"THE IMPLEMENTATION OF DEBATE TECHNIQUE TO IMPROVE STUDENTS' ABILITIY IN SPEAKING".
(*A Pre-Experimental Research The Eleventh Grade Students Of SMA Perguruan Islam Makassar*)

A Thesis

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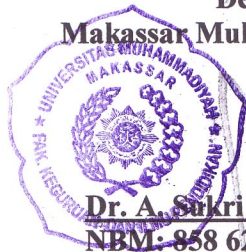
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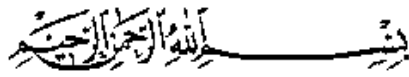**NBM: 860 934**

ABSTRACT

Irwan Syam, 2014. English Education Department, Faculty of Teachers Training and Education Makassar Muhammadiyah University. Thesis, "The Implementation Of Debate Technique To Improve Students' Abilities In Speaking" of SMA Perguruan Islam Makassar) Supervised by **Syamsiarna Nappu and Erwin Akib.**

This thesis study aimed at finding out the students' speaking skill by using debate.The research design used a pre-experimental, in which it used pre-test and post-test comparison to find out the result of the research. The population of the research was all students of the Eleventh Grade Students of SMA Perguruan Tinggi Islam Makassar which consisted of three classes. Each class consists of more than 20 students, so the total number of population was 85 students. Among the total number of population, the researcher took one class to be sample of this research by using purposive sampling technique.

The instruments of this research were speaking test and recording. To analyze the score of the students' achievement in pre-test and post-test about "The Implementation of Debate to Improve Students' Abilities in Speaking". The researcher used t-test analyzes. The result of the data showed that there was a significant difference between pre-test and post-test. The value of t-test (6.35) was greater than the t-table (1.729) at the level of significant (p) = 0.05 and degree of freedom (df) = 19. It can be said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Which means that there was a significant difference between the students' speaking ability before and after using debate or it can be said that the use of debate was effective in improving the students' speaking skill at the Eleventh Grade of SMA Perguruan Tinggi Islam Makassar?

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The writer realizes that, this writing thesis is still simplest one. Remaining errors are the writer's own; therefore, constructive critics and suggestion will be highly appreciated. Finally, willingly the writer prays May all our efforts are blessed by Allah SWT. Aamiin!

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Irwan syam

CHAPTER I

INTRODUCTION

A. Background

The use of English as an international language plays a significant role in globalization era. At the present time, we are required to be able to communicate in English. Meanwhile, Indonesian education approves the use of Indonesian language as the national language. The evidence of its importance is to put English as one of the subjects to be tested in the national examination (UN). English is not a second language in Indonesia, it is considered to be a foreign language. English is taught from Elementary to University level. The objective of teaching and learning English at schools is to bring up student to better understanding and ability of the language. Students, however, are required to achieve certain score in order to pass. Not only grammatical aspect is important but also is communicative ones. As it is stated in the English curriculum that students' material must be based on communicative ability acceptable for students' daily needs. It sums up that all language ability of English must be integrative put up together so that good English mastery is laid in.

In teaching English, there are four micro abilities: listening, Reading, Writing, and Speaking. The following discussion in this research is mainly focus on speaking. According to Hornby (1995: 318), speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words; making a speech. In short, speaking ability is the ability to perform the

linguistics knowledge in the actual communication. By speaking with other, we are able to know what kinds of situation are in the world. "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown& Yule, 1994; Burns & Joyce, 1997).Speaking is like the first assessment for each learner who is studying English and each learner has to speak. This statement means an obligation, duty, task, fact, implementation, process, and it can be learning, although we still find some students are speaking little or even passive in the classroom, and it can be caused of many things include the students, the class situation, environment, teaching method, technique, approach or even from the teachers who cannot deliver their material successfully.

The achievement of good speaking activity is when people who interact can understand each other. One obvious example of speaking activity is any interaction between teacher and student. In the interaction, the teacher should have a good speaking competence because he has to bring all of his students to understand the material through his speech.

Besides that, the other problem came from the teacher; he/she still used monotonous activity in teaching and learning process. The teacher always used imitation and repetition technique all the time. According to Thirumalai (2002), imitation includes the capacity to produce the utterances in the contexts in which the original utterances were produced. This activity made the teaching and learning process is not interesting to the students.

Concerning to techniques in teaching speaking, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking ability . According to Dobson (1987), there are some techniques in improving speaking, one of them is debate technique.Debate improves speaking ability, whether scientific, historical, religious or political. It can contributes to the intellectual and ethical development of its participant by challenging them to make defensible judgment in which they must critically investigate complex Issue, question given assumptions debate stimulates and refines communication ability that empower individuals to speak from themselves.

Based on the researcher's informal interview with the teacher in SMA Perguruan Islam Makassar, This school is chosen because the researcher found that most students are difficult to engage in speaking activity, beside that they said vocalized pause, lost idea, and they were sometime obviously afraid of making mistake, few students who spoke English and they also tend to use inappropriate grammar. Therefore, it is important to conduct the research under the title *"The Implementation of Debate Technique to Improve Students' Abilities in Speaking".*

B. Problem Statement

Based on the background above, the researcher formulates research question as follows:"Does the Debate Technique improve student's speaking ability in terms of accuracy and fluency at the Eleventh Grade of SMA Perguruan Islam Makassar?

C. Objective of the Research

Based on the research questions above, this research aims to find out:

Whether or not the Debate Technique improves students' speaking ability in terms of accuracy and fluency at the Eleventh Grade of SMA Perguruan Islam Makassar.

D. Significance of the Study

Theoretically, this research is expected to give information to the teachet and to see how far their success in teaching English. Besides, it may provide them useful information in applying a better technique of teaching variously. For the researcher, this *"thesis"* will give awareness that giving variant in teaching learning is very important

In order to make the students not to be bored and can get a good achievement Practically,this research is expected to help the students in improvingthis variant activity can enhance their thinking widely, because they will be given a new method in teaching speaking.

E. Scope of the Study

The subject of the study is limited to the implementation of debate technique to improve the students' ability.it focuses on the students' accuracy (involves pronunciation) and fluency (involves smoothness).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about previous research, speaking (definition of speaking, component of speaking, types of speaking, function of speaking, concept of teaching speaking), debate (definition of debate, procedure of debate, advantages of debate) and Conceptual framework.

A. Previous Related Findings

Related Researches had been done some related in different aspect of language speaking strategies. They are:

1. First, a research was done by Azma (2008) entitle "*Improving Students' Speaking Ability through Debate at Grade XII IS 2 Of SMA Negeri 1 Pariaman".* It was an classroom action which was held at class II IS 2. The total number of participant was 33 students based on the finding of the research, he concluded that debate improved students' speaking ability better. The factors effected the improvements are activation of students', background of knowledge, controversial topic, giving response to others' opinion, working in group and the implementation of the debate itself.

2. Second, Yuliani (2009) also had done a research entitle *"The Implementation Debate In Teaching Speaking To The First Year Students Of RSBI Class At SMPN 1 Boyolali".* It was an action classroom which was held at class I IS 2. The total number of participant was 33 students based on the finding of the

research, she concluded that debate improved students' speaking ability better. The factors effected the improvements are activation of students', background of knowledge, controversial topic, giving response to others' opinion, working in group and the implementation of the debate itself.

3. Third, Khoironiyah (2011) did a research entitle *"The Implementation Of Debate In Teaching Speaking At Eleventh Year Students Of SMA Negeri 2 Rembang In The Academic Year 2011/2012".* The writer as the researcher wanted to know the effect of this method in students' ability especially in speaking ability and to know the strength and weakness debate which implemented to the eleventh year students SMA 2 Rembang as the subject of the research. 44 students who sit in XI-IPA class were the subject of the research. The writer chooses debate method because debate is potential to develop the student's ability. Using debate as using the technique in teaching speaking can increase the ability and capability students in speaking.

4. Fourth, Ni'amah (2012) dida research with the same research entitle *"Teaching Speaking Using Debate Activity To The Third Year Students Of Junior High School At Mambaus Sholihin Boarding School*". This study was using descriptive qualitative, where descriptive research focused on understanding and meaning through verbal narrative and observative rather than though numbers. The subject of research was the students of the third year of junior high School. And the instruments, the she used observation check list, field notes, questionnaire and daily assessment. Then the she proved that the students

were interested in the implementation of debate activity in their speaking class. More than half of the student responded that debate activity was amazing to do, the topic of debate was interesting, and there were any improvements in communication for them after the activity.

5. Fifth, Rosyidah (2013) also used debate technique in her research entitles *"The Effectiveness of Debate In Improving Students' Speaking Ability At Twelfth Grade Student Of Smanz 3 Ponorogo In Academic Year 2012/2013"*. The research used experimental research of quantitative approach where the requirement was required; those were giving control, manipulation and observations. It involves pre and post test then observation. The sample of this study was ten students are included in debate class of an intracuriculler of SMAN 3 Ponorogo in academic year 2013/2014.

B. The Concept of Speaking

Speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Inside the classroom, speaking and listening are the most often used ability s (Brown, 1994). They are recognized as critical for functioning in an English language context, both by teachers and by learners. These ability s are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a predominantly oral tradition.

1.   Definition of Speaking

There are many definition of speaking. Hornby (1990:1227) defines speaking is making use of words in an ordinary voice. Lawtie (2007), states that speaking is the fundamental to the human's communication. He adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Harmer (1990:41) there are some purposes of someone doing communication: (1) He wants to speak, (2) He has some communicative purpose the selects from his language store, (3). He wants to listen to something and he is interested in the communicative purpose of what is being said.

In other hand, 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. Chaney in Kanyi (2006) adds that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means speaking is interaction between speakers with a listener. O'Malley (1996:59) speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener.

Finocchiaro (1983:32) 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, and (6) to place tongue and lips in certain

position to produce sounds. Moreover, Chafe in Renkema (1993: 86) says speaker and listener are more involved in communication than writer and reader.

Based on the curriculum 2004 the students are intended to have the English ability in listening, speaking, reading, and writing. Meanwhile Widdowsoon defines that speaking is the physical embodiment of abstract system which involves the manifestations either of the phonologically system or of the grammatical system of the language or both. For example in "he speaks clearly" clarity or distinctiveness of speech refers to the manner in which the phonetic system of the language is manifested in "he speaks correctly" the meaning is what he says conforms to the accepted reveals for sentences formation. According to Mukminatien (1999: 4) Speaking ability is complicated because it covers various language components (Grammar, vocabulary, pronunciation, *etc*). It refers not only to the grammatical system of the language but lexical system.

From the above definition, the researcher can conclude that speaking is particular ability that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions that we are able to interact with ones others.

2. **Component of Speaking**

According to Harris (1994: 81),there are five components of language that influence speaking ability. They are:

a. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. Hornby (1995: 928)

pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

b. Grammar

Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary, we can be not utterance what is our purpose.

d. Fluency

In speaking, we must speak fluency because listeners are able to response what we say.

e. Comprehension.

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

3. **Types of Speaking**

There are two types of language: formal and informal. In general, someone use formal speaking in teaching learning process like the teacher with the students and someone who has higher status. Informal speaking, someone speaks with friends and family.

According to Kanyi, (2006: 76) say that in all language the forms people use when speaking formally are different from those used informal. In English, someone tends to use formal speech with stranger and people of higher status, and informal speech with family, friends and colleagues. And they add that formal and informal speech is differentiated in two basic ways: by style and by content, formal speech is characteristic by embedding and a tendency toward more complete sentences as opposed to fragment. Informal speech is characterized stylistically by omission, elisions, reductions and sometime, a faster speaking rate.

Based on explanation above, the researcher concludes that someone tend to use formal speech when interaction among the teacher with students in teaching learning process or to people of higher status. And someone use informal speech when they speak with their family, friends.

4. The Importance of Speaking

Speaking is very important ability that has to be mastered by the students in English, because by mastering speaking ability they can carry out conversation with others, express their ideas, and exchange the information. As stated by the Khoironiyah (2011: 2) "The success is measured in terms of the ability to carry out conversation in language speaking involves producing, receiving, and processing information".

Learning and speaking English is an important step in settlement process in the real world, because it helps someone obtain better job. Absyie in Khoironiyah (2011:

9) states "opens the door for employment, integration, and education. Speaking can be the first step to clear, effective communication"

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

5. The characteristic of successful speaking

The characteristic of successful speaking activities as stated by Penny in Riskandi (2007) namely:

a. Learners talk a lot as much as possible of the period of time allotted to the activity is in fact occupied by the learner talk.

b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.

d. Language is of an acceptable level, learners express the in selves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In order to success students speaking ability, students need to have ability to talk a lot, participants to talk, motivations and language acceptable level.

6. The Aassessments of Speaking

The assessment of speaking is to asses, oral language on systematic and have procedures or reassessment activities that can seedily be incorporated into plans by making assessment reflecting to instructions it will increase the validity and reliability of assessment approaches.

According to Rubbin (1995:23)The assessment of speaking is stated as follows:

a. Pronunciations and intonation

The outer of speech is sound, the speaker must first decision what to say, be able to articulate the words, and create the physical sounds, that carry meaning.

Second language learners therefore need knowledge of the language they wish to speak and understand of the phonetic structural of the level of individual word and an understanding of intonations.

b. Accuracy and fluency

In learning English as foreign languages learners often errors Ehen they are speaking. In teaching speaking it is common to correct high gravity error immediately, low gravity errors can wait. We could point the following as phenomenon that we may wish to consider.O'malley (1996:56) defines what mean by "fluency", namely:

1) Hesitation consisting of pauses, with can be unfilled (silence) filled (with noises like "erm").

2) Repeating syllables or word

3) Changing words

4) Correcting the use of coherent save devise, particularly pronouns.

5) Beginning in such a way that grammar predicts what comes

6) Next, but the speaker changes the structure of the utterance part way.

7) Grammar

c. Grammar

Grammatical correctness is a main point which speech is connected. Brown in Riskandi (2007) states A core grammar for informal speaking would probably need to include the following items.

1) A command of present and past simple, and the use of the latter to sequence narratives.

2) Familiarity with use of the continuity and perfect forms of verbs, boot to frame and background information in narratives.

3) A knowledge of the most frequently occurring modal and semi modal verb (I, e, can, will, would, have to going to, used to).

4) The ability to formulate questions, especially not only yes /no but also WH- questions.

5) Some basic conjunctions (and, so, but) in order to string together sequences of causal and non causal units.

6) One or two all- purpose quoting expression of the said… and then I said type.

d. Comprehension

Comprehension is an exercise aimed at improving or testing students understanding of language (written or spoken). It explains that to maximize students speaking opportunities in order to success students speaking ability, there must be the assessment included students pronunciation and intimation, accuracy and fluency, grammar and students comprehensions.

7. Teaching Speaking

The goal of the learning and teaching English in senior high school is communicative competence. Based on 2006 TEFL high school syllabus and KTSP teacher of English should teach English to the students communicatively, and encourage the students to have communicative competence by creating the atmosphere of the class that is rich in communication Hornby (1990) stated that "in teaching speaking, the characteristic of the class should be student's center, cooperative, the students should work in a small groups, they should be active in discussing the tasks and exercises".

According to Bashir in Hanar (2007: 36) there are five stages in teaching speaking. They are:

a) Pre-production stage

This stage is also called the silent period. In this stage, the students just imitate what the teacher says.

b) Early production stage

On the second stage, the students have just use short language expressions, but they still do not always use them correctly.

c) Speech emergence stage

At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have an initiative to try a short conversation with their classmate.

d) Intermediate fluency

At this stage, the students able to use more complex sentences in speaking and share their feeling and expression, they are able to ask questions to clarify what they are learning in class, and they have been able to work with some teacher support.

e) Advance fluency

In this stage, the students have increasing facility in discussion using his vocabulary without any proper preparation.

In conclusion, teaching speaking is started at teaching the students how to speak in English as their foreign language, and then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able

to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

According to Lawtie (2007:67)states that there are five principles for teaching speaking :

a) Be aware of difference between second language and foreign language in learning context.

b) Give students chance to practice with both fluency and accuracy.

c) Provide opportunities for students to talk by using group work or pair work.

d) Plan speaking task that involve negotiation for meaning.

e) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

C. The Concept of Debate Technique

1. Definition of Debate Technique

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. There some perception about debate technique, such as:

a. Krieger (2007) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

b. 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.

c. 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.

d. 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 ability s, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation. (http://olc.spsd.sk.ca/De/PD/instr/strats/debates/index.html).

According to Thompson in Inoue (1996), debate is contrasted with discussion. The distinction in their use in referring to a decision-making process may be outlined as follows:

a. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem.

b. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.

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

d. 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.

Moreover, according to Leo in Azma (2008) there are some objectives to be achieved through debate, there are: first, encourage students to practice speaking. Second, give students ample opportunities to speak English during their leisure time. Third, increase students' motivation to speak. Four, make them realize that learning English is not as difficult as they think. Five, practice English without thinking much about grammar. Six, let students realize that they can learn English from their parents, friend, classmate and other. Seven, make sure that everybody can learn English at their free time. Eight, develop students' courage to speak English. The last, make children be able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the writer concluded that debate is competition of argument or ideas or opinion involving critical thinking process and speaking ability in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason.

2. Form of Debate

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action. A debate could also potentially be between two or more competing propositions or actions. Or debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence.

Steven (2012:56) states that the kind of debate which familiar in the world can be explained bellow:

a. Parliamentary (Parli Debate)

Parliamentary Debate (sometimes referred to as "parli" in the United States) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as "government" and "opposition" from the British parliament (although the term "proposition" is sometimes used rather than "government" when debating in the United Kingdom).

b. Mace Debate

This style of debate is prominent in Britain at schools level. Two teams of two debate an affirmative motion (e.g. "This house would give prisoners the right to vote,") which one team will propose and the other will oppose. Each speaker will make a seven minute speech in the order; 1st Proposition, 1st Opposition, 2nd Proposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a 'point of information' (POI). If the speaker accepts they are permitted to ask a question. POI's are used to pull the speaker up on a weak point, or to argue against something the speaker has said. However after 6 minutes, no more POI's are permitted. After all four have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each teams (traditionally the first speaker), will speak for 4

minutes. In these summary speeches it is typical for the speaker to answer the questions posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her own key points. In the Mace format, emphasis is typically on ability, entertainment, style and strength of argument. The winning team will typically have excelled in all of these areas.

c. Public Debate

The International Public Debate Association (IPDA) offers both team debates where two teams of two debate and individual debate. In both team and individual debate a list of topics are given to the two sides thirty minutes before the start of the round. A striking negotiation ensues to pick a topic. The sides, one affirming the resolution and one negating the resolution, then prepare an opening speech, a cross-examination of the other side, and closing remarks for the round.

d. Australasia Debate

Australasia style debates consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "That", for example, "That cats are better than dogs," or "This House", for example, "This House would establish a world government." The subject of topics varies from region to region. Most topics however, are usually region specific to facilitate interest by both the participants and their audiences.

Each team has three members, each of whom is named according to their team and speaking position within his/her team. For instance the second speaker of the affirmative team to speak is called the "Second Affirmative Speaker" or "Second Proposition Speaker", depending on the terminology used. Each of the speakers' positions is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams' argument introducing new evidence to add to their position. The last speaker is called the "Team Advisor/Captain". Using this style, the debate is finished with a closing argument by each of the first speakers from each team and new evidence may not be introduced. Each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: First Affirmative, First Negative, Second Affirmative, Second Negative, Third Affirmative, and finally Third Negative.

e. Presidential Debate

The presidential debates were initially moderated in 1976, 1980, 1984 by the League of Women Voters, but The Commission on Presidential Debates (CPD) was established in 1987 by the Republicans and Democrats to "ensure that debates, as a permanent part of every general election, provide the best possible information to viewers and listeners." Its primary purpose is to sponsor and produce debates for the United States presidential and vice presidential candidates and to undertake research and educational activities

relating to the debates. The organization, which is a nonprofit, nonpartisan corporation, sponsored all the presidential debates in 1988, 1992, 1996, 2000 and 2004. However, in announcing its withdrawal from sponsoring the debates, the League of Women Voters stated that it was withdrawing "because the demands of the two campaign organizations would perpetrate a fraud on the American voter." In 2004, the Citizens' Debate Commission was formed in the hope of establishing an independent sponsor for presidential debates, with a more voter-centric role in the definition of the participants, format, and rules.

3. The Basic of Debating Ability

Inoun (1996:56) states that the kind of the basic of debating ability s,Those are:

a. Style

Style is the manner in which you communicate your arguments. This is the most basic part of debating to master. Content and strategy are worth little unless you deliver your material in a confident and persuasive way.

b. Speed

It is vital to talk at a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood.

c. Tone

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring.

d. Volume

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you. Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

e. Clarify

The ability to concisely and clearly express complex issues is what debating is all about? The main reason people begin to sound unclear is usually because they lose the "stream of thought" which is keeping them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

f. Use of notes and eye contact

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read from verbatim. Most people sketch out the main headings of their speech, with brief notes under each.

When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so you can take down the details of what the

other speakers have said and then transfer a rough outline onto the notes you will actually be using.

4. **The Principle of Good Debate**

Inoun (1996:70) states that the principle of good debate**,**those are:

a. Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable.

b. Critical analysis, synthesis, rhetorical ability, and wit are keys to debate success.

c. Focus on the opposing side's position or argument. Knowing the "other side" is critical for preparing strategies to refute your opponent's arguments.

d. Limit your arguments to three or less.

e. Use logic to make your arguments. Present these arguments clearly and concisely.

f. Know the common errors in thinking like logical fallacies and use them effectively in your refutation.

g. Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources.

h. Be certain of the validity of all external evidence presented for your arguments. Also, challenges to the validity of evidence should be made only on substantive grounds.

i. Your rebuttal (or conclusion) in a debate is your final summary position. Use it as an opportunity to highlight important issues that indicate proof of your points or refute your opponent's argument.

5. Debate Technique

Inoun (1996:85) explains that Debating in the classroom can take many forms. Though not an all-inclusive list, the following debate methods offer a range of opportunities to increase student understanding and involvement with course material. This section will discuss the following types of debate: four corner, role-play, fishbowl, think-pair-share, and meeting house.

The four corner debate starts with a question or statement, such as: "The federal health care law is a constitutional exercise of the commerce clause." Students are then afforded time to personally consider the statement and their view based on the law. The four corners of the classroom are labeled "strongly agree," "agree," "disagree," and "strongly disagree." After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom worked together to come up with the best arguments for their position. After a specified time for group discussion, each group presents their strongest arguments to the others group. This can be made in presentation form or through a more directed debate where the professor or assigned students can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of

debate directly counters the argument of dualism, showing there are more than two-sides to an issue, and often, variations of the sides.

6. Debate and Education

Barkly(1998:30) states thatClassroom debates enable students to work cooperatively, brainstorm ideas, develop vocabulary and read to support an opinion. Through researching students are taking notes to summarize, to question, and to clarify information. Students are identifying the main idea, deleting less important information, collapsing, categorizing, and labeling information. Questioning allows students to explain and to explore additional facts for clarification purposes. These comprehension ability s are essential for students to become competent readers and writers linking debates directly to the entire curriculum.

Debates allow students to become more proficient in speaking, researching, reading, and writing ability s, and they promote reasoning as well as communication ability s. Fact-filled and passionate debates provide the incentive for students of all academic and socioeconomic levels to become engaged and to participate in the debate process. In addition, debates, both formal and informal, are a vehicle for students to express their opinions assertively in a respectful manner on a relevant issue or topic.

7. Procedure of debate

The form of debate is varied in use. In speaking classroom, debate can be taken such the following procedures: as stated by Barkley et al. (1998: 193):

a. Make two proposition, pro and contra

b. Give explanation to the students about the rules in the debate.

c. Devide the students into some groups which consist of four up to six students.

d. Give and divide times to the students in each teams to

   1) Introduction their group (1 minutes)

   2) Presenting argument or rebuttal (3 minutes)

   3) Competing debate (10 minutes)

   4) Make a conclusion (2 minutes)

   Pedersen in Riskandi (2007: 19) defines that there are several procedures in applying debate technique in the classroom, named:

a. The students are divided into some teams.

b. Selecting debate topic and assigning the two teams to debate the topic.

c.   Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

d. Presenting the topic and format of the debate.

e. An example format of the debate as following:

   1) Side 1 presents opening arguments, with three members each giving a statement.

   2) Side 2 presents opening arguments, with three members each giving a statement.

   3) Side 1 has chance for rebuttal

   4)   Side 2 has chance for rebuttal

   5)   Side 1 has chance for a second rebuttal

6) Side 2 has chance for a second rebuttal

7) Side 1 takes time for a conclusion.

8) Side 2 takes time for a conclusion.

Besides, Luckett in Riskandi (2007) defines that debate classroom has several procedures. Firstly, divide students into two teams, an affirmative team and negative team. Each team consists of three speakers. Each speaker is given responsibility for one speech. The debate begins with the First affirmative and First negative constructive speech. The debate then returns to the second affirmative and second negative constructive speech. Finally, the debate then concludes with the negative rebuttal that is followed by the affirmative rebuttal.

In conclusion, debate technique needs a good preparation in applying in the classroom. Firsts, the students have to be divided into some groups. Secondly, the teacher has to give a current topic of issues to the students, and give them enough time to prepare their arguments. Finally, the teacher have to deliver the rules that is used in debate in other to the classroom activity can run well.

8. The Content of Debate

Kidd(2002). Content is what you actually say in the debate. The arguments used to develop your own side's case and rebut the opposite side's. The information on content provided below is a general overview of what will be expected when you debate. The final logistics of how long you will be debating, how many people will be in your group and how the debate will unfold (ie: which team speaks first etc.), will all be decided by your tutorial leader.

a. Case (argument)- the whole

1) Introduction - The case your group is making must be outlined in the introduction. This involves stating your main arguments and explaining the general thrust of your case. This must be done briefly since the most important thing is to get on and actually argue it. It is also a good idea to indicate the aspects of the subject to be discussed by each of the team members.

2) Conclusion - At the end, once everyone has spoken, it is useful to briefly summarize what your group has said and why.

b. Case (argument)- the parts

Having outlined the whole of your argument, you must then begin to build a case (the parts). The best way to do this is to divide your case into between two and four arguments (or divide your case based on the number of people in your group). You must justify your arguments with basic logic, worked examples, statistics, and quotes. Debating is all about the strategy of "proof". Proof, or evidence, supporting your assertion is what makes it an argument. There are a number of ways of dividing up cases according to groups of arguments (eg political/economic/social or moral/practical or international/regional etc.) or just according to individual arguments if you can't group any together. Under each of these basic headings you should then explain the reasoning behind the argument and justify it using the methods outlined above. It is usually best to put the most important arguments first.

All of the arguments in this case outline are debatable (almost immediately you can see the counter-arguments), but they give the case a wide range which cover all kinds of issues. The trick is not to come up with a watertight case, but a well argued one. Think: "Can I argue that?"

c. Rebuttal – the parts

Arguments can be factually, morally or logically flawed. They may be misinterpretations or they may also be unimportant or irrelevant. A team may also contradict one another or fail to complete the tasks they set themselves. These are the basics of rebuttal and almost every argument can be found wanting in at least one of these respects.

d. Rebuttal – the whole:

It is very important to have a good perspective of the debate and to identify what the key arguments are. It isn't enough to rebut a few random arguments here and there. Of course the techniques used above are invaluable but they must be used appropriately. There are a number of things you should do to systematically break down a team's case:

1) Ask yourself how the other side has approached the case. Is their methodology flawed?

2) Consider what tasks the other side set themselves (if any) and whether they have in fact addressed these.

3) Consider what the general emphasis of the case is and what assumptions it makes. Try to refute these.

4) Take the main arguments and do the same thing. It is not worth repeating a point of rebuttal that has been used by someone else already, but you can refer to it to show that the argument has not stood up. It is not necessary to correct every example used.

9. The Strengths of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. by participating to watch and listen in debate class give some benefits to the students including in speaking ability . As stated by Ehnenger & Brockriede, (1987) in Riskandi, (2007: 31) "Debate can develop research ability, critical thinking ability s, and public speaking ability s". He defined that there are three benefits of debate for students. Firstly, debate can improve students' motivation to practice their spoken language. Secondly, it can encourage students' in critical thinking, and develop students' speaking proficiency in communication. Thirdly, it growth and develop students' tolerance and appreciation to their friends' point of view.

According to Lawtie (2007: 119) there are great advantages of debate toward students. Firstly, the students become more active in small-group and class discussion. Secondly, it will improve students' confidence while they are giving academic presentation. Finally, it is one of the effective way for training both linguistic and intellectual abilities. Barkley (1998: 2) states that debate has much strength to apply in teaching speaking toward students. Firstly, debate trains the students to share and cooperate well with one another. Secondly, it trains the

students' responsibility, encourages creativity, deepens friendships and built community among teacher. Thirdly, students not bored, but very enjoy with debate activity. Because, every student takes a role in debating, so they are actively join the activity. Finally, it can improve the students' speaking ability. Speaking ability automatically improved when students practice debating, because they enter into conversations between them as they debate.

Besides, Bellon (2000: 4) in Rosyidah (2013: 31) also defines that debate has some benefits in teaching and learning process. Firstly, debate makes the students to be usual and able to accept or face the disappointment and defeat. Secondly, the students are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis. Thirdly, Debate is not only a way to connect students with academic subjects. It can also connect the students to public life. Finally, the policy that is used in debate specifically can teach the students to adopt multiple perspectives which describe as one of the most important problem solving ability s.

Because of some benefits above, it can be concluded that debate is really need to be practiced in speaking classroom. It is an appropriate technique to apply in teaching speaking as the way to give more chance to the students to practice their English orally in other to their speaking proficiency in communication can be improved and more fluent.

10. The Weakness of Debate

In learning process, debate has many weaknesses too. According to Malley and Pierce in Rosyidah (2013: 20) there are several weakness of debate in applying it in the classroom. Firstly, debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument. Secondly, debate needs long times and preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion. Finally, it makes the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

Although it has some weakness too as stated above, its benefits are more great especially on in teaching speaking, because it gives more chance to the students to practice their English orally. Moreover, the weakness can be minimized by the teacher.

D. Conceptual Framework

In this design, there are three elements, such as:

1. Input

   It refers to the teaching and learning on speaking in the classroom.

2. Process

   It refers to the teaching and learning speaking in the classroom interaction by using Debate Technique.

3. Output

It refers to improvement of students in speaking ability

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

```
┌─────────┐      ┌──────────────┐
│  INPUT  │─────▶│   SPEAKING   │
└────┬────┘      │  ABILITIES   │
     │           └──────────────┘
     │                                              ┌──────────────┐
     │                                              │   OPENING    │
     │                          ┌──────────────┐ ┌─▶│  GOVERNME    │
     │                          │ GOVERNMEN    │─┤  └──────────────┘
     │                          │  T GROUP     │ │  ┌──────────────┐
     │                          └──────┬───────┘ └─▶│   CLOSING    │
     ▼          ┌──────────────┐       │            │  GOVERMEN    │
┌─────────┐     │     THE      │  ┌──────────────┐  └──────────────┘
│ PROCES  │────▶│ IMPLEMENTATI │─▶│ PARLIAMENTA  │
└────┬────┘     │  ONOF DEBATE │  │  RY DEBATE   │
     │          └──────────────┘  └──────┬───────┘
     │                                   │            ┌──────────────┐
     │                                   ▼            │   OPENING    │
     │                          ┌──────────────┐  ┌─▶│  OPPOSITIO   │
     │                          │  OPPOSITION  │─┤  └──────────────┘
     │                          │    GROUP     │ │  ┌──────────────┐
     │                          └──────────────┘ └─▶│   CLOSING    │
     │                                              │  OPPOSITIO   │
     │                                              └──────────────┘
     │           ┌──────────────┐  ┌──────────────┐
     ▼           │     THE      │  │ PRONOUNCIATI │
┌─────────┐      │ IMPROVING OF │─▶│     ON       │
│ OUTPUT  │─────▶│   SPEAKING   │  └──────────────┘
└─────────┘      └──────────────┘  ┌──────────────┐
                                   │  ACCURACY    │
                                   │ AND FLUENCY  │
                                   └──────────────┘
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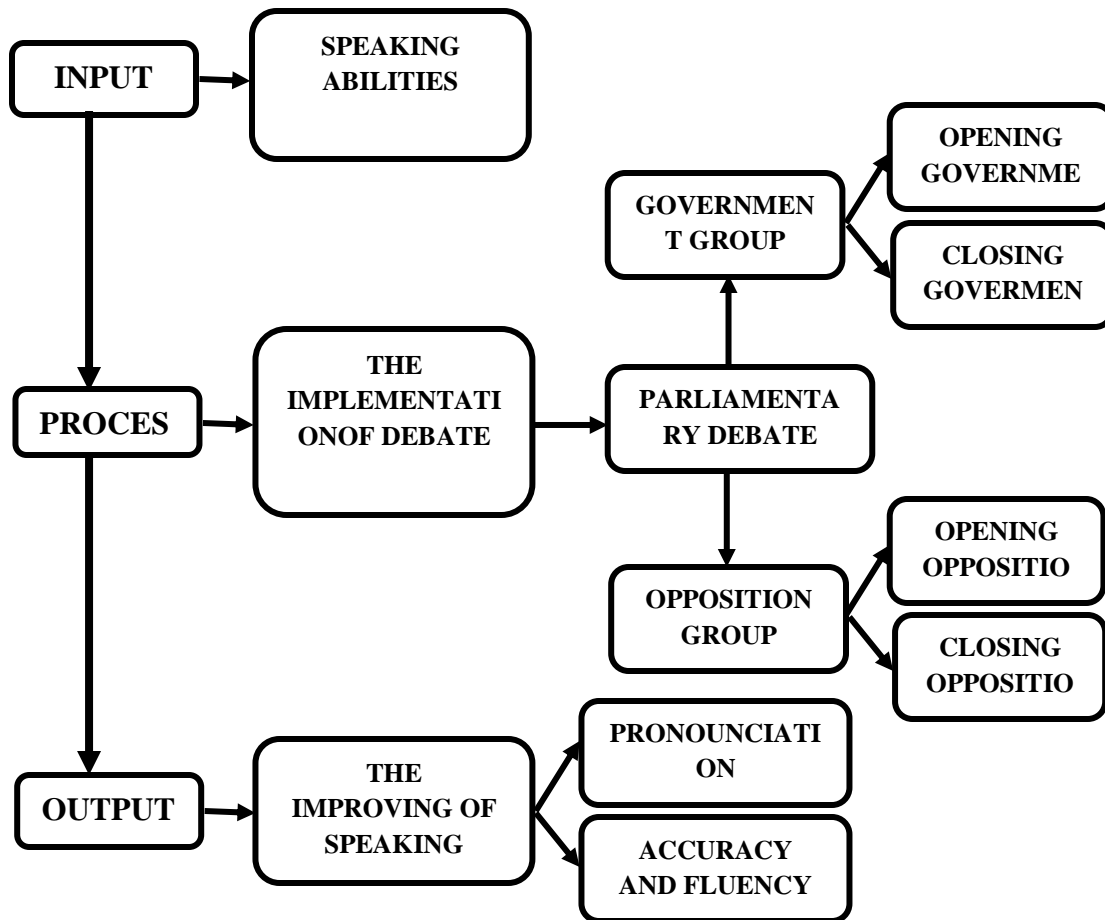
E. Hypothesis

The hypothesis of this research is formulated as follow:

H_0: There is no significant difference between students' speaking ability before and after using debate.

H_I: There is a significant difference between students 'speaking ability before and after using debate

CHAPTER III

RESEARCH METHOD

This chapter presented design of the research, variables and operational definitions of variables, population and sample, instrument of the research, procedures of the research, and techniques of data analysis.

A. Research Design

This research employed an Experimental Research Method that applies One-Group Pretest-Posttest Design. This design was presented as follow:

Table 3.1.research design

$$O1 \longrightarrow X \longrightarrow O2$$
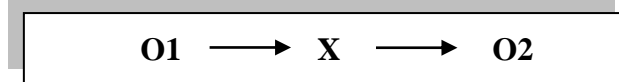
O1	:	Pre-Test
O2	:	Post-Test
X	:	Treatment by using Debate Technique

This design involved one group that applies pretest and posttest, where the pretest was administered before giving treatment by using Debate Technique and posttest was administered after giving treatment. The group received treatment by using Debate.

B. Populations and Sample

1. **Population**

The population of this research was the Eleventh Grade of SMA Perguruan Tinggi Islam Makassar, in academic year 2013/2014. There were three classes and each class consisted of more than 20 students. The total numbers of population were 85 students

2. **Sampel**

This research employed the technique namely using purposive sampling that was chosen one of the third classrooms of the population; it was class VII IPA $_1$, and the numbers of samples were 20 students.

C. Variables and Indicators

1. Variables:

   a. Independent variable

      The independent variable of this study was Debate.

   b. Dependent variable

      The dependent variable of this study was student's speaking ability.

2. Indicators:

   The indicators of research were accuracy (pronunciation) and fluency (smoothness).

D. Research Instrument

In conducting the data, the researcher used the speaking test and recording. Type of the test that was used in this research was Responsive Speaking, question and answer. Brown (2004: 159) states that "task can consist of one or two questions from an interviewer, or they can make up the portion of the whole battery of questions and prompts in an oral interview". Based on what was said by Brown above, in this case the researcher interviewed the students as the test-takers about an issue that they had been debated.

E. Procedures of Data Collection

The procedure of collecting data presented in chronological order as follow:

1. **The Pre-test**

   Before doing treatment, the researcher determined one group as sample group from the population by using purposive sampling technique and gave pre-test to the group for about 45 minutes.

2. **Treatment**

   The students were taught by applying Debate in the class

   a. Students were divided into two groups, and each group consisted of two teams where each teams consisted of two students.

   b. Selecting debate topic and assigning the two teams to debate the topic.

   c. The researcher gave explanations to the students about the rules in the debate

d. Ensuring that the participants had time to prepare the arguments and to collect supporting data to present during the debate

e. Gave and divided the times to the students in each team to

1) introduction their group (1 minutes)

2) resenting argument or rebuttal (3 minutes),

3) competing debate (10 minutes)

4) make a conclusion (2 minutes)

f. Presented the topic and format of debate.

g. An example format of the debate as following:

1) Side 1 presented opening arguments, with each three members giving a statement.

2) Side 2 presented opening arguments, with each three members giving a statement.

3) Side 1 had chance for rebuttal

4) Side 2 had chance for rebuttal

5) Side 1 had chance for a second rebuttal

6) Side 2 had chance for a second rebuttal

7) Side 1 took time for a conclusion.

8) Side 2 took time for a conclusion.

3. The Post-test

After doing the entire four meetings, the last step was the post-test to the group which was same format with pretest but different statement of test. The mean score of pre-test and post-test was compared in order to find out whether they were different significantly or not.

F. Techniques of Data Analysis

The data from the test was analyzed quantitatively. It employed statistical calculation to the hypotheses. The procedure was undertaken in analysis as follows:

1. To find the score of each student, the researcher used the following formula:

$$\text{Students Score} = \frac{The\ Number\ of\ student's\ corret\ answer}{the\ total\ score}\ x\ 10$$

(Puskur in Salmi, 2006: 32)

The indicators of speaking:

a. Accuracy

Table 3.2.The assessment of Accuracy involved pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language ability s and areas practiced in the course.

(Heaton in Mirdayani, 2011: 35)

b. Fluency

Table 3.3.The assessment of speaking fluency involved smoothness

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton in Mirdayani, 2011: 37)

Then the students' score was classified by using the following classification:

Classifying of score

    a) 9.6 to 10 is classified as excellent

    b) 8.6 to 9.5 is classified as very good

    c) 7.6 to 8.5 is classified as good

    d) 6.6 to 7.5 is classified as fairy good

    e) 5.6 to 6.5 is classified as fairy

    f) 3.6 to 5.5 is classified as poor

    g) 0.0 to 3.5 is classified as very poor

(Direktorat Pendidikan, 1999)

2. Calculating the mean score of the students' answer in pretest and post-test by using following formula:

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

Notes   :

    X : Mean score

    $\sum X$: The sum of all score

    N   : The number of students   (Gay in Hanar, 2007: 27)

3. The percentage of the students' improvement of fluency and was identified by using the following formula:

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

Notes :

%   : The percentage of the students' development

X_1 : The mean score of pretest

X_2 : The mean score of posttest

4. Calculating the value of t-test for non-independent sample to indicate the significance of the difference between the pretest and post-test by using the following formula:

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

Notes :

      t   : Test

      $\overline{D}$: Mean score of the matched pair

      $(\sum D)^2$: The Square of all sums

      $\sum D^2$: The sum of all squares

      N   : Number of subjects in particular group

(Gay, 1981: 331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly covers the findings and discussion. The findings of the research consist of the description of the result from the data collected through a speaking test (pre-test and post-test). Then, the discussion describes further explanation and interpretation of the findings given.

A. Findings

The findings of this research deal with the students' score. They are the students' score classification, the mean scores and standard deviation of pre-test and post-test, the t-test value, and hypothesis testing. These findings describe as follows:

1. *The Students' Speaking Ability*

The students' score of pre-test and post-test are observed based components of speaking. The data can be seen in the following table:

Table 4.1.Frequency and Rate Percentage of the Students' Speaking Ability on accuracy

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	9.6-10	Excellent	-	0	-	0
2	8.6-9.5	Very good	-	0	-	0

3	7.6-8.5	Good	-	0	3	15
4	5.6-6.5	Fairly	5	25	16	80
5	3.6-5.5	Poor	8	40	1	5
5	0.0-3.5	Very Poor	7	35	-	0
	TOTAL		20	100%	20	100%

The table above shows that in the pre-test, there are 8 students or 40 % categorized as *poor*, 5 students or 25% categorized as *fairly*, 7 students or 3.35 % categorized as *very poor*, and none of them categorized as good, *Very Good* and excellent.

The table above also shows that the result of students' speaking ability in post-test accuracy. There is 1 student categorized as *poor or 5 %*, 16 students or 80% categorized as *fairly*, 3 students or 15% categorized as *good* and none of them classified into *very good* and *excellent*.

Table 4.2.Frequency and Rate Percentage of the Students' ability in fluency

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	9.6-10	Excellent	-	0	-	0
2	8.6-9.5	Very good	-	0	-	0
3	7.6-8.5	Good	-	0	10	50
4	5.6-6.5	Fairly	6	30	10	50
5	3.6-5.5	Poor	8	40	-	0
5	0.0-3.5	Very Poor	6	30	-	0
	TOTAL		20	100%	20	100%

The table above shows that in the pre-test, there are 8 students or 40% categorized as *poor*, 6 students or 30 % classified into very *poor* score, 6 students or 30% classified into *fairly* score, and none of them classified into *Very Good*, good and excellent score.

The table above also shows that the result of students' speaking ability in fluency in post-test. There is no student categorized as *poor, very poor*, very good, and excellent, 10 students or 50% categorized as *fairly*, 10 students or 50 % categorized as *good*.

2.   *Hypothesis testing*

To know the level of significance of the pre-test and post-test, the researcher

uses t-test analysis on the level of significance (p) = 0.05 with the degree of freedom

(df) = N-1 (20-1=19), where N=number of subject (20 students) then the value of t-

table is 1.729. The t-test statistical, analysis for independent sample is applied. The

following table shows the result of t-test calculation:

Table 4.3.The t-test of the Students' Improvement

Components	t-test value	t-table value
accuracy	5.39	1.729
fluency	7.35	1.729
Speaking ability	6.35	1.729

The table above 4.3 shows that t-test value for accuracy is greater than

t-table (5.39>1.729), it means that there is a significant difference between the

students' speaking ability in accuracy before and after using debate. The table also

shows that t-test value for fluency is greater than t-table (7.35>1.729), it is improved;

it means that there is a significant difference between the students' speaking ability in

fluency before and after using debate technique. it is said that the null hypothesis (H_0)

is rejected and the alternative hypothesis (H_1) is accepted. It means that there is a

significant difference between the students' speaking ability before and after using debate technique in speaking   process, or it can be said that the use of debate technique effective in improving the students' speaking ability at the eleventh grade in *SMA Perguruan Islam Makassar*)

B. Discussion

Based on the presentation of findings, the researcher presents some interpretation of findings in order to explain them in details as follow:

This speaking test used two components of writing namely: accuracy, and fluency. The description of the data collected through speaking test was explained in the previous section showed that the students' ability in speaking improved. The using of debate technique was effective in improving the students' speaking ability of accuracy, and fluency.

It was supported by the mean score of students on pre-test in accuracy was 4.83 which were categorized as poor and the mean score of the students on the post test was 6.85 were categorized as fairly good. The mean score on pre-test in fluency was 5.1 which were categorized as poor classification and the mean score of the students on the post-test was 7.5 which were categorized as fairly. It means that the using of debate technique effective in improving the students' speaking ability in fluency

The description of the data collected using speaking test which has explained in the previous section showed that the student's ability in speaking was developed. it supported by the students' scores in pretest and post test from the indicators. The student's score of accuracy 96.6 in pretest is different from post test 137.1,it means that has developed between before and after giving treatment. The student's score of fluency98.4 in pre-test is different from post test 150 .it means that has developed between before and after giving treatment. The students' mean score in pre-test and post -test of indicator. The students' mean score of accuracy 4.84 is classified as poor; in fluency is 5.1 which is classified as poor in pre-test. And the mean score of the students' accuracy in post test become 6.85 which is classified as good, in fluency become 7.5 which classified as good.

The results of t-test also supported this improvement. The final result from accuracyand fluency shows that t-test value for the final score of students' speaking ability6.35.>t-table=1.729, it is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is a significant difference between the students' speaking ability before and after using debate technique in speaking process, it is improved or also can said that the use of debate technique effective in improving the students' speaking ability at the *SMA Perguruan Islam Makassar*)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion proposed in previous chapter, the researcher concludes that using debate technique improves the students' speaking ability in accuracy and fluency at the second year students' speaking ability in SMA perguruan islam Makassar. It is proved by the mean score of students on pre-test in accuracy was 4, 83. This was categorized as poor category and after post-test was 6.85 become fairly. The mean score on pre-test in fluency was 5.1. This was categorized as poor and after post-test were 7.5 becomes good.

B. Suggestion

As the result of the study reveals that the use of debate technique had been effective way to improve the students' speaking ability, the researcher suggests the following things:

1. It is suggested to the English teacher to use debate technique as one of technique in the teaching and learning process especially in teaching speaking ability.
2. It is suggested to the English teacher to use the interesting environmental to teach speaking to the students.

3. The teacher should invite and raise the students' interest and motivation in learning by manipulating various ways in presenting productive ability, include speaking ability.

4. The result of this research also can be used as an additional reference or further research with different discussion for the next researcher.

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APPENDIX A. 1

The students' row scores of pre-test

Respondents	Pre-test	
	Speaking ability	
	ACCURACY	FLUENCY
	pronunciation	smoothness
Std-01	3.3	3.3
Std-02	3.3	5
Std-03	3.3	5
Std-04	3.3	3.3
Std-05	6.7	6.7
Std-06	5	5
Std-07	6.7	6.7
Std-08	3.3	3.3
Std-09	5	5
Std-10	6.7	6.7
Std-11	3.3	3.3
Std-12	5	5
Std-13	6.7	5
Std-14	5	6.7
Std-15	3.3	5
Std-16	5	6.7
Std-17	5	3.3
Std-18	6.7	6.7
Std-19	5	6.7
Std-20	5	3.3
Total	$\sum \bar{X}$ =96.6	$\sum \bar{X}$ =98.4
Mean score ($\bar{X}$)	$\bar{X}$ =4.83	$\bar{X}$ =5,1

The students' row scores of post-test

Respondents	Post-test	
	Speaking ability	
	ACCURACY	**FLUENCY**
	Pronunciation	Smoothness
Std-01	6.7	8.3
Std-02	6.7	6.7
Std-03	6.7	6.7
Std-04	6.7	6.7
Std-05	6.7	6.7
Std-06	6.7	6.7
Std-07	8.3	8.3
Std-08	6.7	6.7
Std-09	6.7	8.3
Std-10	6.7	6.7
Std-11	6.7	8.3
Std-12	8.3	6.7
Std-13	6.7	8.3
Std-14	6.7	8.3
Std-15	6.7	6.7
Std-16	6.7	8.3
Std-17	5	6.7
Std-18	8.3	8.3
Std-19	6.7	8.3
Std-20	6.7	8.3
Total	$\sum \overline{X} =137.1$	$\sum \overline{X} =150$
Mean score ($\overline{X}$)	$\overline{X} =6.85$	$\overline{X} =7,5$

APPENDIX A.3

Table of students achievement in speaking ability

Respondents	ACCURACY				FLUENCY			
	Pre-test	Post-test	D (x2-x1)	D	Pre-test	Post-test	D (x2-x1)	D
S-1	3.3	6.7	3.4	11.56	3.3	8.3	5	25
S-2	3.3	6.7	3.4	11.56	5	6.7	1.7	2.89
S-3	3.3	6.7	3.4	11.56	5	6.7	1.7	2.89
S-4	3.3	6.7	3.4	11.56	3.3	6.7	3.4	11.56
S-5	6.7	6.7	0	0	6.7	6.7	0	0
S-6	5	6.7	1.7	2.89	5	6.7	1.7	2.89
S-7	6.7	8.3	1.6	2.56	6.7	8.3	1.6	2.56
S-8	3.3	6.7	3.4	16	3.3	6.7	3.4	11.56
S-9	5	6.7	1.7	2.89	5	8.3	3.3	10.89
S-10	6.7	6.7	0	0	6.7	6.7	0	0
S-11	3.3	6.7	3.4	11.56	3.3	8.3	5	25
S-12	5	8.3	3.3	10.89	5	6.7	1.7	2.89
S-13	6.7	6.7	0	0	5	8.3	3.3	10.89
S-14	5	6.7	1,7	2.89	6.7	8.3	4	16
S-15	3.3	6.7	3.4	11.56	5	6.7	1.7	2.89
S-16	5	6.7	1.7	2.89	6.7	8.3	1.6	2.56
S-17	5	5	0	0	3.3	6.7	3.4	11.56
S-18	6.7	8.3	1.6	2.56	6.7	8.3	1.6	2.56
S-19	5	6.7	1.7	2.89	6.7	8.3	1.6	2.56
S-20	5	6.7	1.7	2.89	3.3	8.3	5	25
Total		$\sum$ x=137.1	$\sum$ D=38.8	$\sum$ D^2=123.8		$\sum$ x =150	$\sum$ D = 50.7	$\sum$ D^2=172.2

APENDIX A.4

a. Calculating the t-test analysis of speaking ability in terms of accuracy

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{38.8}{20}$$

$$= 1.94$$

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

$$t = \frac{1.94}{\sqrt{\dfrac{123.8 - \dfrac{(38.8)^2}{20}}{20(20-1)}}}$$

$$t = \frac{1.94}{\sqrt{\dfrac{123.8 - \dfrac{1505.4}{20}}{20(19)}}}$$

$$t = \frac{1.94}{\sqrt{\dfrac{123.8 - 75.27}{380}}}$$

$$t = \frac{1.94}{\sqrt{\dfrac{48.5}{380}}}$$

$$t = \frac{1.94}{\sqrt{0.123}}$$

$$t = \frac{1.94}{0.36}$$

$t = 5.39$

b. Calculating the t-test analysis of speaking ability in terms of fluency.

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{50.7}{20}$$

$$= 2.5$$

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

$$t = \frac{2.5}{\sqrt{\dfrac{172.2 - \dfrac{(50.7)^2}{20}}{20(20-1)}}}$$

$$t = \frac{2.5}{\sqrt{\dfrac{172.2 - \dfrac{2570.45}{20}}{20(19)}}}$$

$$t = \frac{2.5}{\sqrt{\dfrac{172.2 - 128.5}{380}}}$$

$$t = \frac{2.5}{\sqrt{\dfrac{43.7}{380}}}$$

$$t = \frac{2.5}{\sqrt{0.115}}$$

$$t = \frac{2.5}{0.34}$$

$$t = 7.35$$

APPENDIX A.5

a. The student's mean score of the pre-test and post-test in speaking ability in terms of accuracy.

Pre- test: $\bar{X}1 = \frac{\Sigma X}{N}$

$$= \frac{96.6}{20}$$

$$= 4,83$$

Post – test: $\bar{X}2 = \frac{\Sigma X}{N}$

$$= \frac{137.1}{20}$$

$$= 6,85$$

b. The student's mean score of the pre-test and post-test in speaking ability in terms of fluency.

Pre – test: $\bar{X}1 = \frac{\Sigma X}{N}$

$$= \frac{98.4}{20}$$

$$= 5,1$$

Post–test: $\bar{X}2 = \frac{\Sigma X}{N}$

$$= \frac{150}{20}$$

$$= 7,5$$

Appendix A.6

The percentage of the students' development in speaking ability

a. Accuracy

$$P = \frac{X2 - X1}{X1} \times 100\ \%$$

$$P = \frac{6.85 - 4.83}{4.83} \times 100\%$$

$$P = \frac{2.02}{4.83} \times 100\%$$

$$P = 41.8\%$$

b. Fluency.

$$P = \frac{X2 - X1}{X1} \times 100\ \%$$

$$P = \frac{7.5 - 5.1}{5.1} \times 100\%$$

$$P = \frac{2.4}{5.1} \times 100\%$$

$$P = 47\ \%$$

Appendix A.7

Classification of students' scores in speaking ability.

1.Classification of students' score in speaking ability in terms of accuracy

respondents	Pre-test	classification	Post test	classification
S-1	3.3	Very poor	6.7	Fairly good
S-2	3.3	Very poor	6.7	Fairly good
S-3	3.3	Very poor	6.7	Fairly good
S-4	3.3	Very poor	6.7	Fairly good
S-5	6.7	Fairly good	6.7	Fairly good
S-6	5	Poor	6.7	Fairly good
S-7	6.7	Fairly good	8.3	Good
S-8	3.3	Very poor	6.7	Fairly good
S-9	5	Poor	6.7	Fairly good
S-10	6.7	Fairly good	6.7	Fairly good
S-11	3.3	Very poor	6.7	Fairly good
S-12	5	Poor	8.3	Good
S-13	6.7	Fairly good	6.7	Fairly good
S-14	5	Poor	6.7	Fairly good
S-15	3.3	Very poor	6.7	Fairly good
S-16	5	Poor	6.7	Fairly good
S-17	5	Poor	5	poor
S-18	6.7	Fairly good	8.3	good
S-19	5	Poor	6.7	Fairly good
S-20	5	Poor	6.7	Fairly good

2. .Classification of students' score in speaking ability in terms of Fluency.

respondents	Pre-test	classification	Post test	classification
S-1	3.3	Very poor	8.3	good
S-2	5	Poor	6.7	Fairly good
S-3	5	Poor	6.7	Fairly good
S-4	3.3	Poor	6.7	Fairly good
S-5	6.7	Poor	6.7	Fairly good
S-6	5	Very poor	6.7	Fairly good
S-7	6.7	Fairly good	8.3	good
S-8	3.3	Very poor	6.7	Fairly good
S-9	5	Poor	8.3	good
S-10	6.7	Fairly good	6.7	Fairly good
S-11	3.3	Very poor	8.3	good
S-12	5	Poor	6.7	Fairly good
S-13	5	Poor	8.3	good
S-14	6.7	Fairly good	8.3	good
S-15	5	Poor	6.7	Fairly good
S-16	6.7	Fairly good	8.3	good
S-17	3.3	Very poor	6.7	Fairly good
S-18	6.7	Fairly good	8.3	good
S-19	6.7	Fairly good	8.3	good
S-20	3.3	Very poor	8.3	good

Nama Sekolah : **SMA Perguruan Islam Makassar**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/ 1**

Pertemuan : **I (pertama)**

Alokasi Waktu : **2 x 45 menit**

Theme : **Technology**

A. Standar Kompetensi

Berbicara

3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

3.1 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
• Menggunakan tindak tutur menyampaikan dan meminta pendapat. • Merespon tindak tutur menyampaikan dan meminta pendapat.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestrasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

D. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur menyampaikan dan meminta pendapat.

- Siswa dapat merespon tindak tutur menyampaikan dan meminta pendapat.

- Memecahkan masalah dengan menggunakan tindak tutur menyampaikan dan meminta pendapat.

E. Materi Pokok

➢ *student should be allowed to use mobile phones at school*

F. Metode Pembelajaran/Teknik:

Debate Method

G. Langkah-Langkah Pembelajaran

1. Kegiatan awal

➢ Guru membuka mata pelajaran dengan mengucapkan salam.

➢ Guru mengecek kehadiran siswa.

➢ Guru menyampaikan tujuan pembelajaran yang akan dicapai dan memberi motivasi kepada siswa untuk belajar.

2. **Kegiatan Inti**

➢ Guru membagi 2 kelompok peserta debat yang satu pro dan yang lainya kontra.

➢ Guru menyajikan materi tentang student should be allowed to use mobile phones at school

➢ Guru memberikan masalah dengan menghubungkan materi tentang mobile phones at school

➢ Guru memberikan tugas untuk membaca materi yang akan didebatkan oleh kedua kelompok diatas

➢ Setelah Setelah selesai membaca materi, guru menunjuk salah satu anggotanya. Kelompok pro untuk berbicara saat itu ditanggapi atau dibahas oleh kelompok kontra demikian seterusnya sampai sebagian besar siswa bisa mengemukakan pendapatnya.

➢ Sementara siswa menyampaikan gagasannya guru menulis inti/ide-ide dari setiap pembicaraan di papan tulis. Sampai sejumlah ide yang diharapkan guru terpenuhi.

➢ Guru menambahkan konsep/ide yang belum terungkap.

➢ Dari data-data di papan tersebut, guru mengajak siswa membuat kesimpulan/rangkuman yang mengacu pada topik yang ingin dicapai.

3. Kegiatan akhir

> Guru bersama siswa menyimpulkan materi pelajaran

> Guru menyampaikan materi yang akan dipelajari selanjutnya.

> Guru menutup pertemuan dengan salam.

H. Sumber

   Internet   *(http://www.debate.org/opinions/should-students-be-allowed-to-use-mobile-phones-at-school)*(terlampir)

Penilaian

- Teknik   : tes lisan

- Bentuk   : performance

- Instrument   : -

No	Aspek yang dinilai	Skor			
		4	3	2	1
1	Pronunciation				
2	Accuracy				

Makassar, september 2014

Mahasiswa

Irwan Syam
Nim.10535 3807 09

Materi Ajar

Should students be allowed to use cell phones in school

The use of cell phones at school has generated conflict between school officials, who view cell phones as a nuisance that distracts students from school activities, and parents, who say the devices let them stay in touch with their children more easily. A father of one 16 year told us 'We give Emma, our daughter, £20 pocket money with extra for her school dinners. We learnt recently that all this money is being spent on text messaging her friends. She hasn't had a meal in school for the past 3 months and worst of all considers no other activity or hobby worthy of her pocket money.' Cell phones are ubiquitous in high school, common in middle school and making their way into elementary school. Seventy percent of students in grades six through 12 and 61 percent of students in grades three through six use a cell phone either during school or on their free time, according to Net Day, a national nonprofit group that promotes the use of technology in schools. Cheating is also an issue. A survey published by Who's Who in American High School Students found that 98 percent of students now cheat, which entails copying homework, as well as violating exam rules. For example, during a test, students might exchange text messages that contain answers to questions.

Cell phones with built-in cameras present additional problems -- students can easily share photos of exams with classmates. Almost 80% of the time kids don't use their phones appropriately in school. They use them to play games, show

each other videos, go onto social sites and so on. Kids will claim to be reading but instead they are checking their messages and seeing their friends new posts. Kids are   not   benefitting

It's a distraction to students, what with the antics of taking selfish and playing music ,also, bringing phones to school will eventually result in students stealing or extorting phones from students. Even with rules and enforcement in place, phones will be stolen and this is going to turn into a major discipline problem which the school authorities have to spend their time and effort dealing with.

<div align="center">**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**</div>

Nama Sekolah : SMA Perguruan Islam Makassar

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/ 1**

Pertemuan : **I (pertama)**

Alokasi Waktu : **2 x 45 menit**

Theme : **Internet for Education**

A. Standar Kompetensi

Berbicara

3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi

dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

3.1 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan

interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan

ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-

hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat,

menyatakan puas, dan menyatakan tidak puas.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
• Menggunakan tindak tutur menyampaikan dan meminta pendapat. • Merespon tindak tutur menyampaikan dan meminta pendapat.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestrasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

D. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur menyampaikan dan meminta pendapat.

- Siswa dapat merespon tindak tutur menyampaikan dan meminta pendapat.

- Memecahkan masalah dengan menggunakan tindak tutur menyampaikan dan meminta

  pendapat.

E. Materi Pokok

The internet brings more harm than good

F. Metode Pembelajaran/Teknik:

Debate Method

G. Langkah-Langkah Pembelajaran

1. Kegiatan awal

➢ Guru membuka mata pelajaran dengan mengucapkan salam.

➢ Guru mengecek kehadiran siswa.

➢ Guru menyampaikan tujuan pembelajaran yang akan dicapai dan memberi

motivasi kepada siswa untuk belajar.

2. **Kegiatan Inti**

- ➤ Guru membagi 2 kelompok peserta debat yang satu pro dan yang lainya kontra.

- ➤ Guru menyajikan materi tentang student should be allowed to use mobile phones at school

- ➤ Guru memberikan masalah dengan menghubungkan materi tentang mobile phones at school

- ➤ Guru memberikan tugas untuk membaca materi yang akan didebatkan oleh kedua kelompok diatas

- ➤ Setelah Setelah selesai membaca materi, guru menunjuk salah satu anggotanya. Kelompok pro untuk berbicara saat itu ditanggapi atau dibahas oleh kelompok kontra demikian seterusnya sampai sebagian besar siswa bisa mengemukakan pendapatnya.

- ➤ Sementara siswa menyampaikan gagasannya guru menulis inti/ide-ide dari setiap pembicaraan di papan tulis. Sampai sejumlah ide yang diharapkan guru terpenuhi.

- ➤ Guru menambahkan konsep/ide yang belum terungkap.

- ➤ Dari data-data di papan tersebut, guru mengajak siswa membuat kesimpulan/rangkuman yang mengacu pada topik yang ingin dicapai.

3. **Kegiatan akhir**

- ➤ Guru bersama siswa menyimpulkan materi pelajaran

- ➤ Guru menyampaikan materi yang akan dipelajari selanjutnya.

- ➤ Guru menutup pertemuan dengan salam.

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Makassar, september 2014

Mahasiswa

Irwan Syam
Nim.10535 3807 09

The Internet Brings More Harm than Good

The Internet is a network connecting computers across the world. It has its origins in military and academic projects dating back to the 1960s, but began to be more widely available from the end of the 1980s. The creation of the World Wide Web (1989) and web browsers (early 1990s) gave ordinary people easy ways of getting around the Internet. Over the past fifteen years, millions of different websites have been set up, giving people the chance to shop, do business, play, learn and communicate online. Over the same period it has become much easier, cheaper and faster to get online in order to do these things.

Now more than 30% of the global population have access to the Internet. Continent-wise, this breaks down as: Europe: 58.3%, North America 78.3%, Latin America 36.2%, Africa 11.4%, Asia 23.8% and Oceania 60.1%.[1] These figures are growing all the time, as technology designed to access the Internet becomes both more mobile and much cheaper to produce. The arrival of the Internet has vastly changed the way in which people search and access information. News travels more quickly than ever, and current affairs can be discussed all over the world instantaneously via forums, blogs, and social networks. Search engines like Google and Wikipedia have now become ubiquitous starting points for researching anything from minor queries to academic reports. Many people also maintain social links through the Internet with services such like Facebook, Skype, and Flickr, to name but a few. Research in the UK has shown that the average adult spends around 22 hours 15 minutes online each month.[2]

Some believe the Internet is dominating the lives of its users. Nicholas Carr in his book *The Shallows: How the Internet is Changing the Way we Think, Read and Remember,[3]* that all this time spend online cannot be healthy, whereas other have cheered the increased possibilities for research, meeting new people and keeping in contact with one

another. The strongly contested debate remains as to whether the internet is an active force for good in society or not.

http://wwww.idebate.org/debatabase/debates/science-technology/house-believes-internet-brings-more-harm-good

INSTRUMENT Of Pre Test

Name :

Reg number :

Answer the questions below based on your opinion and explain in front of your friends!

> a. Tell about your daily activities in front of your friends.
>
> b. What is your opinion about the situation in your school?
>
> c. What is your favorite food?
>
> d. When is your birthday?
>
> e. What is your favorite subject?

INSTRUMENT Of Post -Test

Name   :

Reg number   :

Answer the questions below based on your opinion and explain in front of your friends!

> a. **Tell about your daily activities in front of your friends.**
>
> b. **What is your opinion about the situation in your school?**
>
> c. **What is your favorite movie?**
>
> d. **When is your mother's birthday?**
>
> e. **What is your favorite food?**

TABLE DISTRIBUTION OF T-VALUE

df	α (For two groups sample)					
	0, 50	0, 20	0, 10	0, 05	0, 02	0, 1
	α (For one group sample)					
	0, 25	0, 10	**0, 05**	0, 02	0, 01	0, 005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2, 365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11..	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,688	1,328	**1,729**	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

CURRICULUM VITAE

IRWAN SYAM, was born October 14th, 1991 in Bulukumba, Sulawesi Selatan. She is the second child from two brothers who are three brothers and one sister from the marriage of his parents Syamsuddin DS and ST Rosniar. In 1997 the writer registered as student elementary school SDN Negeri 191 Jannayya in Bulukumba regency and he graduated in 2003. The next in the same year the writer registered as a student in SMP Negeri 2 Kajang and graduated in 2006. Then the writer registered in senior high school, SMA Negeri 1 Sungguminasa and graduated in 2009. In 2009, the writer registered to study of English department in Makassar Muhammadiyah University, During Study in Muhammadiyah University.