

**THE EFFECTIVENESS OF USING DEBATE METHOD TO IMPROVE
STUDENTS' SPEAKING SKILL AT THE THIRD GRADE
STUDENTS OF SMA NEGERI 1 SELAYAR**

(A Pre Experimental Research)



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2022



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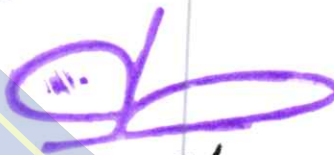
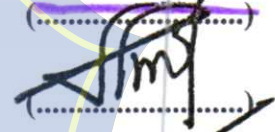


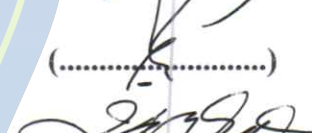


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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, September 2021

Yang Membuat Perjanjian

Urfa Adhayanti

MY MOTTO

“Do the best everyday”

DEDICATION

I dedicated this thesis to :

My lovely parents, my mom Uryati Ningsih and my dad Alm. Taufik who give me true love, affection, motivation and everything for my life.

My beloved brothers and sisters , Ulhaq, Udis, Zahra, Afifah who always give me more cheerful life and happy life .

All of my dearest family "Kamaruddin family who makes me always happy and being a rainbow in my life.

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The last for my new love in my life to my husband Fenny Anugrah and my son Anka Kashafa Atharrazka who being my spirit to finished this thesis.

ABSTRACT

Urfa Adhayanti. 2021. The effectiveness of using debate to improve students' speaking skill at the third grade students of SMA Negeri 1 Selayar (*An Experimental Research*), A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Erwin Akib and Muh. Astrianto Setiadi.

The objective of the study was the improvement of the using debate toward the students' speaking skill in terms of vocabulary and fluency at the third grade students of SMA Negeri 1 Selayar. The research method was pre-experimental method with one group pre-test and post-test design. The design of this study was quantitative research. It used a purposive sampling. The total number of sample was 33 students. The researcher used speaking test as instrument in pre-test and post-test.

The result of the research were the mean score of vocabulary obtained by the students through pre-test was 73,48 and post-test was 78,06 with the improvement is 6,23 %. The mean score of fluency in pre-test was 73,76 and post-test was 78,88 with the improvement is 6,94 %.

The findings indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of post-test as the final result gave significant improvement. It was concluded that the use of debate can improve the students' speaking skill in terms of vocabulary and fluency.

Keywords: *Debate, vocabulary, fluency, speaking skill.*

ABSTRAK

Urfa Adhayanti. 2021. Efektifitas Penggunaan Debat untuk Meningkatkan Keterampilan Berbicara Siswa Kelas III SMA Negeri 1 Selayar (Sebuah Penelitian Eksperimental), Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, dibimbing oleh Erwin Akib dan Muh. Astrianto Setiadi.

Tujuan dari penelitian ini adalah peningkatan penggunaan debat terhadap keterampilan berbicara siswa dalam hal kosakata dan kefasihan pada siswa kelas tiga SMA Negeri 1 Selayar. Metode penelitian yang digunakan adalah metode pre-experimental dengan one group pre-test and post-test design. Desain penelitian ini adalah penelitian kuantitatif. Pengambilan sampel menggunakan purposive sampling. Jumlah sampel sebanyak 33 siswa. Peneliti menggunakan tes berbicara sebagai instrumen dalam pre-test dan post-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata kosakata yang diperoleh siswa melalui pre-test adalah 73,48 dan post-test adalah 78,06 dengan peningkatan sebesar 6,23 %. Nilai rata-rata kefasihan pada pre-test adalah 73,76 dan post-test adalah 78,88 dengan peningkatan sebesar 6,94 %.

Temuan menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Oleh karena itu, data post-test sebagai hasil akhir memberikan peningkatan yang signifikan. Disimpulkan bahwa penggunaan debat dapat meningkatkan keterampilan berbicara siswa dalam hal kosakata dan kefasihan.

Kata kunci: Debat, kosa kata, kelancaran, keterampilan berbicara.

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CHAPTER 1

INTRODUCTION

A. Background of the study

Language is one of the main features that a human being is characterized with. It is a social and individual phenomenon that enables human beings to express their feelings, thoughts and culture. In the age of globalization where the world has become a small village, people tend to learn each others' language. Also, language is Allah's gift to humanity because it is the most important communicative tool for mankind. Thus, language is the essential device used to express ourselves and to understand one another.

English language simply consists of four skills, listening, speaking, reading, and writing. Speaking is the productive skill in the oral mode like the other skills. It is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations: Interactive speaking situations which include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and

judge from the expressions on their faces and body language whether or not he or she is being understood.

Few speaking situations may be totally non interactive, such as when recording a speech for a radio broadcast. Khoironiyah (2012) argues that "Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out a conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by

Mastering speaking skills, people can carry out conversations with others, give ideas, and exchange information". Hence, by speaking in the classroom, learners should work as much as possible on their own.

There are several techniques and strategies which are used by the teacher for teaching speaking. The technique or strategy should be interesting to interest students in teaching learning process. One of the teaching strategies in teaching speaking is debate strategy. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge. Thus, debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Maryadi (2008) states that "debate can motivate students thinking, moreover, if they must defend their stand or opinion which is in contradiction

with conviction them". This strategy can involve all students to be active, not only the debate performer.

Tornament (2011) states that "Competitive debating uses the skills of argument to debate and discuss important issues about our beliefs, government policies and proposals on how to improve the world or face up to problems in society. A competitive debate should be rational, focused, and structured. Debating builds a unique set of skills, helping students to analyze problems, think critically, synthesize arguments and present these ideas in a cogent and convincing manner."

Debate can be implemented as the alternative way to teach speaking. Debate is different from other strategies. In debate, students are given some topics to be discussed. One or two students would present their opinions and facts concerning the topics. The next step, they response to the students questions and comments.

Debate is a great way to improve the students' speaking skills. It also allows them to do research and read more texts in English. During the process, they can widen their vocabulary too. Most of all, their critical thinking skills are enhanced. There are four major components in English proficiency. This includes listening, speaking, reading, and writing. Throughout the debating process, from the researching of issues, expressing arguments, listening to opponents and hearing teacher's feedback, all four skills are given emphasis.

The researcher chose debate method because debate was used in teaching speaking especially to improve student's speaking skills and help students speak more fluently and during a debate they can represent their feelings on a issue. Krieger (2005) defines debate as "an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways." It means that, using debate in teaching can improve the student's speaking skills, verbal communication and critical-thinking skills. Finally, by using debate, we have given more chance to the students to practice speaking english. Based on the background above, the researcher decided to carry out the research entitle " The effectiveness of using debate to improve students' speaking skill at the third grade students of SMA Negeri 1 Selayar".

B. Research Questions

This study was conduct to answer this question :

1. Does the use of debate method improve students speaking skill in term of vocabulary at the third grade students of SMA Negeri 1 Selayar?
2. Does the use of debate method improve students speaking skill in term of fluency at the third grade students of SMA Negeri 1 Selayar?

C. Objectives of the Sstudy

Based on the question formulated above, the aim of the study are to find out:

1. Whether or not the use of debating method improve students speaking in term of vocabulary at the third grade students of SMA Negeri 1 Selayar?

2. Whether or not use the of debating method improve students speaking in term of fluency at the third grade students of SMA Negeri 1 Selayar?

D. Significance of study

Since the present study, the result of this research is expected to be beneficial for students, teachers, and the further researcher:

1. For the students, it is greatly expected that the result of the research can be followed and imitate by the students in their speaking for academic and daily basis.
2. For the teachers, it is expected that the teacher can applied debate method in teaching speaking in order to develop students speaking skill.
3. For the further researcher, it is expected that can further researcher can make this research as a reference if they want to make the similar research.

E. Scope of the study

This study focused on the use of debate method in improving students' speaking skill and the subjects were the third grade students of SMA Negeri 1 Selayar. The researcher focused on students' vocabulary and fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some previous research findings

In this part the researcher wrote down previous related research findings found by some researchers which related to speaking as follows.

Nuraeni (2014) in her research was *The Effectiveness of Classroom Debate To Improve Students' Speaking skill (A quasi- Experimental Study At The Eleventh Year Student of SMA 3 South Tangerang)*. The result of the research was shown by the statistical hypotesis test that found on significance level 5%, t-value was 4,37 and t-table was 1,68 so $t\text{-value} > t\text{-table}$. Thus, the H_0 was rejected and the H_1 was accepted that means there was significant difference in the main gains between the students' speaking skor though by classroom debate and students taught without it. The implementesion of classroom debate in creased the students speaking score so there was a positive effect of classroom debate towards the students' speaking skill. Classroom debate is effective towards students' speaking skill.

Sabbah (2015) in her research was *The Effectiveness of Using Debates in Developing Speaking Skills among English Majors at University of Palestine*. The results of the pre and post speaking skills tests were statistically analyzed using Wilcoxon Test. The findings indicated that there are statistically significant differences between the pre and post tests 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.

Arum and Jumardin (2016) in their research was *Improving the students' speaking skill through debate technique*. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much student speaking skill improvement after being taught by using debate technique. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 64 and the second cycle students got 78,4. The result of the study is helpful information especially for the English teacher who is teaching at that class and all English teacher generally.

Desita (2017) in her research was *Improving students' speaking ability Through debate technique*. The purpose of conducting this research is to improve students' speaking ability in giving opinion and responding to another's opinion through debate. The percentage of students' activity in the classroom when debate, in the first cycle was 57%, in the second cycle was 67% and the third cycle was 76%. It indicated that debate technique had improved students' speaking ability in giving opinion and responding to another's opinion.

From several previous research there is similarities in research. The similarity of the three previous research with this research is the use of debate

method to improve students speaking ability . The difference is from the scope of the research and subject of the research . In this researcher will be different from previous research because it will used a new ways to increase student interest of debate.

B. Some Partinent Ideas

1. Speaking

a. The nature of speaking

Speaking is the verbal language used to communicate with others. Lado point out that speaking ability is described as the ability to express oneself in life situations, or the ability to express sequence in ideas fluently. Speaking consists of producing systematic verbal utterances to convey meaning (Utterances are simply things people say).

Speaking is the activity of giving speeches and talks" (Cobuild, 2006). Speaking is an activity used by someone to communicate with other. It takes place everywhere and it has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and though. He or she also shares information to other trough communication. Speaking is one of the skills that have to be mastered by students in learning English. We can master it if we always try to practice it.

It means that speaking is the ability of somebody to express or to give ideas using verbal communication to communicate with others

spontaneously. And it involves producing, receiving and processing information.

b. The characteristic of successful speaking

The characteristic of successful speaking activirt as stated by Penny (1996):

- 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.

c. The assessments 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 approachs.

The assessment of speaking is states as follows:

a) Pronunciations and intonation

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

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

b) Accuracy and fluency

In learning English as foreign languages learners often errors when they are speaking. In teaching speaking it is common to correct high gravity error immediately, low gravity errors can wait.

c) Grammar

Grammatical correctness is a main point where speech is connected. A core grammar for informal speaking would probably need to include the following items.

- 1) A command of present and past simple, and the to use the latter to sequence narratives.
- 2) Familiarity with use of the continues and perfect forms of verbs, both 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

Comprehensions 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 include students pronunciation and intimation, accuracy and fluency, grammar and students comprehensions.

2. Teaching

a. Definition of teaching

Teaching is a system involves components influence one another systematically. It means that some teaching components are about the purpose, lesson material, teaching method, tool, class management, and assessment. Oemar Hamalik (2001) states that the definition of teaching is on and on development and achievement. According to his definition, it is concluded that:

- a) Teaching is some activities of teacher to convey the knowledge toward the students.

- b) Teaching is interaction during teaching-learning process between the teacher and their students. Teaching involves of purpose of teaching, students in learning, teacher in teaching, teaching tolls, assessment and teaching situation.
- c) Teaching as a system involves the teacher profession, the development and achievement of students as developed organism, the purpose of teaching, curriculum, lesson plan, counseling, and society relationship.
- d) Teaching is the process of education. Teaching activity aims to achieve the purpose of education .
- b. Principles for Teaching Speaking
 - a) Be aware to the differences between second language and foreign language learning contexts.
 - b) Give students practice with both fluency and accurary.
 - c) Provide opportunities for students to talk by using group work of pair work, and limiting teacher talk.
 - d) Plan speaking tasks that involve negotiation for meaning.
 - e) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

3. The natural of debate

a. The definition of debate

Debate refers to the process of considering multiple view points and arriving at the judgment and its application ranges from an individual using

debate to make a decision on his or her own mind to an individual or group using debate to convince others to agree with them.

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

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

Nisbett in Pezhman Zare, (2014: 3) states, debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's idea. Richa Rubiati (2010: 15), debate was an activity in which students take up positions on issue and defend their position.

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

b. The Implementation of debate

To prepare students for debate, teacher to make sure that students have been given all the necessary and information in order to research and present their side of the issue. To prepare, students would have to become thoroughly familiar with each of character perspectives on the issue addressed. Here are the steps of debate:

- a) Competitions debating using format, the rule of the debate made to regulate students to speak one at a time and each side the same amount of time and opportunity to prove their point. With formats people are regulated speak one at a time each side given he same amount of time and opportunity to prove their point.
- b) Develop a very controversial question relating to the material
- c) Divide in two groups, one prepares the case in favor of oral testing, the other against (it does no matter, for moment, witch side you are really on, prepared the case for you group as convincingly as you can for the sake of the arguments)
- d) Create two four-groups within each group of debate
- e) Ask each sub-group to prepare and develop arguments based to the views represented by groups. At the end the discussion, each sub-group chooses a speaker.
- f) Prepare two to four (depending) on the number of exiting sub-groups) for speaker pros and cons with the same amount and other students sit behind the spokesperson.

- g) Start the debate by allowing any group that would start with the speaker for presenting their views. This process is called an opening argument.
- h) After listening to the opening of the arguments, stop the debate return to the sub group to prepare arguments to counteract the opening arguments of the opponents. Each sub-group is better to choose a new spokesperson.
- i) Continue to the debate. A speaker for the line of sight required to give counter arguments. When the debate took place, the other participants are encouraged to provide the records containing the proposal, argument, or rebuttal.
- j) At the end of the debate. No need to decide which groups win, draw a circle class. Discuss what students learned from experience debate ask students to identify the best arguments they think.

4. Types of Parliamentary Debate

Parliamentary debate (also referred to as "parli") is an academic debate event. Many university-level institutions in English-speaking nations sponsor parliamentary debate teams, but the format is currently spreading to the high school level as well. Despite the name, the Parliamentary style is not related to debates in governmental parliaments. There many kinds of Parliamentary Debate system used around the world, such as: British Parliamentary debate style, Asian Parliamentary debate style, Australian Parliamentary debate style, and many more.

5. The advantages of debate

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

- a) Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information.
- b) It cultivates the active engagement of students, placing the responsibility of comprehensions on the shoulders of the students.
- c) Students place a higher value on learning by participating than on learning by being lectured at and receiving information's passively.
- d) It is better to be development of students higher order thinking skills than traditional instructional strategies such as lecture.
- e) Allow students to look at both sides of an issue.
- f) Improve students' communication and expression skills in a public setting.
- g) Enhance techniques of searching information.

C. Conceptual Framework

The improving speaking can use many interesting techniques or methods such as debate method, with debate method students be able to share their opinions idea and arguments. It also can help them to speak English fluently and confidently beside that. Student can increase their critical thinking.

In this research the researcher hope that debate is effective to improve the student speaking ability. The theoretical framework of this research that will be served in the following diagram or figure:

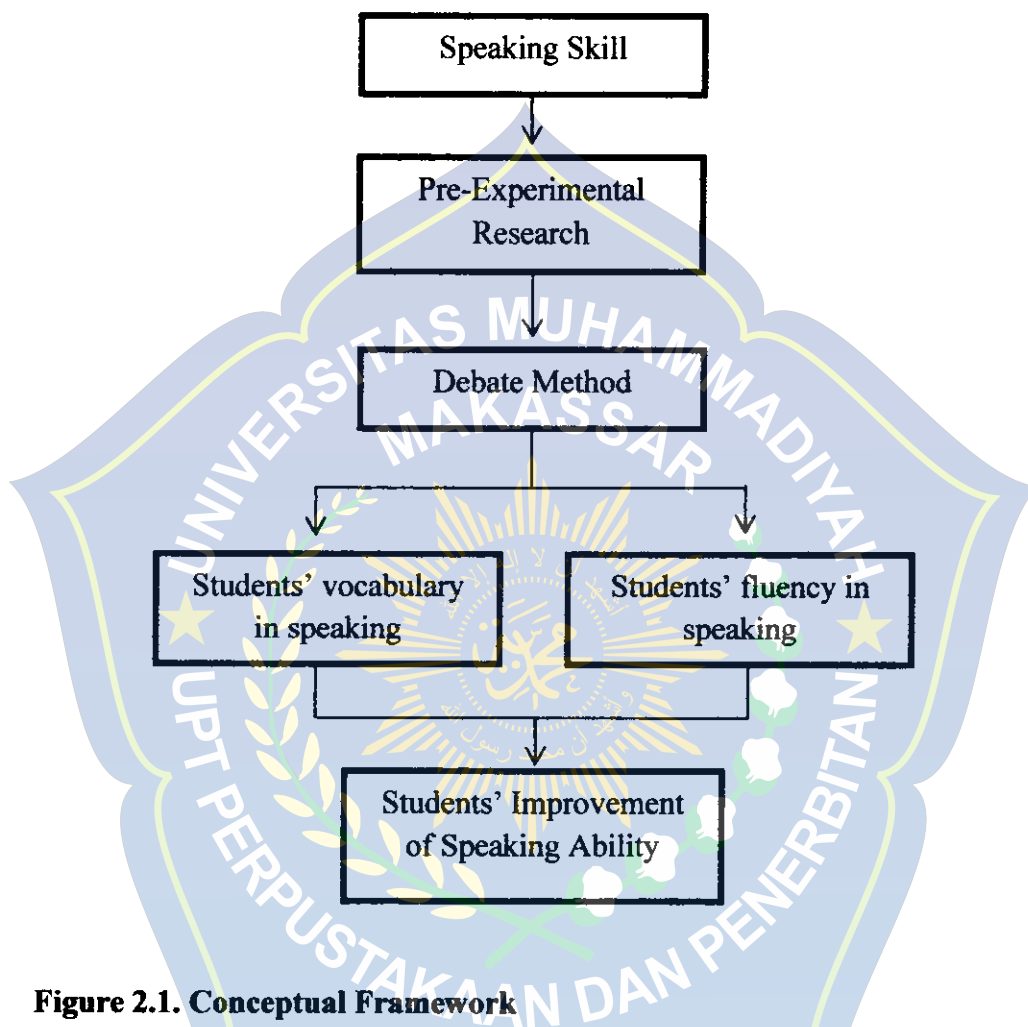


Figure 2.1. Conceptual Framework

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

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

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

D. Hypothesis

Based on explanations above, the researcher took hypothesis that the as of debate method able to improve student's speaking skill for the third grade students of SMA Negeri 1 Selayar.

H0 : The use of debate was not effective in improving student's speaking ability.

H1 : The use of debate was effective in effective in improving student's speaking ability.

CHAPTER III

RESEARCH METHOD

A. Researcher Design

This research used a pre-experimental method which entails pre-test, treatment, and post-test. The research design can be seen in the following:



Where : O1 = Pre-test

X = Treatment

O2= Post-test

(Gay,2006)

1. Pre-test

Before giving a treatment to the students, the researcher has given speaking test to know their prior level of the student. The form of speaking test was oral test and it was about 90 minutes in a classroom. The researcher has asked the students to deliver an opinion about the topic from the researcher . It was aim to know the students basic speaking skill.

2. Treatment

The research conducted the treatment for six meetings. The technique in teaching for every meeting will the same but has different motion. The students will be teach by using debate method. The procedure of the treatment as follows:

- a. The researcher give the material at the day related to lesson plan.
- b. The researcher divide the students into some groups. For the groups the researcher make a debate group consists of two students for each side namely: affirmative and opposition team.
- c. The researcher gave the students motion that was given to the students.
 - 1) First meeting: “This House Would Ban Homework for students”.
 - 2) Second meeting: “This House Believe That Using Mobile phone for students should be forbidden”.
 - 3) Third meeting : “This House Would corporal punishment in education”.
 - 4) Fourth meeting: “This House Believe That OSPEK culture bring more harm than good”.
 - 5) Fifth meeting : “ This House Would Ban school uniform”.
 - 6) The last meeting : “ This House Believe That students are not allowed to bring vehicles to school”.
- d. The researcher has given explanation about their job to judge the debate objectively.
- e. The time keeper will give both sides about three minutes to confir and prepare for their rebuttal.
- f. After that, the chairperson will begin the debate between the affirmative side and opposition side. The researcher give students 1-3 minutes to speak, both members must participate equally.

3. Post-test

After giving treatment, the researcher will give the students the speaking test. Whether there is achievement toward the student's speaking ability after taught by using debate method. The form of speaking test will be the same as the pre-test. The researcher will ask the students to deliver an argument about the topic that is given by the researcher asks the students to deliver an argument about the topic that is given by the researcher to obtain data, whether there is any progress or achievement of the students speaking skill through debate method or not.

B. Population and sample

1. Population

The population of this research was the third grade students of SMA Negeri 1 Selayar consist of 10 classes with 311 students .

2. Sample

The sample selected by using purposive sampling technique of 10 classes. The researcher took one class as the sample which was Class A.

C. Research variables and indicators

1. Variabels

- a. Independent variabel of this research was the use of debate method. It was use by the researcher when teaching the material of introduction to debate.
- b. Dependent variable was oral communication skill in achieving the students' vocabulary and fluency.

2. Indicators

The indicators of this research were focused vocabulary and fluency.

D. Instrument of the research

The instrument used in this research was an English speaking test to test students vocabulary and fluency in speaking English. The researcher should require candidates to demonstrate their ability to use language in ways which are characteristic of spoken interaction. Spoken interaction can be done by creating task for students into partners or groups that would encourage them to speak. Each speaker's turn is a reaction to the general interaction plan these can be made. The construct assessed is clearly related to spoken interaction. The researcher asked the speakers or students to give oral presentation individually with the motion given.

E. Procedure of data collection

In collecting data, the researcher used pre-test before treatment and last was post-test. The researcher collected the data by giving a test to the students. The test technique of the data collecting was a quantitative. In collecting the data, the researcher used the following procedures:

- a. The researcher gave pre-test to the students
- b. The researcher apply the treatment for six times by debate method.
- c. After giving treatment, the researcher g post-test to the students.
- d. The students' answer was recorded by recorder.
- e. The data was transcribed into write from.
- f. The researcher analyzes and scores the data by using the criteria.

g. Scoring and classifying the student's speaking skill based on the following criteria below:

a) Vocabulary

Table 3.1 Criteria Score of Vocabulary

Criteria	Score	Classification
Speak without too great an effort with a fairly range of expression. Searches for words occasionally but only one or two unnatural pauses	80-100	Very good
Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.	66-79	Good
Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occassionally fragmentary but success in covering the general meaning fair range of expression.	56-65	Fair
Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	40-55	Poor
Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression .	00-39	Very Poor

Longman (2005)

b) The score of speaking fluency

Table 3.2 Criteria score of fluency

Criteria	Score	Classification
Understands everything in normal conversation expect for very low colloquialor low frequency items, or exceptionally rapid or slurred speech.	80-100	Very good
Understands quite well normal speech directed to him/her, but requires occasional repetition and rephrasing.	66-79	Good
Understands careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing.	56-63	Fair
Understands only slow, very simple speech on the most basic topics. Requires contants repetition and rephrasing.	40-55	Poor
Understands too little for the simplest type of conversation.	00-39	Very Poor

Longman (2005)

c) Classifying the score of the students

Table 3.3 classifying the score of the students

No	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	-39

(Arikunto, 2015)

F. Technicue of data Analysis

The researcher analyzed the data from pre-test and post-test scored. To analyze the achievement, the researcher used the following formula.

1. Calculation the mean score of the students'pre-test and post-test by using the following formula:

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

Note :

\bar{x} = Mean score(symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students

(Gay, 2006)

2. Finding the improvement's percentage of student's speaking vocabulary and fluency after using debate method. The formula as follows:

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

Where:

P = The percentages of the students' improvement

X_1 = The mean score of pre-test

X_2 = The mean score of post-test

(Arikunto,2006)

3. To know the percentage of student's speaking in pre-test by using the following formula.

$$\% = \frac{F}{N} \times 100$$

Where:

$\%$ = The percentages of students speaking

F = The frequency of students

N = Total number of students

(Sudjana,2017)

4. To know the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

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

Note:

t = Test of significance

\bar{D} = Mean deviation

$(\sum D)^2$ = The square of the sum score for difference

$\sum D$ = The sum of total score for difference

(Gay,2006)

The formula explained about the significance difference between pre-test and post-test found by calculation the value of the t-test. The aim of the formula was to know the method effective or not in achieving the student's oral communication at the third grade students of SMA Negeri 1 Selayar.

5. Testing hypothesis

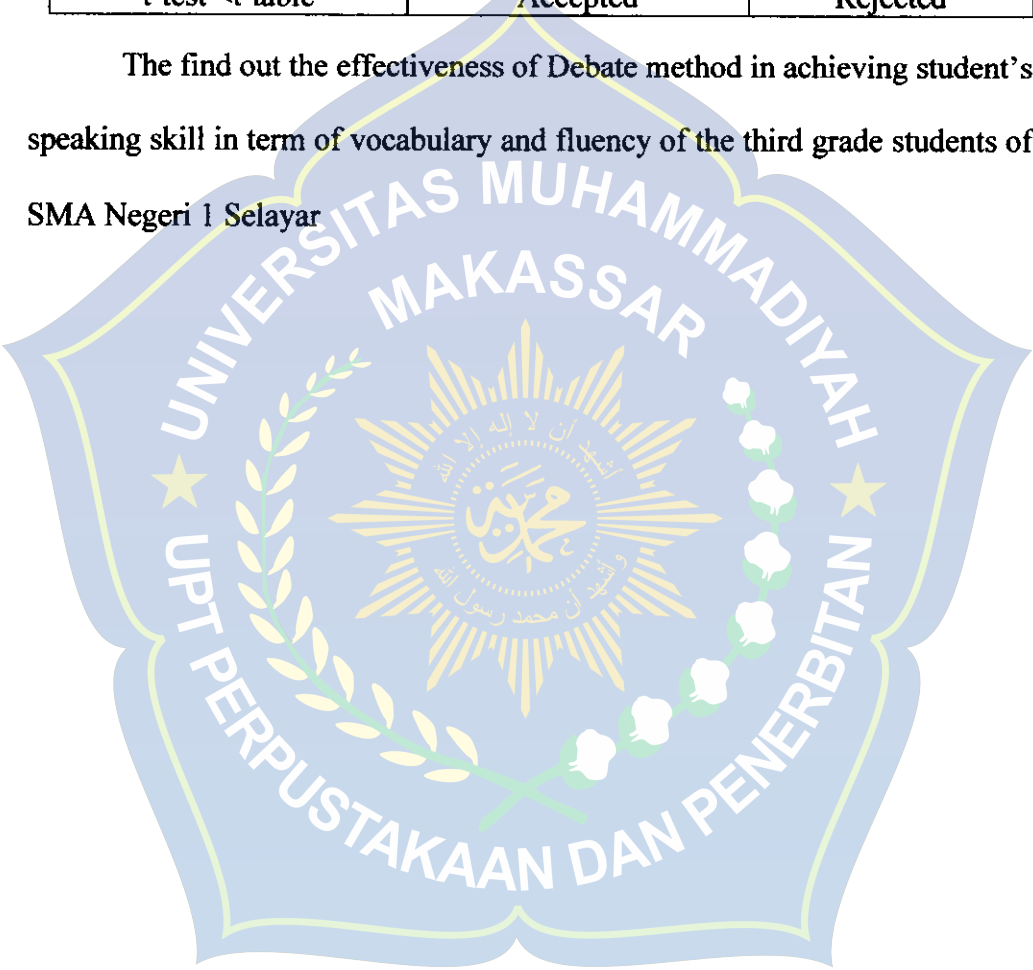
After got the student's significance scores (value of t was t) it was compared with the value of t-table. When it was found that the value of t-test was equal or greater than the value of t-table, it means that Null Hypotesis (Ho) was rejected and alternative hypothesis (H1) Was accepted because there was significiance difference between pre-test and post-test and after

taught speaking by using debate method. The criteria for the hypothesis testing as follows.

Table 3.4 The hypothesis testing

Testing	Hypothesis	
	H0	H1
t-test <t-table	Rejected	Accepted
t-test <t-table	Accepted	Rejected

The find out the effectiveness of Debate method in achieving student's speaking skill in term of vocabulary and fluency of the third grade students of SMA Negeri 1 Selayar



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The Result of Students Speaking Research.

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

1. The Rate Percentage of Pre-test Score in Term of Vocabulary and Fluency

Table 4.1 Pre-test of Vocabulary

No	Classification	Pre-test	
		F	%
1	Very good (80-100)	4	12,12%
2	Good (66-79)	29	87,88%
3	Fair (56-65)	0	0%
4	Poor (40-55)	0	0%
5	Very Poor (-39)	0	0%
Total		33	100%

Based on Table 4.1 The percentaged of the pre-test showed that, there are 4 students got very good out 33 students with (12,12%) of them got very good for speaking ability in term of vocabulary and 29 students (87,88%) got good.

So the result can be concluded that the students' in speaking in pre-test was generally good.

Table 4.2 : Pre-test of Fluency

No	Classification	Pre-test	
		F	%
1	Very good (80-100)	5	15,16%
2	Good (66-79)	28	84,84%
3	Fair (56-65)	0	0%
4	Poor (40-55)	0	0%
5	Very Poor (X<39)	0	0%
Total		33	100%

Based on table 4.2, The percentaged of the pre-test above showed that there were 5 students (15,16%) got poor very good and 28 students (84,84%) got good. So the result can be concluded that the students' speaking in pre-test was less categorized.

2. The Rate Percentage Post Test in Term of Vocabulary and fluency

Table 4.3 : Post - Test of Vocabulary

No	Classification	Post-test	
		F	%
1	Very good (80-100)	9	27,27%
2	Good (66-79)	24	72,73%
3	Fair (56-65)	0	0%
4	Poor (40-55)	0	0%
5	Very Poor (x<39)	0	0%
Total		33	100%

Based on Table 4.3, The percentaged of the post-test showed that there were 9 students (27,27%) got very good and 24 students (72,73%) got good. So the result can be concluded that the students'speaking ability in term vocabulary in post-test was good categorized.

Table 4.4 Post-test of Fluency

No	Classification	Post-test	
		F	%
1	Very good (80-100)	13	39,40%
2	Good (66-79)	20	60,60%
3	Fair (56-65)	0	0%
4	Poor (40-55)	0	0%
5	Very Poor (X<39)	0	0%
Total		33	100%

Based on table 4.4, The percentaged of the post test showed that there were 13 students (39,40%) got very good and 20 students (50%) got good So the result can be concluded that the students' fluency in speaking in post-test was good categorized.

3. Improvement of Students' Speaking Ability

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

Indicator	Pre-test	Post-test	Improvement %
Vocabulary	73,48	78,06	6,23

Graphic 4.1 The Mean Score of Students' Speaking Ability In Term Of Vocabulary.

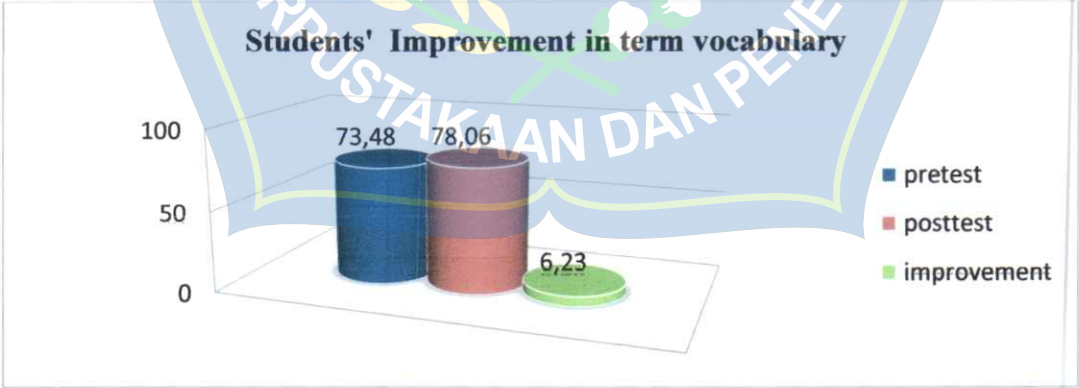


Table 4.4 and graphic 4.4 above shows the result of mean score in each test, where pre-test is 73,48 and post-test is 78,06. The differentiate of this mean score shows that there is improvement (6,23%) after using debate technique.

Table 4.6 The Mean Score of Students' Speaking Ability In Term of Fluency

Indicator	Pre-test	Post-test	Improvement %
Fluency	73,76	78,88	6,94

Graphic 4.2 The Mean Score of Students' Speaking Ability In Term of Fluency

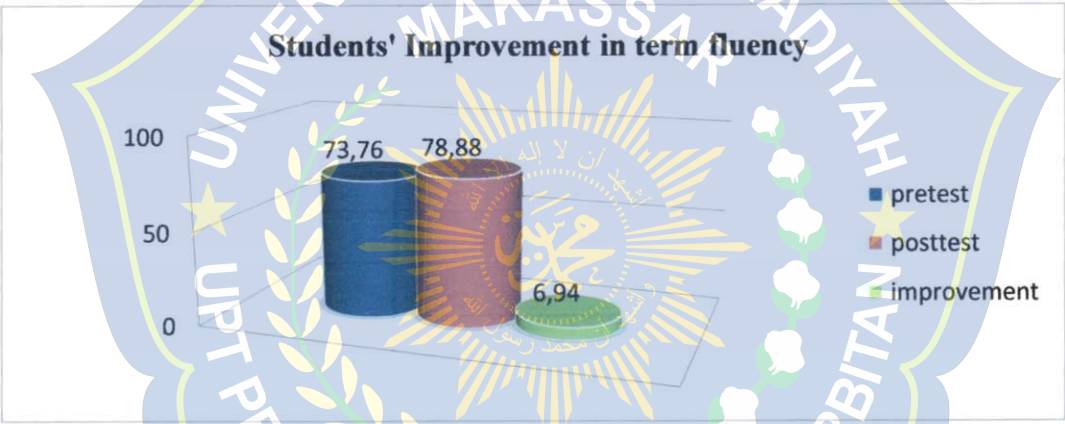


Table 4.6 and Graphic 4.2 above shows the result of mean score in each test, where pre-test is 73,76 and post-test is 78,88. The differentiate of this mean score shows that there is improvement (6,94%) after using debate technique.

Table 4.7 : Mean Score Pre-test and Post-test of Speaking Ability

Kind of Test	Mean Score
Pre – test	73,76
Post – test	78,88

The table above showed that the students mean score of pre-test was 73,76 while the students’ mean score in post-test was 78,88. It was analyzed that there was improvement of students’ speaking ability after applied debate technique in the classroom.

B. Hypothesis Testing

The result of t-test was higher than t-table’ value. The null hypothesis (H0) was rejected, and if the result of t-test was lower than t-table’ value, the hypothesis (Ha) was accepted. The result of statistical analysis of t-test at the level of significance 0,05 with degree of freedom (df) = n-1, where; n= number of students was 40. It could be seen as follows:

$df= n-1$

$df= 33-1= 32$

based on the level of significance and the degree of freedom (df)= 32= 0,05 above, the value of the t-table =2,036. The result of t-test for speaking focused on vocabulary and fluency.

Table 4.8 the test value of students’ speaking ability

Variable	Mean score of pre-test	Mean score of post-test	t-test	t-table	Comparison	Classification
X2-X1	73,62	78,47	4,23	2,036	t-test>t-table	Significantly Different

Table 4.6 showed that the value of t-test value for speaking focused in term vocabulary and fluency with the t-test value was 4,23>2,023. It indicated that result of the t-test value in all variable and indicator was higher than t-

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

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

C. Discussion

1. The use of debate technique in term vocabulary and fluency

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

Based on the findings result, the students' score percentaged in speaking before used debate technique showed that the students' ability in speaking at the third grade students of SMA Negeri 1 Selayar especially class of XII IPA 5.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in speaking because the most of students still difficult to speak English. The second meeting until last they tried to speak well and also they paid attention to explanation that given by the researcher to them at the end of each meeting. the researcher applied debate technique in English teaching and learning to motivated students to speak English. After gave treatment by debate technique, the students

speaking in term of vocabulary and fluency was improved. It was suitable with Richa Rubiati (2010: 43) in her research "Improving Students' Speaking Skill Through Debate Technique." She found that the debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Student have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Teaching speaking through debate can be enjoyable experience for both teacher and student.

The improvement was proved by the students' score percentaged in speaking before pre-test and post-test. In the post-test result, the percentaged of the post-test showed that there was significant improvement after the treatment. So the result can be concluded that the students' in pre test was good categorized. It was suitable with Uswatun Hasanah (2012: 92), in her research "The Implementation Of Debate Technique To Improve The Students' Speaking Skill," she found that debate technique is good technique in improving speaking skill in speaking class. It has benefit to improve students' speaking competence in class. The result of the research shew that the use of debate technique can improve students' motivation, interest and achievement.

There were some weakness of this research, the first was the researcher needed much time to applying this technique in order this research was run well, the second was involved many people (to do discuss), the third was not

at all of the students understood the explanation from their friend, the fourth was the researcher needed a good planning and ripely, and the last was this technique is not effective if any students be passived. And there were some strongest of debate technique was be expected to be useful or great information and positive contribution for both English teachers and the students. Firstly, for the researher, that this research could be referenced for other researcher. Secondly, for the students, that this technique could made the students be more actived to speak English and attracted to learn English.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

The increasing students' speaking ability used debate technique at the third grade of SMA Negeri 1 Selayar was significantly improved, where mean score of the pre-test was 73,62 before used debate technique, and after used debate technique, the mean score in post-test became 78,47. It indicated the mean score in post-test was higher than pre-test.

B. Suggestion

Based on the conclusion above, the researcher proposed some suggestions, that The teacher could made groups and used debate technique to motivated students to spoke their opinion and argument in the class. The teacher also should allocate certain time inside of the class to practice English. So, the students practiced their English during the English class.

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APPENDIX A

THE LIST NAME OF THE STUDENTS OF CLASS OF XII IPA 5 SMA NEGERI 1 SELAYAR

NO	SAMPLE	CODE
1	AHMAD YUSRIL YUDHISTIRA	AYY
2	AKBAR ABDI MUHAMMAD	AAM
3	ANDI ELSA ARMAN	AEA
4	ANDI ERWIN	AE
5	ANDI ISHAR.S	AIS
6	ANNISA RIZKA RAMADHANI	ARR
7	ASRUDDIN NUR	AN
8	DESY FITRIANI	DF
9	HILMAN HIDAYATULLAH HAD	HHH
10	IDZHAR IKHTIAR TAHIR	IIT
11	INDAH PUSPITA SARI	IPS
12	IRSYAD FAJAR AHSAN	IFA
13	LEADY LETISYA LESTARI	LLL
14	LIDIA JAMAL	LJ
15	M.ISWARI. A SALAM	MIAS
16	MUH. ARJUN KARIM	MAK
17	MUHAMMAD INDRAWAN	MI
18	MUH.NUR IKHLAS SYAHRIR	MNIS
19	MUH. RAFI,I RAHMAN	MRR
20	MUH, REZKI RAMADHAN	MRR
21	NADILA CINDY CAROLINA	NCC
22	NANDA THALITA BATARI	NTB
23	NUR SYAFIRA APRIANI	NSA
24	PUTRI JASMINE	PJ
25	RAHMAT RIHAN	RR
26	REZKI AGUNG PRATAMA	RAP
27	REZKI ARIANTI SALIM	RAS
28	REZKI ALMEYDA	RA
29	RIZKY BURTY ARYANTI	RBA
30	TRIA AFRILIA	TA
31	WITA YUNIASTI	WY
32	AMRULLAH PARAWANGSA	AP
33	NUR ADHAYANI AVIVA	NAA

APPENDIX B**ATTENDANCE LIST OF CLASS XII IPA 5
SMA NEGERI 1 SELAYAR**

NO	NAME	PERTEMUAN							
		1	2	3	4	5	6	7	8
1	AHMAD YUSRIL YUDHISTIRA	✓	✓	✓	✓	✓	✓	✓	✓
2	AKBAR ABDI MUHAMMAD	✓	✓	✓	✓	✓	✓	✓	✓
3	ANDI ELSA ARMAN	✓	✓	✓	✓	✓	✓	✓	✓
4	ANDI ERWIN	✓	✓	✓	✓	✓	✓	✓	✓
5	ANDI ISHAR.S	✓	✓	✓	✓	✓	✓	✓	✓
6	ANNISA RIZKA RAMADHANI	✓	✓	✓	✓	✓	✓	✓	✓
7	ASRUDDIN NUR	✓	✓	✓	✓	✓	✓	✓	✓
8	DESY FITRIANI	✓	✓	✓	✓	✓	✓	✓	✓
9	HILMAN HIDAYATULLAH HAD	✓	✓	✓	✓	✓	✓	✓	✓
10	IDZHAR IKHTIAR TAHIR	✓	✓	✓	✓	✓	✓	✓	✓
11	INDAH PUSPITA SARI	✓	✓	✓	✓	✓	✓	✓	✓
12	IRSYAD FAJAR AHSAN	✓	✓	✓	✓	✓	✓	✓	✓
13	LEADY LETISYA LESTARI	✓	✓	✓	✓	✓	✓	✓	✓
14	LIDIA JAMAL	✓	✓	✓	✓	✓	✓	✓	✓
15	M.ISWARI A SALAM	✓	✓	✓	✓	✓	✓	✓	✓
16	MUH. ARJUN KARIM	✓	✓	✓	✓	✓	✓	✓	✓
17	MUHAMMAD INDRAWAN	✓	✓	✓	✓	✓	✓	✓	✓
18	MUH.NUR IKHLAS SYAHRIR	✓	✓	✓	✓	✓	✓	✓	✓
19	MUH. RAFI.I RAHMAN	✓	✓	✓	✓	✓	✓	✓	✓
20	MUH, REZKI RAMADHAN	✓	✓	✓	✓	✓	✓	✓	✓
21	NADILA CINDY CAROLINA	✓	✓	✓	✓	✓	✓	✓	✓
22	NANDA THALITA BATARI	✓	✓	i	✓	i	✓	✓	✓
23	NUR SYAFIRA APRIANI	✓	✓	✓	✓	✓	✓	✓	✓
24	PUTRI JASMINE	✓	✓	✓	✓	✓	✓	✓	✓
25	RAHMAT RIHAN	✓	✓	✓	✓	✓	✓	✓	✓
26	REZKI AGUNG PRATAMA	✓	✓	✓	✓	✓	✓	✓	✓
27	REZKI ARIANTI SALIM	✓	✓	✓	✓	✓	✓	✓	✓
28	REZKI ALMEYDA	✓	✓	✓	✓	✓	✓	✓	✓
29	RIZKY BURTY ARYANTI	✓	✓	✓	✓	✓	✓	✓	✓
30	TRIA AFRILIA	✓	✓	✓	✓	✓	✓	✓	✓
31	WITA YUNIASTI	✓	✓	✓	✓	✓	✓	✓	✓
32	AMRULLAH PARAWANGSA	✓	✓	✓	✓	✓	✓	✓	✓
33	NUR ADHAYANI AVIVA	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX C

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

Students	Indicator			
	Pre-test		Post-test	
	Vocabulary	classification	Vocabulary	classification
YYY	75	Good	85	Very good
ABM	71	Good	75	Good
AEA	73	Good	78	Good
AE	70	Good	75	Good
AIS	70	Good	80	Very good
ARR	73	Good	77	Good
AN	70	Good	75	Good
DF	75	Good	77	Good
HHH	75	Good	76	Good
IIT	75	Good	80	Very good
IPS	70	Good	79	Good
IFA	75	Good	77	Good
LAL	75	Good	78	Good
LJ	80	Very good	90	Very good
MIA	75	Good	76	Good
MAK	70	Good	75	Good
MI	70	Good	76	Good
MNIS	70	Good	75	Good
MRR	70	Good	75	Good
MRRAA	75	Good	77	Good
NCQ	75	Good	77	Good
NTB	73	Good	75	Good
NSA	80	Very good	85	Very good

PJFFL	75	Good	77	Good
RR	80	Very good	85	Very good
RAP	70	Good	75	Good
RAS	80	Very good	85	Very good
RA	70	Good	75	Good
RBA	75	Good	77	Good
PJFFL	75	Good	80	Very good
WY	70	Good	75	Very good
AP	70	Good	75	Good
NAA	75	Good	79	Good

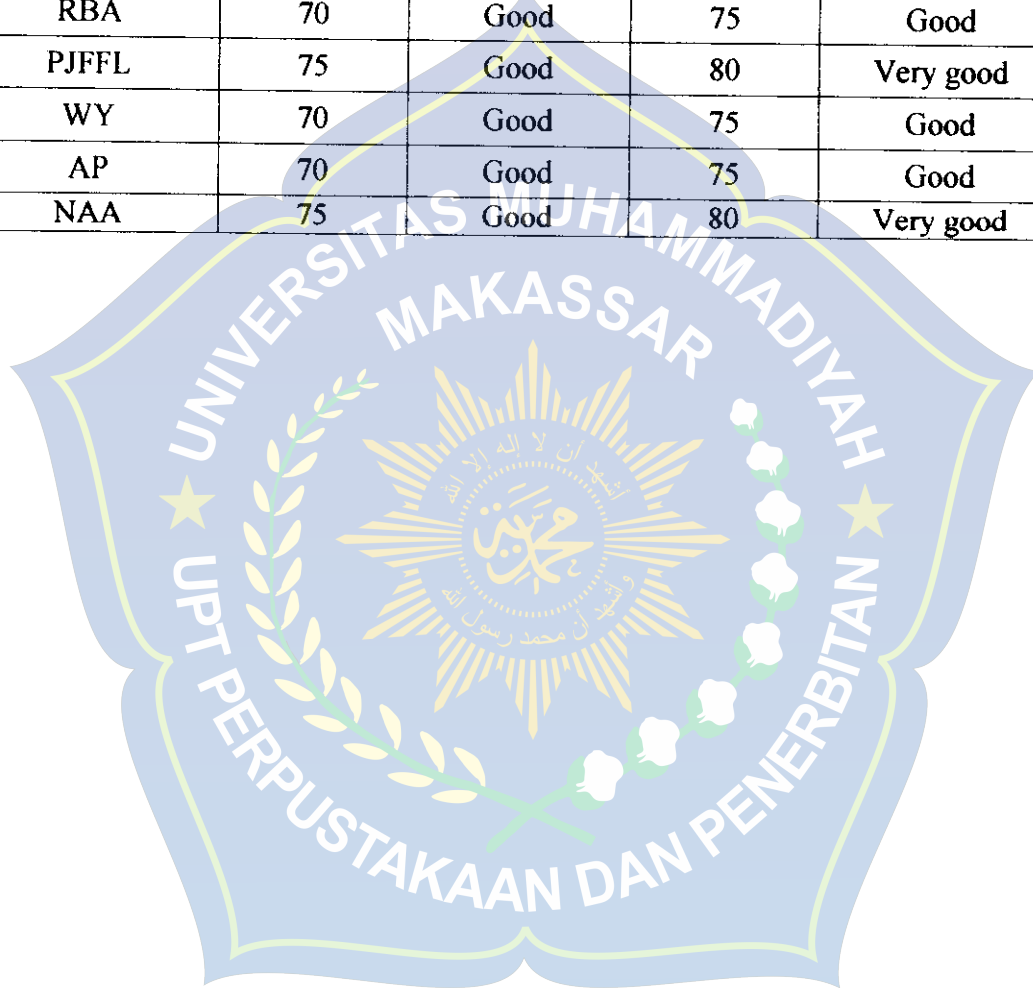


APPENDIX D

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

Students	Indicator			
	Pre-test		Post-test	
	Vocabulary	classification	Vocabulary	classification
YYY	75	Good	85	Very good
ABM	75	Good	77	Good
AEA	70	Good	78	Good
AE	70	Good	75	Good
AIS	70	Good	80	Very good
ARR	70	Good	77	Good
AN	70	Good	75	Good
DF	75	Good	78	Good
HHH	72	Good	75	Good
IIT	75	Good	80	Very good
IPS	70	Good	80	Very good
IFA	75	Good	80	Very good
LAL	75	Good	78	Good
LJ	80	Very good	90	Very good
MIA	75	Good	77	Good
MAK	70	Good	75	Good
MI	75	Good	77	Good
MNIS	70	Good	74	Good
MRR	75	Good	77	Good
MRRAA	75	Good	78	Good
NCQ	75	Good	77	Good

NTB	72	Good	77	Good
NSA	80	Very good	85	Very good
PJFFL	80	Very good	85	Very good
RR	85	Very good	86	Very good
RAP	70	Good	77	Good
RAS	80	Very good	85	Very good
RA	70	Good	80	Very good
RBA	70	Good	75	Good
PJFFL	75	Good	80	Very good
WY	70	Good	75	Good
AP	70	Good	75	Good
NAA	75	Good	80	Very good

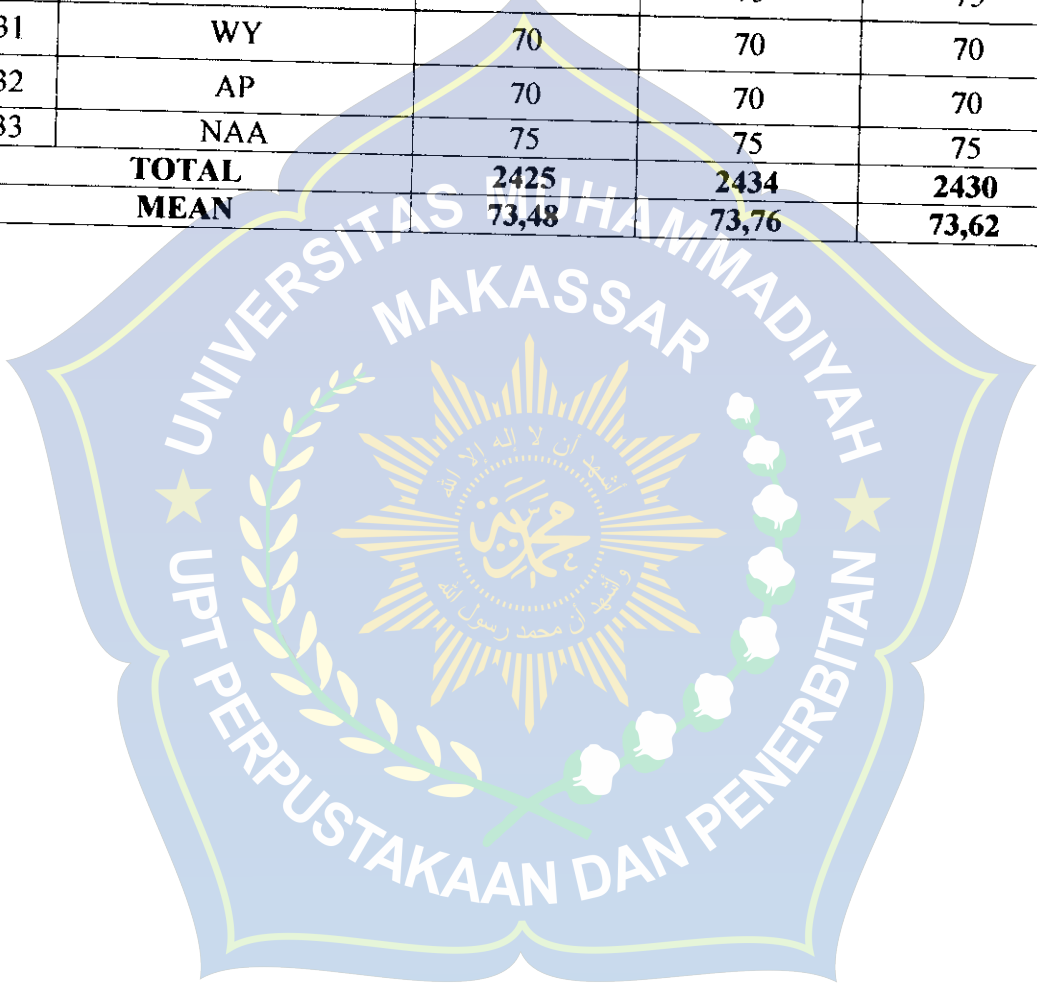


APPENDIX E

THE SCORE OF PRE-TEST IN SPEAKING ABILITY

No	Name	Vocabulary	Fluency	Score
1	AYY	75	75	75
2	ABM	71	75	73
3	AEA	73	70	72
4	AE	70	70	70
5	AIS	70	70	70
6	ARR	73	70	72
7	AN	70	70	70
8	DF	75	75	75
9	HHH	75	72	74
10	IIT	75	75	75
11	IPS	70	70	70
12	IFA	75	75	75
13	LAL	75	75	75
14	LJ	80	80	80
15	MIA	75	75	75
16	MAK	70	70	70
17	MI	70	75	73
18	MNIS	70	70	70
19	MRR	70	75	73
20	MRRAA	75	75	75
21	NCQ	75	75	75
22	NTB	73	72	73
23	NSA	80	80	80

24	PJFFL	75	80	78
25	RR	80	85	83
26	RAP	70	70	70
27	RAS	80	80	80
28	RA	70	70	70
29	RBA	75	70	73
30	PJFFL	75	75	75
31	WY	70	70	70
32	AP	70	70	70
33	NAA	75	75	75
TOTAL		2425	2434	2430
MEAN		73,48	73,76	73,62



APPENDIX F

THE SCORE OF POST-TEST IN SPEAKING ABILITY

No	Name	Vocabulary	Fluency	Score
1	AYY	85	85	85
2	AAM	75	77	76
3	AEA	78	78	78
4	AE	75	75	75
5	AIS	80	80	80
6	ARR	77	77	77
7	AN	75	75	75
8	DF	77	78	78
9	HHH	76	75	76
10	IIT	80	80	80
11	IPS	79	80	80
12	IFA	77	80	79
13	LAL	78	78	78
14	LJ	90	90	90
15	MIAS	76	77	77
16	MAK	75	75	75
17	MI	76	77	77
18	MNIS	75	74	75
19	MRR	75	77	76
20	MRRAA	77	78	78
21	NCQ	77	77	77
22	NTB	75	77	76
23	NSA	85	85	85
24	PJFFL	77	85	81
25	RR	85	86	86
26	RAP	75	77	76

27	RAS	85	85	85
28	RA	75	80	78
29	BAR	77	75	76
30	TA	80	80	80
31	WY	75	75	75
32	AP	75	75	75
33	NAA	79	80	80
TOTAL		2576	2603	2590
MEAN		78,06	78,88	78,47



APPENDIX G

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

No	Nama	Speaking ability			
		Pre-test	Post-test	D	D2
1	AYY	75	85	10	100
2	ABM	73	76	3	9
3	AEA	72	78	7	49
4	AE	70	75	5	25
5	AIS	70	80	10	100
6	ARR	72	77	6	36
7	AN	70	75	5	25
8	DF	75	78	3	9
9	HHH	74	76	2	4
10	IIT	75	80	5	25
11	IPS	70	80	10	100
12	IFA	75	79	4	16
13	LAL	75	78	3	9
14	LJ	80	90	10	100
15	MIA	75	77	2	4
16	MAK	70	75	5	25
17	MI	73	77	4	16
18	MNIS	70	75	5	25
19	MRR	73	76	4	16
20	MRRAA	75	78	3	9
21	NCQ	75	77	2	4
22	NTB	73	76	4	16
23	NSA	80	85	5	25
24	PJFFL	78	81	3	9
25	RR	83	86	3	9
26	RAP	70	76	6	36

27	RAS	80	85	5	25
28	RA	70	78	8	64
29	RBA	73	76	4	16
30	PJFFL	75	80	5	25
31	WY	70	75	5	25
32	AP	70	75	5	25
33	NAA	75	80	5	25
Total		2430	2590	160	1006
Mean		73,62	78,47	4,83	30,48



APPENDIX H

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

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

$$\bar{X} = \frac{2425}{33}$$

$$= 73,48$$

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

$$\bar{X} = \frac{2576}{33}$$

$$= 78,06$$

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

$$\bar{X} = \frac{2434}{33}$$

$$= 73,76$$

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

$$\bar{X} = \frac{2603}{33}$$

$$= 78,88$$

APPENDIX I

THE IMPROVEMENT OF STUDENTS IN SPEAKING ABILITY

1. Improvement students in speaking ability (vocabulary)

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

$$P = \frac{2576 - 2425}{2425} \times 100$$

$$P = \frac{151}{2425} \times 100$$

$$P = 6.23$$

The students' improvement = 6.23%

2. Improvement students in speaking ability (fluency)

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

$$P = \frac{2603 - 2434}{2434} \times 100$$

$$P = \frac{169}{2434} \times 100$$

$$P = 6.94$$

The students' improvement = 6.94%

APPENDIX J

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of speaking ability

Note : $\sum D = 4,83$
 $(\sum D)^2 = 30,48$
 $N = 33$

$$\bar{D} = \frac{(\sum D)^2}{N} = \frac{(4,83)^2}{33} = \frac{23,33}{33}$$

$$\bar{D} = 0,71$$

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

$$t = \frac{0,71}{\sqrt{\frac{30,48 - \frac{(4,83)^2}{33}}{33(33-1)}}$$

$$t = \frac{0,71}{\sqrt{\frac{30,48 - \frac{(23,32)}{33}}{33(32)}}$$

$$t = \frac{0,71}{\sqrt{\frac{30,48 - 0,71}{1.056}}}$$

$$t = \frac{0,71}{\sqrt{\frac{29,77}{1.056}}}$$

$$t = \frac{0,71}{\sqrt{0,028}}$$

$$t = \frac{0,71}{0,168} =$$

$$t = 4,23$$



APPENDIX K

LEVEL OF SIGNIFICANCE

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787

26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
31	0.682	1.309	1.696	2.040	2.453	2.744
32	0.682	1.308	1.693	2.036	2.448	2.738
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Pertama

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

A. Indikator

a. Kognitif

(i) Kognitif Proses

- Mengidentifikasi makna kata
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- Sosial : bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa membaca dialog “Asking and Giving Opinion” secara berpasangan.
- Siswa mempraktekkan dialog “Asking and Giving Opinion” secara berpasangan di depan kelas.
- Siswa mengidentifikasi materi “Asking and Giving Opinion”

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- sosial : bertanya, memberikan ide dan pendapat.

c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

C. Materi Pembelajaran

Asking for Opinion

- ❖ What do you think of ...?
- ❖ What are your views?
- ❖ What is your opinion?
- ❖ Is it right what I've done?
- ❖ What about ...?
- ❖ How about ...?

Giving Opinion

- ❖ I'm convinced that
- ❖ I reckon
- ❖ I consider that
- ❖ According to the expert, I
- ❖ In my opinion,
- ❖ I think

D. Metode Pembelajaran

- Cerama dan Role-playing
- Debat

E. Langkah-langkah Kegiatan

Kegiatan Awal

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.

- Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan tanya jawab mengenai hal-hal dan kejadian yang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- menjelaskan tentang materi asking and giving opinion.
- Guru memperlihatkan sebuah gambar kepada siswa, kemudian membuat pertanyaan pancingan tentang apa yang mereka ketahui tentang materi yang akan dipelajari.
- Siswa diberikan contoh dialog tentang asking and giving opinion
- Siswa mengidentifikasi asking and giving opinion yang ada dalam dialog.
- Siswa mempraktekkan dalam memberi pendapat tentang "This House Would Ban Homework for students".

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

F. Sumber Belajar

Internet.

G. Penilaian :

- Format/instrumen
- performance

Scoring and classifying the student's speaking skill based on the following criteria below:

a) Vocabulary

Criteria	Score	Classification
Speak without too great an effort with a fairly range of expression. Searches for words occasionally but only one or two unnatural pauses	80-100	Very good
Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.	66-79	Good
Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occassionally fragmentary but success in covering the general meaning fair range of expression.	56-65	Fair
Has to make an effort for much of the time. Often has to search for the desired meaning.	40-55	Poor

Rather halting delivery and fragmentary. Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression .	00-39	Very Poor
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b) The score of speaking fluency

Criteria	Score	Classification
Understands everything in normal conversation expect for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.	80-100	Very good
Understands quite well normal speech directed to him/her, but requires occasional repetition and rephrasing.	66-79	Good
Understands careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing.	56-63	Fair
Understands only slow, very simple speech on the most basic topics. Requires constant repetition and rephrasing.	40-55	Poor
Understands too little for the simplest type of conversation.	00-39	Very Poor

Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Kedua

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

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(i) Kognitif Proses

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- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- Sosial : bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

d. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa dapat menyampaikan pendapat dengan topik “This House Believe That Using Mobile phone for students should be forbidden” di depan kelas.

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

d. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- sosial : bertanya, memberikan ide dan pendapat.

e. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

C. Materi Pembelajaran

Asking for Opinion

- ❖ What do you think of ...?
- ❖ What are your views?
- ❖ What is your opinion?
- ❖ Is it right what I've done?
- ❖ What about ...?
- ❖ How about ...?

Giving Opinion

- ❖ I'm convinced that
- ❖ I reckon
- ❖ I consider that
- ❖ According to the expert, I
- ❖ In my opinion,
- ❖ I think

D. Metode Pembelajaran

- Role-playing
- Debat

C. Langkah-langkah Kegiatan

Kegiatan Awal

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.
- Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan tanya jawab mengenai hal-hal dan kejadian yang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- menjelaskan tentang materi asking and giving opinion.
- Guru memberikan topik “This House Believe That Using Mobile phone for students should be forbidden””.
- Siswa menyampaikan pendapat yang berkaitan topik yang diberikan oleh guru.

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

D. Sumber Belajar

Internet.

E. Penilaian :

- Format/instrumen
- performance

Scoring and classifying the student's speaking skill based on the following criteria below:

a) Vocabulary

Criteria	Score	Classification
Speak without too great an effort with a fairly range of expression. Searches for words occasionally but only one or two unnatural pauses	80-100	Very good
Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.	66-79	Good
Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occassionally fragmentary but success in covering the general meaning fair range of expression.	56-65	Fair
Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	40-55	Poor

Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression .	00-39	Very Poor
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b) The score of speaking fluency

Criteria	Score	Classification
Understands everything in normal conversation expect for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.	80-100	Very good
Understands quite well normal speech directed to him/her, but requires occasional repetition and rephrasing.	66-79	Good
Understands careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing.	56-63	Fair
Understands only slow, very simple speech on the most basic topics. Requires constant repetition and rephrasing.	40-55	Poor
Understands too little for the simplest type of conversation.	00-39	Very Poor

Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Ketiga

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

A. Indikator

a. Kognitif

(i) Kognitif Proses

- Mengidentifikasi makna kata
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- Sosial : bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

e. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa dapat menyampaikan pendapat dengan topik “This House Would corporal punishment in education” di depan kelas.

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- sosial : bertanya, memberikan ide dan pendapat.

c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

C. Materi Pembelajaran

Asking for Opinion

- ❖ What do you think of ...?
- ❖ What are your views?
- ❖ What is your opinion?
- ❖ Is it right what I've done?
- ❖ What about ...?
- ❖ How about ...?

Giving Opinion

- ❖ I'm convinced that
- ❖ I reckon
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- ❖ According to the expert, I
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D. Metode Pembelajaran

- Role-playing
- Debat

E. Langkah-langkah Kegiatan

Kegiatan Awal

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.
- Guru memberi gambaran tentang pelajaran yang akan berlangsung.

- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan tanya jawab mengenai hal-hal dan kejadian yang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- menjelaskan tentang materi asking and giving opinion.
- Guru memberikan topik "This House Would corporal punishment in education" ..
- Siswa menyampaikan pendapat yang berkaitan topik yang diberikan oleh guru.

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

F. Sumber Belajar

Internet.

G. Penilaian :

- Format/instrumen
- performance

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a) Vocabulary

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Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression .	00-39	Very Poor

b) The score of speaking fluency

Criteria	Score	Classification
Understands everything in normal conversation expect for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.	80-100	Very good
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Scoring the students correct answer of pre-test and post-test by using this formula:

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Keempat

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

A. Indikator

a. Kognitif

(i) Kognitif Proses

- Mengidentifikasi makna kata
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- Sosial : bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa dapat menyampaikan pendapat dengan topik “This House Believe That OSPEK culture bring more harm than good” di depan kelas.

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
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c. Psikomotorik

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C. Materi Pembelajaran

Asking for Opinion

- ❖ What do you think of ...?
- ❖ What are your views?
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- ❖ Is it right what I've done?
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- ❖ How about ...?

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- ❖ I'm convinced that
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D. Metode Pembelajaran

- Role-playing
- Debat

E. Langkah-langkah Kegiatan

Kegiatan Awal

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.

- Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan tanya jawab mengenai hal-hal dan kejadian yang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- menjelaskan tentang materi asking and giving opinion.
- Guru memberikan topik “This House Believe That OSPEK culture bring more harm than good”.
- Siswa menyampaikan pendapat yang berkaitan topik yang diberikan oleh guru.

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

F. Sumber Belajar

Internet.

G. Penilaian :

- Format/instrumen
- performance

Scoring and classifying the student's speaking skill based on the following criteria below:

a) Vocabulary

Criteria	Score	Classification
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b) The score of speaking fluency

Criteria	Score	Classification
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Scoring the students correct answer of pre-test and post-test by using this formula:

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Kelima

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

A. Indikator

a. Kognitif

(i) Kognitif Proses

- Mengidentifikasi makna kata
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
- Sosial : bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa dapat menyampaikan pendapat dengan topik “This House Would Ban school uniform” di depan kelas.

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

b. Afektif

- Karakter : jujur, kreatif, bertanggung jawab
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C. Materi Pembelajaran

Asking for Opinion

- ❖ What do you think of ...?
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D. Metode Pembelajaran

- Role-playing
- Debat

E. Langkah-langkah Kegiatan

Kegiatan Awal

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
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- Guru memberi gambaran tentang pelajaran yang akan berlangsung.

- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan tanya jawab mengenai hal-hal dan kejadian yang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- menjelaskan tentang materi asking and giving opinion.
- Guru memberikan topik "This House Would Ban school uniform".
- Siswa menyampaikan pendapat yang berkaitan topik yang diberikan oleh guru.

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

F. Sumber Belajar

Internet.

G. Penilaian :

- Format/instrumen
- performance

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a) Vocabulary

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Selayar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ 1
Alokasi Waktu : 2 x 45 menit
Pertemuan : Keenam

Standar Kompetensi : Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

A. Indikator

a. Kognitif

(i) Kognitif Proses

- Mengidentifikasi makna kata
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- Karakter : jujur, kreatif, bertanggung jawab
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c. Psikomotorik

- Siswa membuat dan mempraktekkan dalam memberi pendapat.

B. Tujuan Pembelajaran

Setelah selesai pembelajaran siswa diharapkan mampu :

a. Kognitif

(i) Kognitif Proses

- Siswa dapat menyampaikan pendapat dengan topik “This House Believe That students are not allowed to bring vehicles to school” di depan kelas.

(ii) Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami dan mengucapkan pendapat dan responnya secara tepat.

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CURRICULUM VITAE



Urfa Adhayanti is the first child of couple Uryati Ningsih And Taufik. She was born on april 27th 1996 in Benteng Selayar. She has two brothers, Fahri Dhya Ulhaq and Ahmad Yudistira. She has two sisters, Latifa Azzahra and Afifah Achaziah . She finished her study at MIS Aisyah in

2008, Junior high school At SMPN 1 selayar in 2011 and senior high school at SMAN 1 selayar in 2014. Then, she continued her study and was registered as a student of Muhammadiyah university of makassar at English education department 2014. At the end of the study, she could finished her thesis with title **"THE EFFECTIVENESS OF USING DEBATE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE THIRD GRADE STUDENS OF SMA NEGERI 1 SELAYAR (a pre experimental research)".**