%$$

2. To find out the significant difference between pretest and posttest by calculating the value of the test. The formula as follows:

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

Where:

$$D = \frac{\sum D}{N}$$

Note:

T = test of significance

D = the mean score of total deviation

$\sum D$ = the sum of total score of difference

N = total number of subject

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$$D = \frac{\sum D}{N}$$

$$D = \frac{135.5}{10}$$

$$D = 13.55$$

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

$$t = \frac{13.55}{\sqrt{\frac{(13.55)^2}{10(10-1)}}}$$

$$t = \frac{13.55}{\sqrt{\frac{183.60}{10(9)}}}$$

$$t = \frac{13.55}{\sqrt{\frac{21,845}{90}}}$$

$$t = \frac{13,55}{\sqrt{\frac{401,079}{90}}}$$

$$t = \frac{13,55}{\sqrt{\frac{401,079}{90}}}$$

$$t = \frac{13,55}{\sqrt{4,456}}$$

$$t = \frac{13,55}{2,1109}$$

$$t = 6,4190629$$

So, the t-test was 6,4190629





T-Table Distribution

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|----|---------|---------|---------|----------|----------|----------|-----------|
| Df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |

CURRICULUM VITAE



RESKI AYU PRATIWI was born on June, 24th 1996 in Bulukumba, South Sulawesi. She is the first child from three siblings from the marriage of her parents Suryadi and Suryati. She began her education in SD Negeri 177 Batuasang and graduated in 2008. She continued her study in SMP Negeri 2 Herlang and graduated in 2011, and then she continued her study in SMA Negeri 6 Bulukumba and graduated in 2014. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah Faculty of Makassar. She could finished her study in 2021 with the thesis under the title "ENHANCING STUDENTS' SPEAKING ABILITY BY USING SIMPLIFIED DEBATE IN ENGLISH EXTRACURRICULAR CLASS(A Pre-experimental Design Study at New Generation of SMAN 6 BULUKUMBA Academic year 2018/2019)