

**THE EFFECTIVENESS OF DEBATE METHOD IN  
ACHIEVING STUDENTS' SPEAKING SKILL  
(ORAL COMMUNICATION) OF THE TWELFTH GRADE AT  
SMA NEGERI 2 PINRANG  
(A Pre-Experimental Research)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
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Sarjana Pendidikan*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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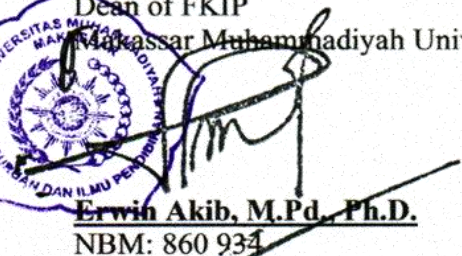
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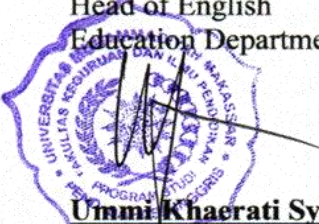
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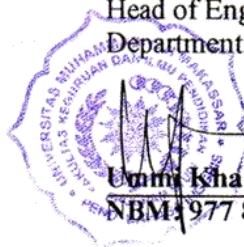
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## **MOTTO**

*“Seek the knowledge from the cradle to the grave”*

*(Muhammad SAW)*

*“No giving up in achieving our dream and destination”*

*I dedicate to my beloved parents*

*Who always keep me in pray*



## ABSTRACT

**Sucitra, 2017.** *The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication) of the Twelfth Grade at SMA Negeri 2 Pinrang (A Pre-Experimental Research)*, under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by H. Bahrun Amin and Farisha Andi Baso.

This research aimed to find out the achievement of the students' accuracy dealing with pronunciation, vocabulary and the students' comprehension. To find out the achievement, the researcher used pre-experimental design with one group pre-test and post-test design. The population of this research was the Twelfth Grade students' at SMA Negeri 2 Pinrang, academic year 2017/2018 which consisted of 298 students. The sample was class XII IPA 4 taken by purposive sampling technique which consisted of 30 students.

It employed eight meetings (one meeting for pre-test, six meetings for treatment, and one meeting for post-test). It employed speaking test as instrument in form of oral test. The research findings indicated that the application of Debate Method was effective in achieving the students' speaking skill in term of accuracy and comprehension. It was proved by the value of the t-test in pronunciation 18.01, which was higher than the value of t-table (1.699), the value of the t-test in vocabulary 17.46, which was higher than the value of t-table (1.699), and the value of the t-test in comprehension 12.33, which was higher than the value of t-table (1.699).

This indicated that ( $H_1$ ) was accepted, and ( $H_0$ ) was rejected. It means that there was a significant difference of the students' speaking skill before and after using Debate Method.

**Keywords:** *Debate Method, Accuracy, Comprehension, Pre-Experimental, Achievement.*

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*In the name of Allah, the most gracious and most merciful*

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Many problems and difficulties had been encountered in finishing this thesis. Researcher do realize that in conducting the research and writing this report, researcher got invaluable contribution and assistance from a great number of people. Therefore, researcher would like to express my deep appreciation and sincere thanks to all of them particularly:

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Researcher

**Sucitra**

## LIST OF CONTENTS

	Page
TITLE PAGE .....	i
LEMBAR PENGESAHAN .....	ii
APPROVAL SHEET .....	iii
COUNSELLING SHEET .....	ii
SURAT PERNYATAAN.....	v
SURAT PERJANJIAN .....	vi
MOTTO .....	vii
ABSTRACT.....	viii
ACKNOWLEDGMENT.....	ix
LIST OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF GRAPHICS .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	3
C. The Objective of the Research .....	4
D. The Significance of the Research.....	4
E. The Scope of the Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Research Finding.....	6
B. Some Concepts of Oral Communication (Speaking) .....	8
1. Definition of Communication .....	8
2. Typical Communication Model .....	9

3. Oral Communication in Speaking Ability.....	11
4. The Concept of Speaking.....	14
5. Speaking Skill (Oral Communication) Related to the Curriculum of Senior High School.....	21
C. The Concept of Debate.....	25
1. Definition of Debate.....	25
2. Debate Method.....	27
3. Component of Classroom Debate.....	31
4. The Understanding of Classroom Debate.....	36
D. Conceptual Framework.....	37
E. Research Hypothesis.....	38
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design.....	39
B. Population and Sample.....	41
C. Research Variables and Indicators.....	42
D. Research Instrument.....	42
E. Procedure of Collecting Data.....	43
F. Technique of Data Analysis.....	46
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Findings.....	50
B. Discussion.....	61
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions.....	69
B. Suggestions.....	69
BIBLIOGRAPHY.....	71
APPENDICES	



## LIST OF TABLES

Table 3.1 Criteria score of pronunciation .....	44
Table 3.2 Criteria score of vocabulary .....	44
Table 3.3 Criteria score of comprehension .....	45
Table 3.4 Classifying the score of the students.....	46
Table 3.5 Criteria for the hypothesis testing .....	48
Table 4.1 The student' mean score of pronunciation, vocabulary, and comprehension in pre-test and post-test .....	51
Table 4.2 Total mean score between pre-test and post-test in term of pronunciation, vocabulary, and comprehension .....	55
Table 4.3 The rate percentage of pronunciation pre-test and post-test score.	57
Table 4.4 The rate percentage of vocabulary pre-test and post-test score .....	58
Table 4.5 The rate percentage of comprehension pre-test and post-test score.	59
Table 4.6 Distribution the value of t-test and t-table .....	61

## **LIST OF GRAPHICS**

Chart 4.1 Mean score of pre-test, post-test, and improvement of pronunciation .....	52
Chart 4.2 Mean score of pre-test, post-test, and improvement of vocabulary .....	53
Chart 4.3 Mean score of pre-test, post-test, and improvement of comprehension .....	54
Chart 4.4 The average of total mean score improved from pre-test to post-test .....	56

## LIST OF FIGURES

Figure 2.1 The Physical Layout of Classroom Debate Asian Parliamentary Format .....	32
Figure 2.2 Conceptual Framework.....	37

## LIST OF APPENDICES

Appendix A: Instrument of pre-test and post-test .....	1
Appendix B: Lesson plan .....	2
Appendix C: Teaching material .....	17
Appendix D: The result of students' score in pre-test and post-test .....	24
Appendix E: The calculation of the students' score on pre-test & post-test...	27
Appendix F: Calculating the students' presentation in pre-test & post-test....	30
Appendix G: Distribution of t-table .....	37
Appendix H: Transcription of speaking test .....	38
Appendix I: Attendance list .....	52
Appendix J: Documentation .....	53
Appendix K: Persuratan .....	57
Appendix L: Curriculum vitae .....	62

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English has been introduced to Indonesian students since elementary level. In each degree of level, the goal of studying English is different. But, in accordance Permendiknas No. 22/2006 (BSNP), who states that English is a tool for communicating both in written or oral, we may conclude the main goal of study English in school is as a preparation of communicating with other people, in any context, when English is required. As students, English learning is very important for them, because to mastery English means that students can use English orally and in written form. In learning English, there are two important things: language in skill and language component. Language in skills consist of reading, writing, speaking and listening skill, and language components consist of grammar, vocabularies, phonology, etc.

In High School level, students are specifically prepared for acquiring a good communicative skill, both in native language and foreign language, which in this case is English. The skill has to be acquired in order to prepare them for real life communication. Students are expected to perform certain functions as well, such as promising, inviting, promoting, and denying within a social context Wilkins in Freeman, (2000:121), states that it is not only achieved with reading and writing, but also speaking and listening. The ability to communicate in oral is highly needed by the students.



Speaking is one kind of oral communication, as one of the basic skills in English, oral communication is important in order to use English actively. Communicative and whole language instructional approaches promote integration of listening, speaking, reading, and writing in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves (Freeman, 2000:121). In a conclusion, without speaking can be said that, communication cannot be done optimally. According to Harmer (2007: 345) in speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, comprehension, in fluency and accuracy. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulties in speaking.

Teachers should place great emphasis on speaking rather than other components as the main priority in the early stages of language learning. But the fact in the four skills, speaking is usually the poorest for the students in learning English at senior high school. This problem also appears to the students of SMA Negeri 2 Pinrang, when researcher observed it in Magang 2. But based on the information from the teacher, there are some students who had participated in debate competition and they have a debate club in school. It is one of the reasons of the researcher to apply the debate method in teaching English. The other factor is the <sup>students</sup> only have a little chance to practice speaking English out of class because most of their friends speak Indonesian. So, the students need an

appropriate method to help them achieve their speaking ability so they can practically operate using English with communicative circumstances.

As Quinn (2005), states that debating gives you the chance to meet new people and new ideas. Debating can be used in EFL classes as a tool to make students practice skills of English language in real-life situations. Debate Method opens up opportunities for students to use the language in the form of expressing their opinions with logic. This is a single practice where students need to use all English skills along with skills in delivery, presentation and vocabulary building.

Based on the explanation above, the researcher then think that Debate Method is a useful tool to achieve students' speaking skill (oral communication) in classes. Hence, this study is intended to investigate "The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication)" focus on speaking ability and it is expected that this research contribute to the practice of speaking teaching in the future. English language teachers and practitioners have already prove debating as an effective tool in teaching English which is a strong source of motivation for English teachers who are yet to use debate in their classes.

## **B. Problem Statement**

Based on the description above, the problem of this research was formulated into the following questions:

1. Does the effect of Debate Method significantly achieve the students' speaking accuracy in term pronunciation and vocabulary of the Twelfth Grade at SMA Negeri 2 Pinrang?
2. Does the effect of Debate Method significantly achieve the students' speaking in term comprehension of the Twelfth Grade at SMA Negeri 2 Pinrang?

### **C. Objective of the Research**

1. To see the effectiveness of Debate Method to achieve students' speaking accuracy in term pronunciation and vocabulary of the Twelfth Grade at SMA Negeri 2 Pinrang.
2. To see the effectiveness of Debate Method to achieve students' speaking in term comprehension of the Twelfth Grade at SMA Negeri 2 Pinrang.

### **D. Significance of the Research**

The result of the research is expected to be useful information for:

1. Theoretical benefit

The research findings can be used as the contribution toward the research about using debate method to help students in achieving oral communication skill in Senior High School.

## 2. Practical benefit

The research findings will be useful to teachers, students and also the readers who are interested in teaching English especially for those in Senior High School environment.

## 3. Professional benefit

The research problem can help teachers to improve the quality of teaching, students' relationship, and to create an interesting classroom in communicative English classroom.

### **E. Scope of the Research**

This study focus on “The Effectiveness of Debate Method in Achieving Students Speaking Skill” particularly in pronunciation, vocabulary, and comprehension. When students presented their arguments or ideas. The sample was the Twelfth Grade at SMA Negeri 2 Pinrang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There are some researcher which attempt to study the topic related to the debate method in students' speaking skill (oral communication):

1. Jumadil (2016) in her thesis entitles *Improving the Students' Speaking Ability by Using Australasian Debate Technique at Second Grade of SMA Muhammadiyah 1 Unismuh Makassar*. She concludes that, the use of Australasian Debate Technique could improve the students' fluency and vocabulary in speaking. It showed from the mean score of pre-test and post-test. This technique made the students' note the key words also the difficult words. Students' actively look up for the words that they don't know in dictionary.
2. Nuraeni (2014) in her thesis entitles *The Effectiveness of Classroom Debate to Improve Students' Speaking Skill at the Eleventh Year Students of SMAN 3 South Tangerang*. She concludes that, using classroom debate is effective technique to improve students' speaking skill. The experimental class showed significant improvement after they learnt classroom debate. The students problem in comprehension, fluency, vocabulary, pronunciation, and grammar were solved and the speaking scores were significantly improved.
3. Zare and Othman (2013:1506-1513) in their journal entitles *Classroom Debate as a Systematic Teaching/Learning Approach* found that using



classroom debate as a teaching or learning approach brings many advantages to learners, which include promotion of critical thinking skills, mastering the course content and improving the speaking abilities.

4. Alasmari and Ahmed (2012:147) in their journal entitles *Using Debate in EFL Classes*, This research presents the rationale behind using debate in EFL classes and proposes a few modules of debating which, if practiced properly, will make students confident users of English language in academic, social and professional settings.

Based on the opinions above, the writer can concludes that debate method can give effect to achieve students' speaking skill (oral communication). It is important for the students who learn an English language. It is the way to express the feeling through words, even conversations with others. The most of people communication is done by using spoken language. It means that students have to speak in other to express their aim, feeling, and ideas to the others. Therefore, it can be said that without speaking, a language can't be learned optimally.

Meanwhile, this research has similarity and difference with the previous study above. The similarity is that all researchers above using debate method to improve the speaking ability which the differences are that this study use difference location of the research that is the Twelfth Grade of SMA Negeri 2 Pinrang. While the ability of students is difference in mastery English, especially in speaking. This problem based on the condition of the students itself in senior high school level.

## **B. Some Concepts of Oral Communication (Speaking)**

### **1. Definition of Communication**

Communication may be understood as occurring when the intended meaning of the sender and perceived meaning of the receiver are the same. Communication is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R).

Rahman (2010:2), states that Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop. *Communication* can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011).

According to Cheney (2011), the definition and identifies the important elements of the communication process. Two common elements in every communication exchange are the sender and the receiver. The *sender* initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The *receiver* is

the individual to whom the message is sent. The sender *encodes* the idea by selecting words, symbols, or gestures with which to compose a message.

As a conclusion, the simplest definition of Cheney (2011), communication is “a process of sending and receiving a message between two parties”. In other word, the researcher assumed that communication is the process of transferring information and understanding from one of more people.

## **2. Typical Communication Model**

Many models have been developed to simplify and summaries the complex reality of the communication process and to aid our understanding. Some of these are more helpful than others, but all have their shortcomings. The ‘Typical Communication Model’ developed by Clampitt in Dixon and O’Hara (2005:8) demonstrates a number of key elements in the communication process:

### **a. Sending The Message**

Person 1 constructs and sends a message. Messages are the signals and symbols that we use to convey what we want to transmit. They can occur in various ways, including visual (non-verbal, written), auditory (verbal and sub-vocal speech), tactile (touch, bodily contact) and olfactory (perfumes, aftershaves) formats.

b. The Channel

The channel refers to the means used to deliver messages and the related formats. Means used to communicate can include face to face, telephone, pager, written, radio and video communication. In face to face communication, which is most often preferred for communication of more important matters, communication occurs through visual, auditory and olfactory formats, while the tactile medium may or may not be used. Skilled communicators will choose the channel most appropriate to the specific goals sought at that time.

c. Receiving the Message

For effective communication to take place, the message must be accurately decoded and reconstructed by person 2, from the signals received from person 1. However, even if the "encoding" is carried out very well; this in itself does not ensure that it will be "decoded" accurately. The meaning ascribed to the message may vary according to the person doing the interpreting, the context in which the message was given and the total information communicated.

d. Feedback

We can also get feedback from our own responses through a process known as 'self-monitoring' in Hargie (2004). Self-monitoring involves staying aware of what we are saying and

doing in social encounters and how this is impacting on others. This type of feedback can then be used to alter or adapt our behavior in the light of the responses from others. People who are skilled communicators are high self-monitors, who continuously analyze and regulate their own behavior according to the way in which the other person is responding.

e. Context

The meaning of a communication is also inextricably linked to the particular context in which it occurs, which in turn has a major impact upon behavior. A misinterpretation is a faulty understanding of the message; the interpretation made by the receiver is different to the message that was sent. An unintended message is a message that may be leaked unintentionally from one to another, but which is a truthful reflection of underlying thoughts or feelings.

### **3. Oral Communication in Speaking Ability**

Speaking ability though refers to verbal communication ability in a practical, functional and precise way using the target language. According to Zare and Othman (2013:1506-1513), speaking is an important skill and the main key to communication for EFL students and teachers. Even though oral skills or communicative competence have been granted a special place in the educational curriculum for English teaching, the amount of time and effort dedicated to tasks and activities in which

students make use of speaking skills to interact with each other using the foreign language remains small in the whole class.

As Rahman (2010:2), state that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop.

At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator. Task-based language teaching has a number of purposes. Willis in Rahman (2010:5) identifies eight purposes:

- a) To give learners confidence in trying out whatever language they know;
- b) To give learners experience of spontaneous interaction;

- c) To give learners the chance to benefit from noticing how others express similar meanings;
- d) To give learners chances for negotiating turns to speak;
- e) To engage learners in using language purposefully and cooperatively;
- f) To make learners participate in a complete interaction, not just one-off sentences;
- g) To give learners chances to try out communication strategies; and
- h) To develop learners' confidence that they can achieve communicative goals.

As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his or her advantage. Apart from the language used for communication, there are several other elements which the speaker should learn to communicate effectively. As Rahman (2010:3), states that the skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills. For this he has to know the individual needs of the students. This can be known in a better way when the learners perform a task in the class. Task-based approach seems to be suitable for teaching and learning these skills.

#### **4. The Concept of Speaking**

Liao (2009), believes that speaking was considered an art mastered by learning its principles, studying models, and gaining experience through practice. This classic understanding is still a useful point of departure whether the goal is having students speak to learn or learn to speak.

According to Zare and Othman (2013:1506-1513), students are most likely to improve if opportunities to speak are accompanied by instruction in basic techniques and consideration of good (or bad) models. This is true whether the oral activity is formal (a podium speech or structured debate), semi-formal (a class or small group discussion), or informal (one-on-one student discussions interspersed through a teacher). Instructors are well-served not to just 'turn students loose' with a speaking exercise but instead to detail the aims of the exercise, criteria distinguishing good and bad performances, and principles the students might draw upon to guide their efforts.

In general, the ability to speak in formal settings is grounded and builds on more informal speaking abilities, both in terms of material discussed and in confidence as a speaker. Students come to class with a wide range of experiences in oral communication. Some students have been encouraged to express themselves and their opinions from an early age; others have had no such experience or may even have been actively discouraged from doing so. Some students find it very anxiety-provoking



to address the class as a whole, while others revel in it. In order to provide opportunities for all students to develop their speaking skills, instructors can use informal or low-stakes speaking activities, especially early in a term, to provide experiences in dealing orally with course ideas and to raise students' comfort level with speaking in class. There are three components of speaking skill introduced by Heaton (1988:100), they are; accuracy, fluency, and comprehensibility.

a. Accuracy

Hammerly in Sutrisno (2016: 15), to start communicating right away forces the beginning learner to pay more attention to language structure than to content. Attending early to structure results in greater accuracy in the long run than plunging right away into communication. Distant-language speakers may perform better than close-language speakers on tasks requiring detailed accuracy.

Brown (2000:268), states that accuracy is important goals to pursue in communicative teaching learning. Accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output. From the some definition, it can conclude that accuracy is the ability to produce correct sentences using correct pronunciation, grammar, and vocabulary. Teachers who

concentrate on accuracy help their students to produce grammatically correct written and spoken English.

#### 1) Vocabulary

Harmer (2007:235), distinguished two types of vocabulary in the words, which we want students to understand, but they will not use themselves. Vocabulary is important parts that must be mastered those wants to increase speaking ability. Vocabulary is the word having meaning and function of language. Teaching vocabulary teacher should select the vocabulary that can be used by students. Vocabulary is always used in every time we speak because without in the communication among people is difficult occurrence.

#### 2) Pronunciation

Brown (2000:283), pronunciation was key to gaining full communicative competence. Harmer in Sutrisno (2016:16), the key to successful pronunciation teaching, however is not much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken either on audio or videotape or from the teacher themselves. The more aware they are the greater the chance that their own intelligibility level will rise.

In short, pronunciation is one factor influencing the student's ability in speaking language, because by good

pronunciation someone can understand what someone say. Harmer in Sutrisno (2016:16), the key to successful pronunciation teaching, however is not much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken either on audio or videotape or from the teacher themselves. The more aware they are the greater the chance that their own intelligibility level will rise.

a) Sound

Harmer in Sutrisno (2016:16-17), words sentences are made up of sounds (or phonemes) which, on their own may not carry meaning, but which, in combination make words and phrase. Competent speakers of the language make these sounds by using various parts of the mouth such as lip, the tongue, the teeth, and the alveolar ridge (the ridge behind the upper teeth), the plate, the velum (the flap soft tissue hanging at the back of the plate often called soft plate), and vocal cords (folds).

b) Stress

Harmer in Sutrisno (2016:18), stress is important in individual words, in phrase, and in sentence. By shifting it around in a phrase or a sentence we can change emphasis or meaning. The stress in phrase changes depending upon what we want to say.

### c) Intonation

Harmer in Sutrisno (2016:18-19), intonation is also used to convey emotion, involvement, and empathy. Intonation is a way of modifying the strength or intention of what we are saying and to indicate what response we expect. Intonation is crucial in communicating meaning. Indeed, listeners frequently get the wrong message from intonation when foreign speakers use it in an idiosyncratic way. That is because intonation tells us what someone means and how they feel about it. We recognize the difference between making a statement and asking a question.

### 3) Grammar

Harmer in Sutrisno (2016:19), the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Competent speakers know how to use these smallest units of grammar (morphemes) to combine grammatically with words to create new meaning. The knowledge of morphology (using morphemes to change the meaning or grammar of a word) and syntax (the order that words can be arranged in) is essential to successful communication whether in writing or in speech. A sentence needs at least a subject and a verb, which

can then be followed by an object, by a complement or by an adverbial.

#### b. Fluency

Stated in Sutrisno (2016:20), states that fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking quickly. Fluency is the one of speaking parameter to assess students speaking ability. Fluency means that the students could speak naturally and the listener comprehend what the speaker said. Based on the statement the researcher conclude that Fluency is the ability to read, speak, or write easily, smoothly, and respond in a language clearly and concisely while relating meaning and context.

##### 1) Self-confidence

Klippel and Friederike in Nursyamsi (2015:9), states that self-confidence is a mental process which makes someone strong to do or to take action. In short, speaking is the oral communication in interacting with other people which is need big confident. There are many students' who have no confident in themselves. So, they cannot be communicative because sometimes they feel embarrass to speak and mostly they afraid to make some mistakes in their speaking.

## 2) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduce forms, Brown in Hornai (2012:19). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

## c. Comprehension

Clark and Clark (1977:43), states that comprehension has two common senses. In it is narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. In it is boarder sense extract the new information it conveys and store that information in stand the written in memory.

The writer thinks that comprehension is the ability to understand the written language and interpret the spoken language, so the teacher should begin learning process by describing one or two sentences exactly what he or she expect the students to achieve in learning language. The speakers have to be sure that the listener can understand the speakers intention and general meaning by few interruptions or clarifications required so the speaker and listener can understand each other.

## **5. Speaking Skill (Oral Communication) Related to The Curriculum of Senior High School**

Richards and Renandya (2002:70), states that curriculum is the overall rationale for the educational program of an institution which includes the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempt to carry out their or the planner's intentions, and the learning that occurs as a product within the organization in which the curriculum is applied. Richards (2000:71), add that a curriculum must consist of approach, design, and procedures. Approach provides the basic theory of language and language learning; design gives us the objective, syllabus, learning activities, role of teacher, learner, and materials; while procedures reflects classroom techniques, practices, and behavior when the method is used.

Since 2006 to 2013, Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum has been issued by Indonesia National Education Department. Based on Permendiknas No.22/2006 (BSNP), states that develops the content standard which covers the scope of each subject matter and competency levels to achieve the standard of graduate competence in certain educational levels. The content standard includes the basic framework, the curriculum structure, competency standard (SK) and basic competency (KD) of each subject matter in each semester of each educational level. Based on the guidelines of KTSP issued by BSNP on 2006, KTSP is developed based on the following principles:

- 1) Focusing on the learners' and learners' circumstances' potentials, development, needs, and interest in which learners have central position to develop their competence in order to be faithful, intelligent, intellectual, creative, independent, and responsible individuals. It implies that the learning activities must be learner-centered;
- 2) Diverse and integrated in which the curriculum takes the diversity of learners' characters, local condition, and educational levels into account. Learners are encouraged to appreciate religion, cultural, economic and social status, and gender differences. The curriculum covers required subject matters, local contents, and interpersonal skills which are conducted in integrated way in meaningful interconnection and sustainability among the three elements;
- 3) Awareness towards science, technology, and art development in which the content of the curriculum gives learners learning experience to keep up with and make use of the science, technology, and art development;
- 4) Relevant to learners' life needs in which the development of curriculum involves the stakeholders to guarantee the education's relevance towards the life of society, business world, and world of work. Thus, it should accommodate interpersonal, intellectual, social, academic, and vocational skills;



- 5) Lifelong learning in which the curriculum must be oriented to the learners' development, acculturation, empowerment process that last for the whole life. Therefore, the curriculum must reflect the interconnection among the elements of formal, non-formal, and informal education by considering the always-progressing life demand.

KTSP sees English as a means of communication both oral and written. To communicate means to comprehend and to transform information, to understand and express mind and feeling, and to improve one's repertoire of knowledge, technology, and culture. Such communication competence means discourse competence, that is, the ability to comprehend or to produce written and oral texts through the four language skills namely listening, speaking, reading, and writing. These four skills are used to perceive and create discourse in social life. Thus, English subject is directed to improve those skills in order to produce the graduates who are capable of communicating and making discourse in English at certain literacy levels.

The target of English learning in Senior High School (SMA/MA) students are expected to achieve informational level, because they are prepared for taking higher education. Every level is considered too demanding for Senior High School students because in Indonesia, English functions as a foreign language. The objective of English subject in Senior High School is to provide learners with the following abilities:

- 1) To develop their communicative competence both oral and written to achieve informational literacy level.
- 2) To possess awareness towards the nature and importance of English in enhancing the nation's competitiveness within a global community.
- 3) To improve learners' understanding towards the interconnection between language and culture.

Based on Depdikbud (1985), states that the scope of English subject in Senior High School covers: discourse competence, that is the ability to comprehend and produce oral and written texts through the four skills of language comprising listening, speaking, reading, and writing in integrated way to achieve informational literacy level; the competence to comprehend and produce various short functional texts, monologues, and essays representing the text types of procedure, descriptive, recount, narrative, report, news item, analytical exposition, debate or presentation, spoof, explanation, discussion, review, and public speaking. The grading and order of the learning materials are represented in the use of vocabulary, grammar, rhetorical steps, and the supporting competence covering linguistic competence (using grammar, vocabulary, pronunciation, and punctuation), sociocultural competence (using expressions and functions appropriately in various communication contexts), strategic competence (overcoming problems which occur during the communication process using various ways to sustain communication,

and discourse forming competence (using instruments to form a discourse).

Based on the explanation above, the researcher then think that it is the first activity to develop communication skill in students is group activities such use debate method in their teaching and learning process. Alasmari and Ahmed (2012:147), states that in their journal teachers should make students to be active in the classroom. This is so that there is more interaction among the students. This process helps a lot in the long run.

Rahman (2010), in his journal states that the next activity is to develop communication skills for students. This is to put in the habit of active listening. For this, the teacher should continuously read out something from newspapers, magazines and other sources in order to ask questions from that. Also the teachers should make it a point to encourage active participation of the students.

## **C. The Concept of Debate**

### **1. Definition of Debate**

The idea of classroom debate is basically from the concept of debate competition among school and campus. Debate is well enough known as arguing ideas between two opposite sides. In school or campus environment, debate is well known as an English competition among students in which the students are representatives from their school or

campus. Debate demands students to be able to defend their opinions so it requires good ability to speak English well.

As Quinn (2005), states that debating gives you the chance to meet new people and new ideas. Best of all, you have opportunity to stand up and argue with someone in public, in a simulating and organized dispute about real issues. Debating is an important and interesting way to discuss issues facing our society. Students have to speak with some evidences and defend their opinion to win the debate. Debate allows students to know many different people with different ideas.

Chan (2009), states that a debate involves students in researching and analyzing a controversial topic based on a stance which will lead to a series of oral presentation of standpoints and arguments by the two opposite teams (sometimes may involve interaction with the audience as well).

Based on opinion above, the writer assumes that debate is a more communicative interaction that involves opposite point of views and builds critical and strong characteristics. Chan (2009), states that debate can be arguing, presenting, and defending point of view and evidence. In the form of classroom debate, it presents opportunities for students engage and use extended chunks of language for a purpose to convincingly defend one side of an issue.

Debate helps students to enrich their vocabulary through criticizing and comprehending the issue. In convincing their ideas, students need to

present it fluently and grammatically correct so people can strongly believe and support their ideas. Besides that, presenting the ideas with clear pronunciation is also important to deliver the message correctly. Classroom debate helps students to develop their personal oral production and teamwork ability. If we can speak publicly and convey our ideas and thoughts coherently and passionately, we will hold a valuable tool for our public, private, and future life.

## **2. Debate Method**

Debate method can influence students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information (Bonwell & Eison, 1991). Therefore, students benefit when instructors utilize instructional strategies that promote active engagement. Define active learning as “anything that involves students doing things and thinking about the things they are doing” (p.2). Meyers and Jones (1993), states that active learning as anything that “provides opportunities for students to talk listen, read, and write. In class debates provide an opportunity for students to be actively engaged, particularly if the instructor uses a debate model that involves more than just two to four students”.

According to D’Cruz (2003:14), method is the structure and organization of the speech. It can be contrasted with the presentation style of the speech. It can be contrasted with the presentation style of the speech (manner) and the content of the speech (matter). In spite of “method

includes the fulfillment of speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. It includes the capacity of speakers to adapt their structure to respond to the dynamic issues” (p.13). The elements of method are:

- 1) Responsiveness; Responsiveness impact on both method (for the reasons above) and matter. In terms of matter, the response should be assessed for its logic and relevance.
- 2) Structure; the second element of method is structure. Without wanting to force speaker into a rigid or stereotyped style of speech, it is true to say that there are certain structural elements of a speech which it's tend to enhance its effectiveness.

Some people believe in debate as training for law or politics. Actually for the vast majority of debaters, participating in debate is about training for everyday life. Debating can be the ultimate multi-task campus activity since it involves research, writing, speaking, listening, and teamwork. According to Lewin and Wakefield (1983), debate as an active instructional strategy is aimed to enhance learning particularly in the areas of mastering the content and active engagement, developing critical thinking skills, oral communication skills, and empathy:

- a) *Mastering the content and active engagement.* Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information. Students learn best when applying what they are learning. Teachers

need to use a variety of instructional strategies since students learn in different ways. In the class, debate cultivates active engagement of students and placing the responsibility of comprehension for individual and teamwork. Debate encourages students to re-read and re-think both their own and the opposing position more intensely than is necessary to repeat lecture material. The students' approach dramatically changes from a passive approach to an active one. Through debate, students can improve their comprehension toward the issues.

b) *Developing critical thinking skills.* Because debate requires listeners and participants to evaluate ideas, it develops higher-order psychological functions as well as critical thinking skills. The lower order thinking skills of knowledge, comprehension, and application focus on rote learning or *what* students should think, whereas the higher order thinking skills of analysis, synthesis, and evaluation focus on *how* to think. The short-term objective of acquiring knowledge should be tempered with the long term goal of training. Critical thinking skills used in debate include defining the problem, assessing the credibility of source, identifying and challenging assumptions, recognizing inconsistencies, and prioritizing the relevance and salience of various points within the overall argument. These skills require more vocabulary mastery so students are encouraged to enrich their vocabulary of related issues.

- c) *Oral communication skills.* Students with debate experience are significantly better at employing the three communication skills (analysis, delivery, and organization) utilized in this study than students without experience. Participants also must hone their listening skills in order to give effective rebuttals. There are many apparent reasons for the success of debate as a method of teaching oral communication. First, the debater has access to a trained and experienced communication professional coach in preparing their speeches. Second, each speech that he or she gives is judged by a communication professional in the forensics community. The students receive extensive criticism and feedback are measured against established educational standards so they have to show fluent explanation, exact pronunciation and use correct grammar. Implementing classroom debate can help students to achieve over the standards.
- d) *Developing empathy.* Debate opens opportunities for development of empathy. When students go to debate they listen to both sides of the argument. They do see both sides, rather than just seeing it from one point of view. Lecturers tend to have their own opinions, so in this way students hear both sides of the argument. Debate is one way to minimize instructor bias. When students defend a position they oppose, they must at least temporarily transcend their own bias. By learning both sides of a controversial topic, students are more open-minded and better able to see another person's view debate also provides opportunities for



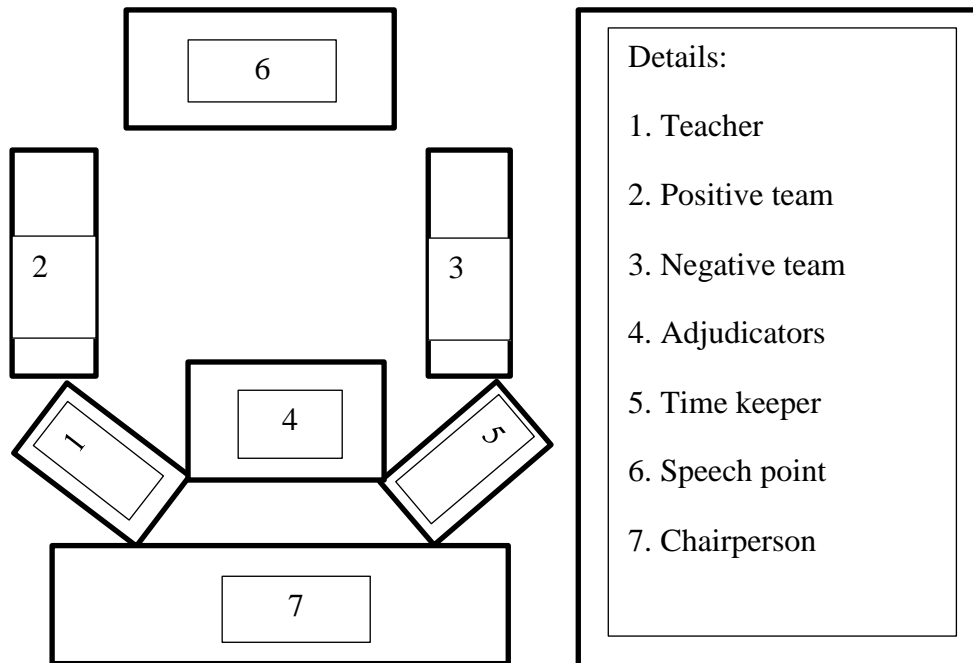
developing empathy as students give consideration to various viewpoints.

Debate as an active instructional strategy enhances learning particularly in the areas of mastering the content as well as developing critical thinking skills, oral communication skills, and empathy. Participation in a debate requires a more thorough mastery of the content than even giving a lecture does (Lewin & Wakefield, 1983). The researcher think that students can apply these skills in many different situations. Similarly, debates demand the development of oral communication skills. Debates also provide opportunities for developing empathy as students give consideration to various viewpoints, particularly when instructors structure the debate in such a manner that more than two views can be presented and that students are not always defending their own viewpoint.

### **3. Component of Classroom Debate**

Classroom debate has some components. There are common components of classroom debate such as, the venue, the motion, the team members, chairperson, speaking times and time keeper, interjections, adjudication, and the audience.

**Figure 2.1 The Physical Layout of Classroom Debate Asian  
Parliamentary Format**



Adapted from Quinn. S (2005:2)

a) *The venue.* The venue should seat the audience. It is recommend to have two tables at the front for each of the two teams, and one for the chairperson. The timekeeper should sit next to the chairperson. The participants who become chairperson, timekeeper, adjudicators and team members should be all from the students in order to make them know different positions and jobs in classroom debate. Simple layout of classroom debate can be apparently seen in following figure.

b) *The motion.* The topic of debate called motion. Motions may also be referred as a proposition or resolution. Motions are statement that can be agree with or disagree with (debatable). They can be fun,

interesting, local, national or international importance. The team that wins is the team that manages to persuade the adjudicators and audience that the arguments of their side are better. If the affirmative wins, we say that the motion stands. When the negative wins, we say that the motion is over-ruled. A motion should be the examples of motion are:

- 1) This House Would (THW) corporal punishment in education.
- 2) This House Believe That (THBT) OSPEK culture bring more harm than good.

c) *The speakers.* Classroom debate uses 2 speakers for each team. After being assigned the motion, the team should discuss together to prepare for debate. During their meetings, they should analyze the motion, brainstorming and divide points of arguments so the speakers must work out together as a team. Each speaker has different jobs for each stage in a classroom debate (presentation, rebuttal, response, and summary stage). The following points are the jobs of speakers in a classroom debate, adapted from *Debating: Introduction for Beginners*. For detail descriptions.

#### 1) Presentation

- a. 1<sup>st</sup> speaker of positive team: Introduction, definition and interpretation, introduction of speakers (also called team split), giving argument, reasons and evidence, summary of own case, and conclusion.

- b. 1<sup>st</sup> speaker of negative team: introduction, definition of motion: agree, amend, or reject definition of positive. If reject then justify, Rebuttal for 1<sup>st</sup> speaker, introduction of speakers (also called team split). Giving argument, reasons and evidence. Summary of own case. Conclusion.

## 2) Rebuttal

- a. 2<sup>nd</sup> speaker of positive team: introduction, response the rebuttal from 1<sup>st</sup> speaker of negative team, rebuttal for 1<sup>st</sup> speaker of negative team, summary of own first speaker (optional), giving arguments, reasons, and evidence, summary of team case and conclusion.
- b. 2<sup>nd</sup> speaker of negative team: introduction, response for rebuttal from 2<sup>nd</sup> speaker of positive team, rebuttal for 1<sup>st</sup> or 2<sup>nd</sup> speaker of positive team, summary of own first speaker (optional), giving arguments, reasons, and evidence, summary of team case, and conclusion.

## 3) Response

- a. 1<sup>st</sup> speaker of positive team: give response of rebuttal from negative team, give rebuttal the 1<sup>st</sup> and 2<sup>nd</sup> speaker of negative team, rebuild the case of the team, and no new argument.
- b. 1<sup>st</sup> speaker of negative team: give response of rebuttal from positive team, give rebuttal the 1<sup>st</sup> and 2<sup>nd</sup> speakers of positive team, rebuild the case of the team, and no new argument.

#### 4) Summary

- a. 2<sup>nd</sup> speaker of positive team: summarize the whole team case, convince the adjudicators why positive should win the debate win the debate by summarizing the debate without bringing any new argument, and no rebuttal in summary.
- b. 2<sup>nd</sup> speaker of negative team: summarize the whole team case, convince the adjudicator why negative team should win the debate by summarizing the debate without bringing any new argument, no rebuttal in summary.

Quinn (2005:93), states that “your team has developed all of the major elements of your speech: an issue, a definition, a theme and arguments. You have even split those arguments, so that each speaker know which points he or she will use. It is now time to build those arguments into a speech or into the prepared part of a speech. Of all the steps in preparing a debate, this is probably the easiest. Having a clear structure is as simple as following the understood roles for each speaker”.

At the end of the session the first or the second speaker from affirmative and negative team will have a chance to give a reply speech. Therefore the researcher concludes that, the debate method is adapted from Australasian debate format consist of two teams which are affirmative (government) and negative (opposition) team where each team consists of three members.

#### **4. The Understanding of Classroom Debate**

The idea of classroom debate is basically from the concept of debate competition among school and campus. Debate is well enough known as arguing ideas between two opposite sides. In campus environment, debate is well known as an English competition among students in which the students are representatives from their campus. Debate demands students to be able to defend their opinions so it requires good ability to speak English well.

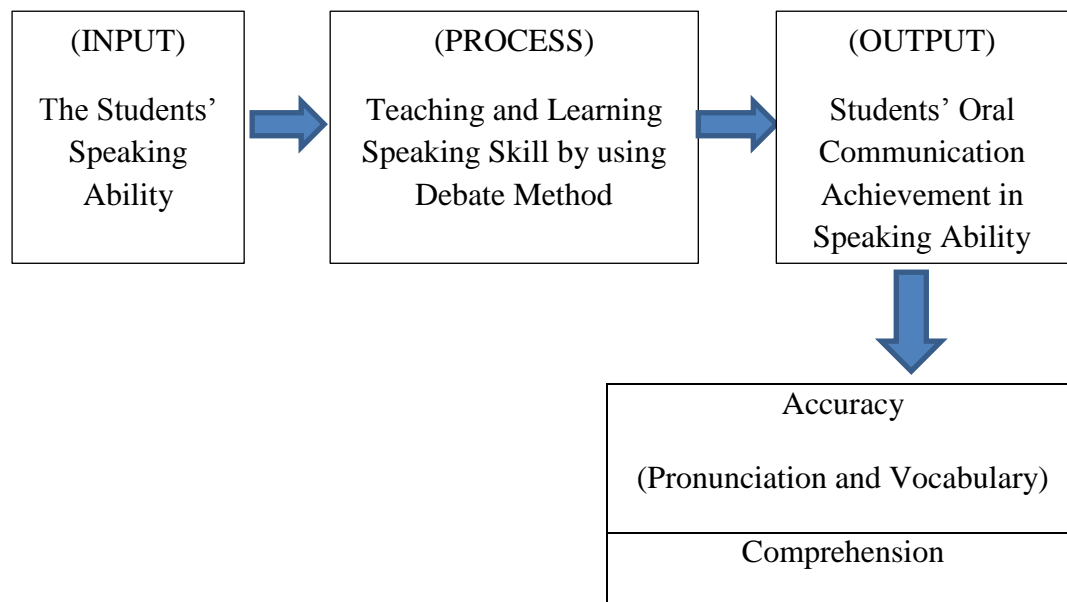
As Quinn (2005) states that debating gives you the chance to meet new people and new ideas. Best of all, you have opportunity to stand up and argue with someone in public, in a simulating and organized dispute about real issues. Debating is an important and interesting way to discuss issues facing our society. Students have to speak with some evidences and defend their opinion to win the debate. Debate allows students to know many different people with different ideas (Scott, 2008).

Based on opinion above, the writer assumes that debate is a more communicative interaction that involves opposite point of views and builds critical and strong characteristics. Debate can be arguing, presenting, and defending point of view and evidence. In the form of classroom debate, it presents opportunities for students engage and use extended chunks of language for a purpose to convincingly defend one side of an issue. Debate helps students to enrich their vocabulary through

criticizing and comprehending the issue. In convincing their ideas, students need to present it fluently and grammatically correct so people can strongly believe and support their ideas.

Besides that, presenting the ideas with clear pronunciation is also important to deliver the message correctly. Classroom debate helps students to develop their personal oral production and teamwork ability. If we can speak publicly and convey our ideas and thoughts coherently and passionately, we will hold a valuable tool for our public, private, and future life.

#### D. Conceptual Framework



**Figure 2.2 Conceptual Framework**

In other to avoid the misunderstanding, the writer use conceptual framework as follow:

1. Input : it refers to students' speaking ability as the skill that researcher measure.
2. Process : it refers to use of debate method in teaching and learning in speaking skill. Where the researcher focused on the students' accuracy and comprehension.
3. Output : it refers to oral communication achievement in speaking skill after using debate method. It can be see of the achievement of the students' accuracy that are students' (pronunciation and vocabulary) and the students' comprehension.

#### **E. Research Hypothesis**

1. Null Hypothesis ( $H_0$ ): "There is no significant difference the students speaking achievement before and after treatment by using Debate Method.
2. Alternative Hypothesis ( $H_1$ ): "There is some significant between the students' oral communication in speaking skill after using debate method as the treatment at Twelfth Grade of SMA Negeri 2 Pinrang.



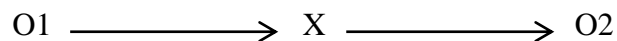
### CHAPTER III

#### RESEARCH METHOD

In this chapter, the researcher used a pre-experimental method. This kind of study allowed the researcher to look at the effect of at least one independent variable and one dependent variable. This research included pre-test and post-test to measure the students' achievement.

#### A. Research Design

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



Where: O1= Pre-test

X= Treatment

O2= Post-test

(Gay, 2006:251)

##### 1. Pre-test

Before giving a treatment to the students, the researcher gave speaking test to know the prior level of the students. The form of speaking test is oral test and it was about 90 minutes in a classroom. The researcher 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 researcher conducted the treatment for six meetings. The technique in teaching for every meeting was same but had different motion. The students taught by using debate method. The procedure of the treatment as follows:

- a. The researcher gave the material at the day related to lesson plan.
- b. The researcher divided the students into some groups. From the groups the researcher made a debate group consisting of two students for each side namely: affirmative and opposition team.
- c. The researcher gave the students motion to be debated. The motion for every meeting was different. The motion that was given to the students:
  - 1) First meeting: "THW Ban Homework for Students".
  - 2) Second meeting: "THBT Using Mobile Phone for Students Should be Forbidden".
  - 3) Third meeting: "THW Corporal Punishment in Education".
  - 4) Fourth meeting: "THBT OSPEK Culture Bring More Harm Than Good".
  - 5) Fifth meeting: "THW Ban School Uniform".
  - 6) The last meeting: "THBT Students are not allowed to bring vehicles to School".
- d. The researcher gave explanation about their job to judge the debate objectively.

- e. The time keeper gave both sides about three minutes to confer and prepared for their rebuttal.
- f. After that, the chairperson began the debate between the affirmative side and opposition side. The researcher gave student's 1-3 minutes to speak. Both members must participate equally.

### 3. Post-test

After giving the treatment, the researcher gave the students the speaking test. Whether there was any achievement toward the students' speaking ability after taught by using debate method. The form of speaking test was same as the pre-test. The researcher asked the students to deliver an argument about the topic that was given by the researcher to obtain data, whether there was any progress or achievement of the students' speaking skill (oral communication) in accuracy and comprehension through debate method or not.

## **B. Population and Sample**

### 1. Population

The population of this research was the Twelfth Grade students of SMA Negeri 2 Pinrang in academic year 2017/2018. There were nine classes, where XII IPA with four classes consisted of 138 students, XII IPS with five classes consisted of 160 students.

## 2. Sample

The sample selected by using purposive sampling technique of nine classes, and this research, the researcher only took one class as the sample. It is conducted at the Twelfth Grade namely class XII IPA 4 consisted of 30 students. The researcher choose them as the sample of this research based on assumption that their knowledge and ability of each class the same and the students have standard knowledge about English language.

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

### 1. Variables

- a) Independent variable was the used of debate method. It is used by the researcher when teaching the material of introduction to debate.
- b) Dependent variable was oral communication skill in achieving the students' speaking accuracy and comprehension.

### 2. Indicators

The indicators of this research are accuracy and comprehension. Where, the indicator of speaking ability focus on the students' accuracy in term (pronunciation and vocabulary) and comprehension.

## **D. Instrument of the Research**

The instrument used in this research is an English speaking test. To test students accuracy and comprehension 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 previous turn, and if clarifications or other modifications are needed 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 use Pre-test before Treatment and last is Post-test. The researcher collected the data by giving a test to the students. The test technique is one of the data collecting techniques in a quantitative research. In collecting the data, the researcher uses the following procedures:

- a) The researcher gave pre-test to the students.
- b) The researcher applied the treatment for six times by debate method.
- c) After giving treatment, the researcher gave post-test to the students.
- d) The students' answer was recorded by recorder.
- e) The data was transcribed into write form.
- f) The teacher analyzed and scored the data by using the criteria.
- g) Scoring and classifying the students' speaking skill the following criteria below:

### Oral Proficiency Scoring Categories

1. The score of speaking accuracy

#### a. Pronunciation

Table 3.1 Criteria Score of Pronunciation

Criteria	Score	Classification
No conspicuous mispronunciation, but would not be taken for a native speaker.	80-100	Very Good
Marked foreign accent' and occasional mispronunciations which do not interfere with understanding	66-79	Good
'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstandings and apparent errors in grammar and vocabulary.	56-65	Fair
Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	40-55	Poor
Pronunciation frequently unintelligible.	≤39	Very Poor

Sullivan (2008: 22)

#### b. Vocabulary

Table 3.2 Criteria Score of Vocabulary

Criteria	Score	Classification
Vocabulary broad and precise, adequate to cope with more complex problems.	80-100	Very Good
Vocabulary adequate to participate in the interaction, with some circumlocutions.	66-79	Good
Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion at some stages of the interaction.	56-65	Fair

<b>Criteria</b>	<b>Score</b>	<b>Classification</b>
Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	40-55	Poor
Vocabulary inadequate for even the simplest conversation.	≤39	Very Poor

Sullivan (2008: 22)

## 2. The score of speaking fluency (**Comprehension**)

Table 3.3 Criteria Score of Comprehension

<b>Criteria</b>	<b>Score</b>	<b>Classification</b>
Understands everything in normal conversation except 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.	56-65	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.	≤39	Very Poor

Sullivan (2008: 22)

### 3. Classifying the score of the students

Table 3.4 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	$\leq 39$

(Arikunto, 2015: 281)

## F. Technique 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. Calculating 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: 320)

2. Finding the improvement's percentage of students' speaking accuracy and comprehension achievement after using debate method. The formula as follows:



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

Where :

P : The percentage of the students' improvement

X<sub>1</sub> : The mean score of pre-test

X<sub>2</sub> : The mean score of post-test

(Arikunto, 2006:23)

3. To know the percentage of students' speaking in Pre-test and Post-test by using the following formula:

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

Where :

% : The percentage of students' speaking

F : The frequency of students

N : Total number of students

(Sudjana, 2017:131)

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:

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

Note :

t : Test of significance

- $\bar{D}$  : Mean deviation  
 $(\Sigma D)^2$  : The square of the sum score for difference  
 $\Sigma D$  : The sum of total score for difference  
 $N$  : The number of subject

(Gay, 2006:356)

The formula explained about the significance difference between pre-test and post-test will 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 students' oral communication skill of Twelfth Grade at SMA Negeri 2 Pinrang.

## 5. Testing hypothesis

After got the students' significance scores (value of 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 Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_1$ ) was accepted because there is significance difference between pre-test and post-test and after taught speaking by using debate method. The criteria for the hypothesis testing as follows:

Table 3.5 Criteria for the hypothesis testing

Testing	Hypothesis	
	$H_0$	$H_1$
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Sugiyono, 2014:317)

To find out The Effectiveness of Debate Method in Achieving Students' Speaking Skill in term of accuracy and comprehension of Twelfth Grade at SMA Negeri 2 Pinrang.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the result of the data. The researcher obtained two kinds of data; score of pre-test and post-test.

#### **A. The Findings**

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. The results presented as follows:

##### **1. The Students' Mean Score of Pronunciation, Vocabulary, and Comprehension in Pre-test and Post-test**

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pre-test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of the students' speaking skill before and after the treatments were given to the students.

After calculating the result of the students' score, the mean score of both the pre-test and post-test could be presented in the following table:

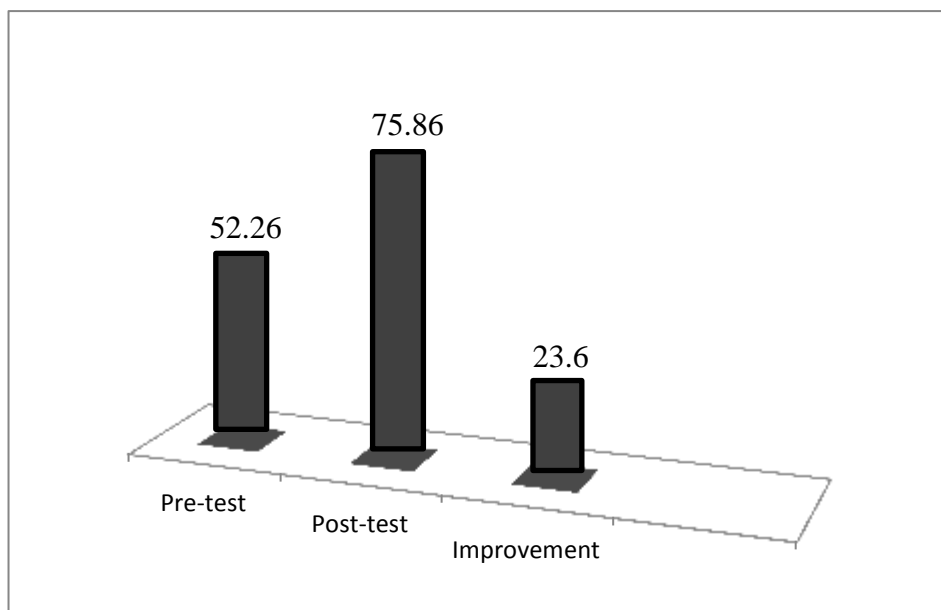
**Table 4.1 The students' mean score of pronunciation, vocabulary, and comprehension in pre-test and post-test**

Variables	Mean score		Percent Improvement
	Pre-test	Post-test	
Pronunciation	52.26	75.86	45.15%
Vocabulary	51.96	78	50.11%
Comprehension	51.6	75.4	46.12%

The table above shows that, the students' mean score of the pronunciation in pre-test was 52.26 and the students' mean score of vocabulary in pre-test was 51.96. The students' mean score of the comprehension in pre-test was 51.6. While the students' mean score of pronunciation in post-test was 75.86 and the students' mean score of vocabulary in post-test was 78. The students' mean score of the comprehension in post-test was 75.4. The improvement of the students' mean score of pronunciation in pre-test and post-test was 23.6 (45.15%) and the improvement students' mean score of vocabulary in pre-test and post-test was 26.04 (50.11%). And the improvement students' mean score of the comprehension in pre-test and post-test was 23.8 (46.12%).

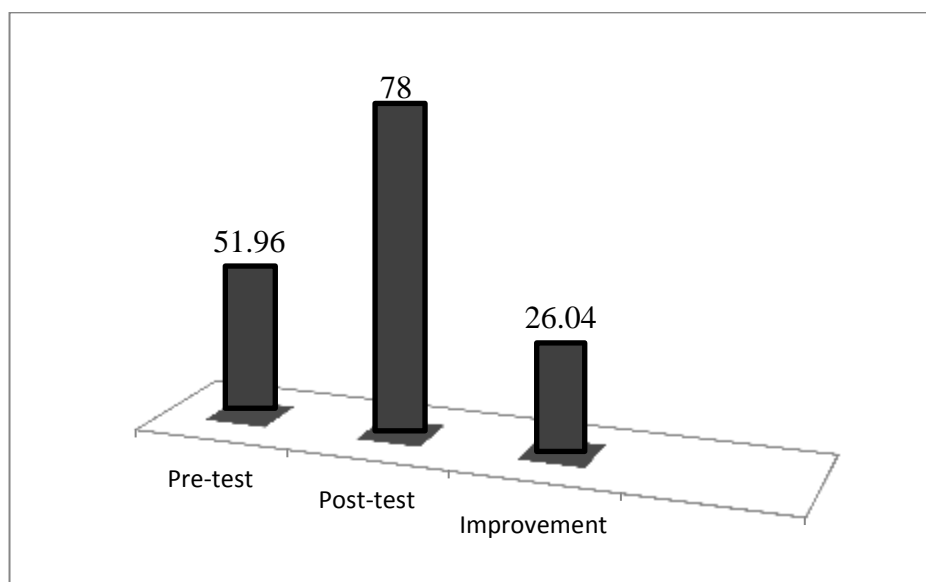
In the other words we can say that, the improvement was significantly different and the students' ability progressed, because the mean score of post-test was higher than pre-test. To know the percentage of the students' mean score of pronunciation, vocabulary, and comprehension in pre-test clearly, following the chart was presented:

**Chart 4.1 Mean score of pre-test, post-test, and improvement of pronunciation**



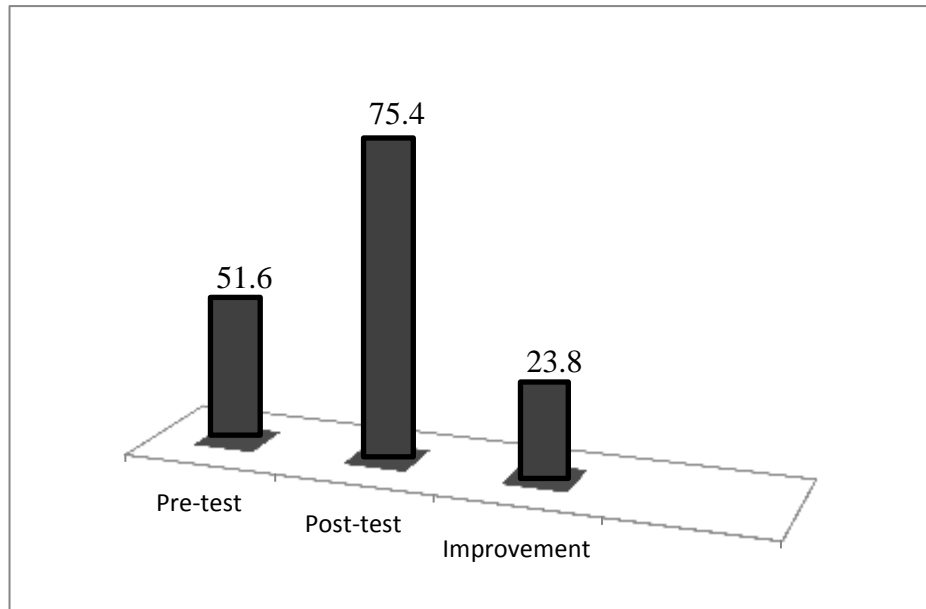
Based on the chart above, it shows that the mean score in pre-test of pronunciation is (52.26) and the post-test is (75.86) and the improvement is (23.6). It's clearly seen that they were significantly different. In brief, it shows that the mean score of the students' speaking skill by using Debate Method in pronunciation can be achieved.

**Chart 4.2 Mean score of pre-test, post-test, and improvement of vocabulary**



Based on the chart above, it shows that the mean score in pre-test of vocabulary is (51.96) and the post-test is (78) and the improvement is (26.04). It's clearly seen that they were significantly different. In brief, it shows that the mean score of the students' speaking skill by using Debate Method in vocabulary can be achieved.

**Chart 4.3 Mean score of pre-test, post-test, and improvement of comprehension**



Based on the chart above, it shows that the mean score in pre-test of comprehension is (51.6) and the post-test is (75.4) and the improvement is (23.8). It's clearly seen that they were significantly different. In brief, it shows that the mean score of the students' speaking skill by using Debate Method in comprehension can be achieved.

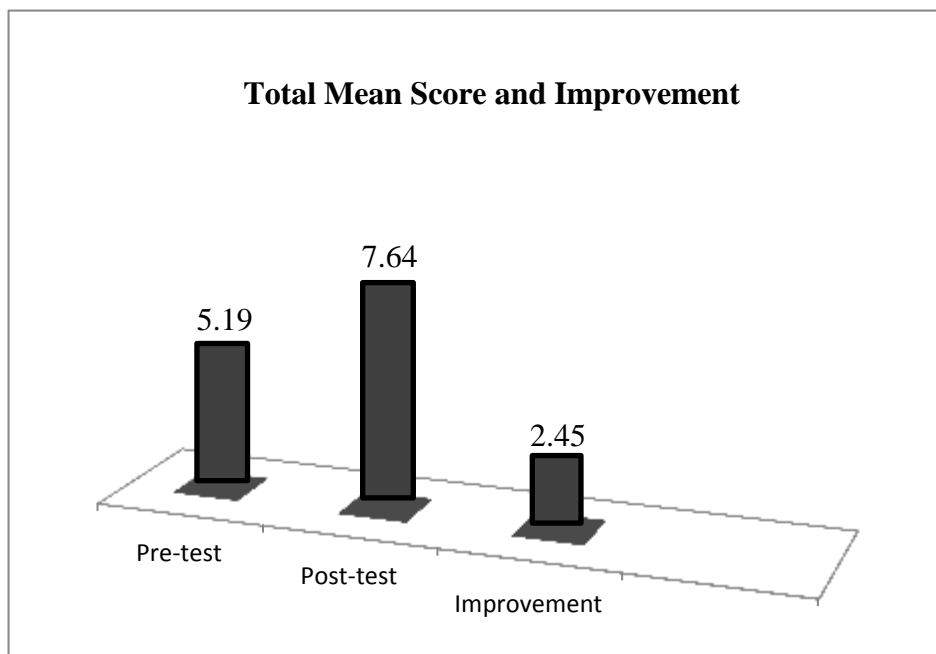


**Table 4.2 Total mean score between pre-test and post-test in term of pronunciation, vocabulary, and comprehension**

Variable	Score	
	Pre-test ( $X_1$ )	Post-test ( $X_2$ )
<b>Total</b>	155.82	229.26
<b>Average</b>	5.19	7.64

The table 4.2 above shows that, there was an improvement of students' speaking in term of pronunciation, vocabulary, and comprehension before and after treatment was given. The average of total mean score of pre-test ( $X_1$ ) was derived from the total score of pronunciation, vocabulary, and comprehension (155.82) divided by the total number of students (30) and the result got was (5.19), and the average of total mean score of post-test ( $X_2$ ) was derived from the total score of pronunciation, vocabulary, and comprehension (229.26) divided by the total number of students (30) and the result got was (7.64). The improvement of the students' speaking skill is shown in this chart below:

**Chart 4.4 Total mean score of pre-test, post-test, and improvement of pronunciation, vocabulary, and comprehension**



To sum up the chart above, it can be seen clearly that the average of total mean score of pronunciation, vocabulary, and comprehension improved from pre-test to post-test. In pre-test (5.19), in post-test (7.64), and improvement by pre-test to post-test is (2.45).

## **2. The Classification of Students' Pre-test and Post-test Scores**

The percentage of the pre-test and post-test calculated the pronunciation score and content. The result can be seen the following tables:

**Table 4.3 The Rate Percentage of Pronunciation Pre-test and Post-test Score**

No.	Classification	Score	Pronunciation			
			Pre-test		Post-test	
			f	%	F	%
1	Very Good	80-100	0	0%	10	33.33%
2	Good	66-79	0	0%	20	66.67%
3	Fair	56-65	10	33.33%	0	0%
4	Poor	40-55	17	56.67%	0	0%
5	Very Poor	≤39	3	10%	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table shows that from 30 students, there was 0 students who categorized to “Very good”, 0 students who categorized to “Good”, 10 students (33.33%) who categorized to “Fair”, 17 students (56.66%) who categorized “Poor” and there were only 3 students (10%) who categorized into “Very poor”.

While, there were 0 students who categorized to “Very good”, but in this table 10 students (33.33%) who categorized into “Very good”, and there were 20 students (66.66%) who categorized to “Good” while in the table 4.3 still 0 students who categorized to “Good”, 0 students (0 %) categorized to “Fair”, while in the table 4.3 there were 10 students who categorized to “Fair”, and still 0 students categorized to “Poor and Very poor”.

If we compare, it can be seen clearly that the number are different, because in (Pre-test of pronunciation) the student who categorized “Very good” and “Good” was 0 and (Post-test of pronunciation) the “Very good” increased to 10 students and 20 students who categorized to “Good”. In table above (Pre-test of pronunciation) the student who categorized “Fair” was 10

and (Post-test of pronunciation) the “Fair” was 0 students. In table (Pre-test of pronunciation) the student who categorized “Poor” was 17 and only 3 students who categorized into “Very poor”, while in (Post-test of pronunciation) the “Poor and Very poor” category was 0 students.

**Table 4.4 The Rate Percentage of Vocabulary Pre-test and Post-test Score**

No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			f	%	F	%
1	Very Good	80-100	0	0%	16	53.33%
2	Good	66-79	0	0%	14	46.67%
3	Fair	56-65	8	26.67%	0	0%
4	Poor	40-55	22	73.33%	0	0%
5	Very Poor	≤39	0	10%	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table shows that from 30 students, there were 0 students who categorized to “Very good” and “Good”, 8 students (26.66%) who categorized to “Fair”, while 22 students (73.33%) categorized to “Poor” and only 0 students who categorized to “Very Poor”. The table shows that from 30 students, in this table 16 students (53.33%) who categorized to “Very good”, but in the table (Pre-test of vocabulary) there were 0 students who categorized to “Very good”, and there were 14 students (46.66%) who categorized to “Good”, while in table there were 0 students who categorized to “Good”, than this table (Post-test of vocabulary) 0 students who categorized to “Fair”, “Poor”, and “Very poor” while in the table there were 8 students who categorized into “Fair” and 22 students who categorized into

“Poor”, while in table (Post-test of vocabulary) 0 students who categorized into “Very poor” same with table (Pre-test of vocabulary).

If compare both of the tables above, it can be seen clearly that the number are different, because in table (Pre-test of vocabulary), the student who categorized “Very good” was 0 and in table (Post-test of vocabulary) the “Very good” category were 16 students. In table (Pre-test of vocabulary) the student who categorized “Good” was 0 and in this table the “Good” increased to 14 students.

In table (Pre-test of vocabulary) the student who categorized “Fair” was 8 and in this table the “Fair” was 0 students. While in table the student who categorized “Poor” was 22 and in this table (Post-test of vocabulary) “Poor” and “Very poor” category was 0 students.

**Table 4.5 The Rate Percentage of Comprehension Pre-test and Post-test Score**

No.	Classification	Score	Comprehension			
			Pre-test		Post-test	
			F	%	F	%
1	Very Good	80-100	0	0%	16	53.33%
2	Good	66-79	0	0%	14	46.67%
3	Fair	56-65	9	30%	0	0%
4	Poor	40-55	21	70%	0	0%
5	Very Poor	≤39	0	0%	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table shows that from 30 students, there were 0 students who categorized to “Very good” and “Good”, 9 students (30%) who categorized to “Fair”, while 21 students (70%) categorized to “Poor” and only 0 students

who categorized to “Very Poor”. The table shows that from 30 students, in this table 10 students (33.33%) who categorized to “Very good”, but in the table 4.5 (Pre-test of vocabulary) there were 0 students who categorized to “Very good”, and there were 20 students (66.66%) who categorized to “Good”, while in table there were 0 students who categorized to “Good”, than this table (Post-test of vocabulary) 0 students who categorized to “Fair”, “Poor”, and “Very poor” while in the table there were 9 students who categorized into “Fair” and 21 students who categorized into “Poor”, while in table (Post-test of vocabulary) 0 students who categorized into “Very poor” same with table (Pre-test of vocabulary).

If compare both of the tables above, it can be seen clearly that the number are different, because in table (Pre-test of vocabulary), the student who categorized “Very good” was 0 and in table (Post-test of vocabulary) the “Very good” category were 10 students. In table (Pre-test of vocabulary) the student who categorized “Good” was 0 and in this table the “Good” increased to 20 students.

In table (Pre-test of vocabulary) the student who categorized “Fair” was 9 and in this table the “Fair” was 0 students. While in table the student who categorized “Poor” was 21 and in this table (Post-test of vocabulary) “Poor” and “Very poor” category was 0 students.

### **3. The Comparison of the Test Result**

The distribution the value of t-test value and t-table can be seen in the following table 4.9 below:

**Table 4.6 Distribution the value of t-test and t-table**

<b>Variables</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>t-test</b>	<b>t-table</b>	<b>Comparison</b>	<b>Classification</b>
<b>Pronunciation</b>	52.26	75.86	18.01	1.699	t-test>t-table	Significance
<b>Vocabulary</b>	51.96	78	17.46	1.699	t-test>t-table	Significance
<b>Comprehension</b>	51.6	75.4	12.33	1.699	t-test>t-table	Significance

The data on the table 4.9 above shows that the value of the t-test is higher than the value of t-table. It is indicated that there is a significance difference between, the result of the students' pronunciation, vocabulary, and comprehension in speaking by using Debate Method after treatment.

#### **4. Hypothesis Testing**

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 29 ( $N-1=30-1$ ), thus the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In contrary, if the value is lower than t-table at the level of significance 0,05 and the degree freedom (df) 29 ( $N-1=30-1$ ) thus the alternative hypothesis is rejected and null hypothesis is accepted.

#### **B. Discussion**

The description of data collected from the students' accuracy in term (pronunciation and vocabulary) and the students' comprehension in speaking as explain in the previous section showed that the students' speaking skill in accuracy and comprehension was achieved. It was supported by mean score and

the total score, also the percentage of the improvement of the students' pre-test and post-test result. Based on the finding above, the using Debate Method made students had mean score that was higher is speaking skill than before they used Debate Method.

Based on the findings of the students' score, the mean score of accuracy (pronunciation) pre-test was (52.26). It shows the achievement of students' speaking before the treatment and the mean score of post-test was 75.86 after treatment and the improvement was 23.6 (45.16%). The mean score of the students' pre-test in accuracy (vocabulary) was (51.96). It shows the achievement of students' before treatment and the mean score of post-test was 78 after treatment and the improvement was 26.04 (50.11%). While the mean score of the students' pre-test in comprehension was (51.6). It shows the achievement of students' speaking before the treatment and the mean score of post-test was 75.4 after treatment and the improvement was 23.8 (46.12%). Nevertheless, the difference mean score of the post-test was higher than the pre-test. It means that The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication) of the Twelfth Grade at SMA Negeri 2 Pinrang was effective in teaching speaking.

From the result of calculation, it is obtained the value of the t-test in pronunciation is 18.01 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ), the value of the t-test in vocabulary is 17.46 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ), and the value of the t-test in comprehension is 12.33 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ). The



researcher used the degree of significance of 0.05 the value of degree of significance are 1.699. If the test compared with each value of the degrees of significance, the result of pronunciation is  $18.01 > 1.699$ , the result of vocabulary is  $17.46 > 1.699$ , and the result of comprehension is  $12.33 > 1.699$ . Since t-test score obtained from the result of calculating, the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

- 1) If the result of t-test is higher than t-table ( $t\text{-test} > t\text{-table}$ ), the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. It means that there is a significance difference between variable  $X_1$  and variable  $X_2$ .
- 2) If the result of t-test is lower than t-table ( $t\text{-test} < t\text{-table}$ ), the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_1$ ) is rejected. It means that there is no significance difference between variable  $X_1$  and variable  $X_2$ .

Based on the result of the data analysis, it is proven that the students' improvement in accuracy in term (pronunciation and vocabulary) and comprehension taught by using Debate Method got better. It means that The Effectiveness of Debate Method in teaching speaking can achieve. Another reason based on the students' responses, because most of students found that learning English could be more fun by interacting with other classmates. When the researcher compared with previous research finding from Nuraeni (2014) in her thesis entitles *The Effectiveness of Classroom Debate to Improve Students' Speaking Skill at the Eleventh Year Students of SMAN 3 South Tangerang*. She

concludes that, using classroom debate is effective technique to improve students' speaking skill. The experimental class showed significant improvement after they learnt classroom debate. The students problem in comprehension, fluency, vocabulary, pronunciation, and grammar were solved and the speaking scores were significantly improved.

### 1. The achievement of the students' speaking in term of pronunciation

One of the important elements in speaking is pronunciation. The teacher needs more effort training the students to practice how the English word pronounced in order to make the listener understand what the speaker say.

The use of Debate Method made the students' speaking in term of pronunciation increased. The table 4.1 indicated that the students' pronunciation in post-test is greater than pre-test (75.86>52.26). The process that could be explained from pre-test to post-test and giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of students still spoke with inappropriate pronunciation.
- b. Most of students' pronunciation still influenced by mother tongue with error causing a breakdown in pronunciation.

Example: organizes /' ɔ : .g n.aɪ z/ organisis

abolished /ə 'bɒ l.i ʃ / abolisit

government /' gʌ v. ə n.mə nt / govermeng

Therefore, most of them were difficult to speak with correct and appropriate pronunciation. As a result, the mean score of the students' speaking pronunciation in pre-test was still low. After the researcher gave treatment by the application of Debate Method then gave a post-test, the findings were:

- a. Some students spoke with correct and appropriate pronunciation.
- b. Some of students' pronunciation was only very slightly influenced by mother tongue.

The explanation above indicates that, the use of Debate Method can achieve the students' pronunciation. It is because the students have prepared their idea before delivering it. In this case, the teacher help them in doing preparation and expanding the idea. In relation to this point, Barkley (2005:191) states that debate is a complex technique that need some preparations, because in debate we need to enough time to choose a topic suitable to a current issue, dividing the students into some group, the students need to read the topic before doing a debate, and define a rule used in debate in order to it can be done optimally.

## **2. The achievement of the students' speaking in term of vocabulary**

One of important elements in speaking is vocabulary. According to Hornby (2000:15) vocabulary is all the words that person know or uses. The use of Debate Method made the students' speaking in term of vocabulary increased. After the researcher applying the method, the

students' vocabulary increased. The table 4.1 indicated that the students' vocabulary in post-test was greater than pre-test (78>51.96). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. The students still poorly achievement in vocabulary.
- b. Some students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscured.

Example: /UN also every year increasingly very hard/

/student enterprising learn the value is almost the same/

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' vocabulary in pre-test was still low. After the researcher gave treatment by the application of Debate Method then gave a post-test, the findings were:

- a. Students already achieve vocabulary.
- b. Students were effectively using words and vocabulary, so the meaning of their speaking was usage.

The explanation above indicate that, the use of Debate Method can improve the students' vocabulary. It is make the students' vocabulary increased and can make the students be active in the classroom. In relation to this point, Joyce (2012:1) Debate stimulate critical thinking and can be

highly effective way to actively engage students in the classroom. Debate is not merely interactive and analytical, it also requires students to make decision about what they will say and what they will not say and make the students' vocabulary improve.

### **3. The achievement of the students' speaking in term of comprehension**

One of important elements in speaking is comprehension. According to Clark and Clark (1977:43), comprehension has two common senses. In it is narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. In it is boarder sense extract the new information it conveys and store that information in stand the written in memory.

After the researcher applying the method, the students' comprehension increased. The table 4.1 indicated that the students' vocabulary in post-test was greater than pre-test (75.4>51.6).

For other students, there were 9 who categorized "Fair" and there were 21 who categorized "Poor", this was indicated that they were understand but only slow, very simple speech on the most basic topics, requires constant repetition and rephrasing. These students' showed that they were understood the topic but they only gave the basic explanation. While they were delivering their argument, there was the repetition of the words.

To know the final result of the speaking ability in term of comprehension of the students' the researcher conducted the post-test. In post-test the researcher found that there was significant improvement. It showed from the students' score. There were no students who categorized "Fair", "Poor or Very poor". It means that the use of Debate Method in treatment of students' SMA Negeri 2 Pinrang was effective to make students achieve the students' speaking skill (oral communication).

Furthermore, Debate Method is very good method to apply in the class because by applying the Debate Method the students' got more chance to practice their English speaking skill in front of the class. Because, when a student is point as a speaker in his/her team. He/she should handle the team with speaking English more. Moreover, the teachers are easy to control the class and measure the students' speaking skill easily. It's mean both students' and teachers get the advantages of this method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that:

1. The students' accuracy in term pronunciation and vocabulary in speaking English of the Twelfth Grade at SMA Negeri 2 Pinrang can be achieved after applying Debate Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in accuracy (pronunciation and vocabulary) is higher than pre-test.
2. The students' comprehension in speaking English of the Twelfth Grade at SMA Negeri 2 Pinrang can be achieved after applying Debate Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in comprehension is higher than pre-test. The students who are taught by using Debate Method have better speaking skill. So, Debate Method is effective in achieving students' speaking skill.

#### B. Suggestion

The successful teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various methods to manage the class more lively and regarding to the teaching speaking by using Debate Method, the researcher gave some suggestion for the teacher and students.

The teacher should be more creative to enrich their teaching method and material. Choosing strange or unique words can stimulate them in learning

English. The materials are presented in an enjoyable, relaxed and understandable way. That's why; it is suggested for the teacher to apply Debate Method in teaching English.

The students are hoped to be more fluent in speaking English to be active and creative in enriching their vocabularies to apply in speaking activity. They should ask the teacher if there is word that they cannot pronounce.



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# **APPENDICES**

## **Appendix A: Instrument of Pre-test and Post-test**

### a. Pre-test

- 1) The researcher asked the students to speak and deliver their argument or opinion about the topic is “This House Would (THW) Ban National Examination for Students”.
- 2) The researcher gave student’s 1-3 minutes to speak.

### b. Post-test

- 1) The researcher asked the students to speak and deliver their argument or opinion about the topic is “This House (Regret) Full-Day School”.
- 2) The researcher gave student’s 1-3 minutes to speak.

## Appendix B: Lesson Plan

### LESSON PLAN

School	: SMA Negeri 2 Pinrang
Subject	: English
Class/Semester	: XII IPA 4/1
Meeting	: 2-3 (2 Times Meeting)
Time Allocation	: 4 x 45 Minutes
Skill Aspect	: Speaking

#### A. Standard Competence

4. Expressing meaning in short functional text and monologue form *of a narrative, explanation and discussion* in the context of everyday life.

#### B. Basic Competence

- 4.2 Expressing meaning in a monologue by using a variety of oral language accurately, fluently and acceptable in the context of everyday life in the form of text: *narrative, explanation and discussion*.

#### C. Indicators

1. Monologue form of *discussion*
2. Using the argumentation phrase
3. Debate

#### D. Developed Character

1. Creative
2. Cooperate
3. Tolerance
4. Communicative

#### E. Learning Objectives

1. Students can identify the meaning of speech acts to convey an argument.
2. Students can respond to acts of speech argue.

#### F. Learning Materials

#### G. Learning Method: Debate Method

#### H. Learning Steps:

##### *2<sup>nd</sup> MEETING*

1. Pre activity
  - a. Greeting
  - b. Checking student attendance
  - c. Checking students' learning readiness before starting the learning process
  - d. Introducing the method to be used is the debate method
  - e. Delivering SK/KD
  - f. Explain briefly
2. Whilst activity
  - a. Master introduces speech-learning techniques with debate Asian Parliamentary Format
  - b. Divide students in pro groups (Affirmative team) and counter (Negative team)
  - c. Briefly explain to the student what is the topic/motion example "This House Would: National Examination"
  - d. Provide vocabulary related to the topic
  - e. Distributing students of text that will be debated according to his group and monitored by Teacher
  - f. The teacher asks each student to make an outline of the topic of the debate pro and con
  - g. Guiding students during the debating process
  - h. Start a debate activity together

- i. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic
3. Post activity
  - a. Conduct a shared reflection on the learning that has been done
  - b. Students submit a summary of the debate of each group to the teacher on a piece of paper
  - c. The teacher gives a summary of the conclusions of the students' opinions on the topic
  - d. Frequently asked questions about student difficulties
  - e. Giving appreciation to students to spur the spirit of students speak English
  - f. Regards

### *3<sup>rd</sup> MEETING*

4. Pre activity
  - a. Greeting
  - b. Checking student attendance
  - c. Checking students' learning readiness before starting the learning process
  - d. Introducing the method to be used is the debate method
  - e. Delivering SK/KD
  - f. Explain briefly
5. Whilst activity
  - a. Master introduces speech-learning techniques with debate Asian Parliamentary Format
  - b. Divide students in pro groups (Affirmative team) and counter (Negative team)
  - c. Briefly explain to the student what is the topic/motion example "This House Would: National Examination"
  - d. Provide vocabulary related to the topic
  - e. Distributing students of text that will be debated according to his group and monitored by Teacher
  - f. The teacher asks each student to make an outline of the topic of the debate pro and con
  - g. Guiding students during the debating process



- h. Start a debate activity together
  - i. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic
6. Post activity
- a. Conduct a shared reflection on the learning that has been done
  - b. Students submit a summary of the debate of each group to the teacher on a piece of paper
  - c. The teacher gives a summary of the conclusions of the students' opinions on the topic
  - d. Frequently asked questions about student difficulties
  - e. Giving appreciation to students to spur the spirit of students speak English
  - f. Regards

#### I. Learning Media

- 1. Internet
- 2. Article
- 3. Book (Developing English Competencies)

#### J. Evaluation

- 1. Technique
  - a. Practice
  - b. Performance
- 2. Form of instrument: Brief description

#### K. Assessment and assessment rubric: Individual assessment form

Pinrang, August 2017

English Teacher

Researcher

**Drs. Bustamin**  
**NIP. 19671225 199103 1 005**

**Sucitra**  
**NIM. 10535556713**

2<sup>nd</sup> – 3<sup>rd</sup> Meetings

Individual Rating Rubric

**Scoring of Students' Speaking Ability**

<b>Respondent</b>	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Classification</b>
Respondent 1				
Respondent 2				
Respondent 3				
Respondent 4				
Respondent 5				
Respondent 6				
<b>Total of Score</b>				

## LESSON PLAN

School	: SMA Negeri 2 Pinrang
Subject	: English
Class/Semester	: XII IPA 4/1
Meeting	: 4-5 (2 Times Meeting)
Time Allocation	: 4 x 45 Minutes
Skill Aspect	: Speaking

### A. Standard Competence

4. Expressing meaning in short functional text and monologue form *of a narrative, explanation and discussion* in the context of everyday life.

### B. Basic Competence

- 4.2 Expressing meaning in a monologue by using a variety of oral language accurately, fluently and acceptable in the context of everyday life in the form of text: *narrative, explanation and discussion*.

### C. Indicators

4. Monologue form of *discussion*
5. Using the argumentation phrase
6. Debate

### D. Developed Character

5. Creative
6. Cooperate
7. Tolerance
8. Communicative

#### E. Learning Objectives

1. Students can identify the meaning of speech acts to convey an argument.
2. Students can respond to acts of speech argue.

#### F. Learning Materials

#### G. Learning Method: Debate Method

#### H. Learning Steps:

##### *4<sup>th</sup> MEETING*

7. Pre activity
  - g. Greeting
  - h. Checking student attendance
  - i. Checking students' learning readiness before starting the learning process
  - j. Introducing the method to be used is the debate method
  - k. Delivering SK/KD
    - l. Explain briefly
8. Whilst activity
  - j. Master introduces speech-learning techniques with debate Asian Parliamentary Format
  - k. Divide students in pro groups (Affirmative team) and counter (Negative team)
  - l. Briefly explain to the student what is the topic/motion example "Using Mobile Phone for Students Should be Forbidden"
  - m. Provide vocabulary related to the topic
  - n. Distributing students of text that will be debated according to his group and monitored by Teacher
  - o. The teacher asks each student to make an outline of the topic of the debate pro and con
  - p. Guiding students during the debating process
  - q. Start a debate activity together

- r. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic
9. Post activity
- g. Conduct a shared reflection on the learning that has been done
  - h. Students submit a summary of the debate of each group to the teacher on a piece of paper
  - i. The teacher gives a summary of the conclusions of the students' opinions on the topic
  - j. Frequently asked questions about student difficulties
  - k. Giving appreciation to students to spur the spirit of students speak English
  - l. Regards

#### *5<sup>th</sup> MEETING*

10. Pre activity
- g. Greeting
  - h. Checking student attendance
  - i. Checking students' learning readiness before starting the learning process
  - j. Introducing the method to be used is the debate method
  - k. Delivering SK/KD
  - l. Explain briefly
11. Whilst activity
- j. Master introduces speech-learning techniques with debate Asian Parliamentary Format
  - k. Divide students in pro groups (Affirmative team) and counter (Negative team)
  - l. Briefly explain to the student what is the topic/motion example “Using Mobile Phone for Students Should be Forbidden”
  - m. Provide vocabulary related to the topic
  - n. Distributing students of text that will be debated according to his group and monitored by Teacher
  - o. The teacher asks each student to make an outline of the topic of the debate pro and con
  - p. Guiding students during the debating process

- q. Start a debate activity together
- r. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic

12. Post activity

- g. Conduct a shared reflection on the learning that has been done
- h. Students submit a summary of the debate of each group to the teacher on a piece of paper
- i. The teacher gives a summary of the conclusions of the students' opinions on the topic
- j. Frequently asked questions about student difficulties
- k. Giving appreciation to students to spur the spirit of students speak English
- l. Regards

I. Learning Media

- 1. Internet
- 2. Article
- 3. Book (Developing English Competencies)

J. Evaluation

1. Technique

- c. Practice
- d. Performance

2. Form of instrument: Brief description

K. Assessment and assessment rubric: Individual assessment form

Pinrang, August 2017

English Teacher

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4<sup>th</sup> – 5<sup>th</sup> Meetings

Individual Rating Rubric

**Scoring of Students' Speaking Ability**

<b>Respondent</b>	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Classification</b>
Respondent 1				
Respondent 2				
Respondent 3				
Respondent 4				
Respondent 5				
Respondent 6				
<b>Total of Score</b>				

## LESSON PLAN

School	: SMA Negeri 2 Pinrang
Subject	: English
Class/Semester	: XII IPA 4/1
Meeting	: 6-7 (2 Times Meeting)
Time Allocation	: 4 x 45 Minutes
Skill Aspect	: Speaking

### A. Standard Competence

4. Expressing meaning in short functional text and monologue form *of a narrative, explanation and discussion* in the context of everyday life.

### B. Basic Competence

- 4.2 Expressing meaning in a monologue by using a variety of oral language accurately, fluently and acceptable in the context of everyday life in the form of text: *narrative, explanation and discussion*.

### C. Indicators

7. Monologue form of *discussion*
8. Using the argumentation phrase
9. Debate

### D. Developed Character

9. Creative
10. Cooperate
11. Tolerance
12. Communicative



#### E. Learning Objectives

3. Students can identify the meaning of speech acts to convey an argument.
4. Students can respond to acts of speech argue.

#### F. Learning Materials

#### G. Learning Method: Debate Method

#### H. Learning Steps:

#### *6<sup>th</sup> MEETING*

##### 13. Pre activity

- m. Greeting
- n. Checking student attendance
- o. Checking students' learning readiness before starting the learning process
- p. Introducing the method to be used is the debate method
- q. Delivering SK/KD
- r. Explain briefly

##### 14. Whilst activity

- s. Master introduces speech-learning techniques with debate Asian Parliamentary Format
- t. Divide students in pro groups (Affirmative team) and counter (Negative team)
- u. Briefly explain to the student what is the topic/motion example "THW Corporal Punishment in Education"
- v. Provide vocabulary related to the topic
- w. Distributing students of text that will be debated according to his group and monitored by Teacher
- x. The teacher asks each student to make an outline of the topic of the debate pro and con
- y. Guiding students during the debating process
- z. Start a debate activity together

- aa. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic

15. Post activity

- m. Conduct a shared reflection on the learning that has been done
- n. Students submit a summary of the debate of each group to the teacher on a piece of paper
- o. The teacher gives a summary of the conclusions of the students' opinions on the topic
- p. Frequently asked questions about student difficulties
- q. Giving appreciation to students to spur the spirit of students speak English
- r. Regards

*7<sup>th</sup> MEETING*

16. Pre activity

- m. Greeting
- n. Checking student attendance
- o. Checking students' learning readiness before starting the learning process
- p. Introducing the method to be used is the debate method
- q. Delivering SK/KD
- r. Explain briefly

17. Whilst activity

- s. Master introduces speech-learning techniques with debate Asian Parliamentary Format
- t. Divide students in pro groups (Affirmative team) and counter (Negative team)
- u. Briefly explain to the student what is the topic/motion example “THW Corporal Punishment in Education”
- v. Provide vocabulary related to the topic
- w. Distributing students of text that will be debated according to his group and monitored by Teacher
- x. The teacher asks each student to make an outline of the topic of the debate pro and con
- y. Guiding students during the debating process

- z. Start a debate activity together
- aa. Provide opinions relating to the lucrative, disadvantageous, and attractive of the topic

18. Post activity

- m. Conduct a shared reflection on the learning that has been done
- n. Students submit a summary of the debate of each group to the teacher on a piece of paper
- o. The teacher gives a summary of the conclusions of the students' opinions on the topic
- p. Frequently asked questions about student difficulties
- q. Giving appreciation to students to spur the spirit of students speak English
- r. Regards

I. Learning Media

- 1. Internet
- 2. Article
- 3. Book (Developing English Competencies)

J. Evaluation

1. Technique

- e. Practice
- f. Performance

2. Form of instrument: Brief description

K. Assessment and assessment rubric: Individual assessment form

Pinrang, August 2017

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6<sup>th</sup> – 7<sup>th</sup> Meetings

Individual Rating Rubric

**Scoring of Students' Speaking Ability**

<b>Respondent</b>	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Classification</b>
Respondent 1				
Respondent 2				
Respondent 3				
Respondent 4				
Respondent 5				
Respondent 6				
<b>Total of Score</b>				

## **Appendix C: Teaching Material**

### **TEACHING MATERIAL**

#### **(1<sup>st</sup>-3<sup>rd</sup> Meeting)**

The researcher introduce the material and give a short explanation about the debate

#### **Main material: Introduction to debate**

##### **1. Introduction to debate**

A debate involves students in researching and analyzing a controversial topic based on a stance which will lead to a series of oral presentation of standpoints and arguments by two opposite teams. Generally, the participants in a debate consist of six groups: a team which stands for the debate topic ('The affirmative team') a team stands against the debate topic ('The negative team'), and a group of audiences.

There are slightly different ways to do debating. Generally, we need a chairperson, proposer, and oppose seconders and a time-keeper. This is the classic style of debate. It is easily transformed into an activity within which the entire class can participate.

##### **2. Expressions for Having a Debate**

<b>Expressions for Having a Debate</b>
1. Yes, but another way of looking at it would be to say that ....
2. Surely not, I mean ....
3. Well, think of it this way ....
4. But look at it like this ....
5. I can't go along with that idea.
6. I don't see it that way.
7. What you've said isn't accurate because ....
8. Yes, but on the other hand, ....

9. Let me repeat our position

Note : the expressions are generally used in formal situation.

### 3. Job Descriptions of Debaters

#### a. Affirmative Team

First speaker:

- Delivering motion
- Giving background (background why it can appear such motion, this background is associated with actual news related to motion)
- Convey the definition of motion
- Delivering a room of debate (what will be debate later in the debate)
- Delivering the stance of his team (the position of the team, whether agree or disagree with the topic, the positive team will always agree with the theme line, whereas the negative team disagrees)
- Submit theme line
- Delivering team split (division of teamwork)
- Delivering the main argument
- Summarize and associate with the topic

Second speaker:

- Take the main argument first team negative speakers
- Clarify the positive team case again
- Deliver the main argument of second speaker
- Associate the main argument with the topic / theme line
- Conclude and relay the theme team theme positively

Third speakers:

- Seize the main argument of second-team negative speakers
- Clarify positive team cases

- Review the arguments that have been submitted by first and second positive team speakers
- Emphasize the rebuttal delivered by first and second positive team speakers, while continuing to oppose the opposing team's arguments
- Provide more examples relevant to the topic
- Summarize what is conveyed and relate what is communicated with the topic

REMEMBER: on third speaker there should be no NEW MATTER (argument/new material). The main task of the third speaker is: ATTACK and give more examples. (Generally  $\frac{3}{4}$  of talk time for rebuttal).

NOTE: the right to pass arguments only speakers 1 and 2, because the time of speaker 1 is much confined to the definition, background, team split, etc., then the most core argument should be conveyed by speaker 2.

#### b. Negative Team

First speaker:

- Responding to the definitions conveyed by first-team positive speakers; Convey whether accepting or rejecting the definition (accepts or challenges the definition)
- Grab the argument presented first positive team speakers
- Delivering a negative team theme
- Delivering the team's negative team split theme
- Delivering the main argument
- Summarize and associate with the topic

Second speaker:

- Seize the main argument of positive second team speakers
- Rebuild back / re-enforce case / negative team theme line
- Deliver the main argument of second speaker negative
- Associate an argument with a theme line or topic
- Conclude and relay the negative team theme

Third speakers:

- Grab the arguments that have been submitted by the positive team
- Reload the theme line / case submitted by the negative team; Review the arguments that have been submitted first and second positive team speakers
- Reinforce the rebuttal delivered by speaker 1 and 2 earlier, while continuing to oppose the arguments of the opposing team
- Provide more examples relevant to the topic
- Summarize what it says and relate what it says.

REMEMBER: on third speaker there should be no NEW MATTER (argument/new material). The main task of the third speaker is: ATTACK and give more examples. (Generally  $\frac{3}{4}$  of talk time for rebuttal)

REPLY SPEAKER:

Reply speakers for both positive and positive teams have the task:

- Overview the debate (review what the debate has been about)
- Clash of the debate (mismatch between the negative team and the positive team, the difference of opinion that was made)
- Deliver whatever arguments his team has presented
- Delivering whatever arguments the opposing team has conveyed
- Expressing the advantages of his team's arguments and the weaknesses of the opposing team's arguments
- Emphasizes that his team's arguments are better and more deserving to win on the basis of the excess of his team's arguments. Do not forget to stay associated with a contentious topic.
- Reply speech is not a rebuttal, so here it should be no more rebuttal, nor things or new examples.
- Which can be a speaker reply is the first speaker or second speaker.

([Http://haryantodwi666.blogspot.co.id/](http://haryantodwi666.blogspot.co.id/))



## **TEACHING MATERIAL**

**(4<sup>th</sup> -6<sup>th</sup> Meeting)**

The teacher will give the example of debate

**Main material: The example of debate**

**The example of debate:**

### **The pros and cons of using the Internet to complete schoolwork**

The classroom atmosphere familiar to today's children is likely very different from the atmosphere their parents were accustomed to when they were students. Many of these changes can be traced to technology, which has gradually had an increasing presence in the classroom over the last several decades.

But technology has not only changed the classroom experience for kids, but thanks in large part to the Internet, technology also has changed the way kids approach their schoolwork at home. Though a potentially valuable learning tool, the Internet also poses some problems for today's students. The following are some of the advantages and disadvantages of relying on the Internet to complete schoolwork.

#### **Pro:**

The accessibility of the Internet can be a significant benefit to students. Students have a wealth of resources available to them online, and those resources can make it easier for kids to understand key concepts on nearly every subject. Whereas students might once have been forced to trek to the library to research a given subject, now they can do so from the comforts of home. And unlike the library, the Internet never closes, so information is at students' disposal regardless of when they sit down to do their schoolwork.

Another advantage to using the Internet to complete schoolwork is that the Internet can be an extension of the classroom beyond school walls. Educational

Web sites abound on the Internet, and many of these sites are written and monitored by professional educators. These sites can be valuable resources for students who may find themselves struggling with certain lessons. Many of their questions or concerns may already be addressed, and certain topics may be more easily explained on a Web site written by a professional educator or scholar in a given field. Rather than waiting to address an issue in class, students can visit such Web sites to answers to their questions immediately.

The Internet also can provide students with a forum to discuss their studies which does not always exist in the classroom. That forum may engage students and make them better students. A passionate online discussion about a reading assignment may encourage kids to approach such assignments more fervently. Though such discussions may exist in a traditional classroom atmosphere, many students might be hesitant to express themselves in front of their classmates, feeling the anonymity of the Internet is a more inviting and less stressful forum than a classroom of their peers.

*Now days,*

**Contra:**

As beneficial as the Internet can be to students, it's not always what it's cracked up to be. Much of the concern about using the Internet to complete schoolwork is the reliability of the information on the Internet. Many sites offer reliable and well-researched information, but many do not. Students, especially younger students, may not be capable of discerning fact from fiction and will simply take the written word on the Internet as truth. That may land students in hot water or make it more difficult for them to understand their subjects.

Another significant disadvantage to using the Internet to complete schoolwork is that students may be tempted to cheat. Because the Internet is so vast, students might be tempted to cut and paste answers to homework problems from the Internet or copy information from Web sites and claim it as their own, feeling as if

there is no way their teachers will ever find out. Some students may not even understand that such cutting, pasting or copying is wrong. But in addition to being wrong, such behavior, whether students are caught or not, also makes it harder for students to learn the material, which will make it more difficult for them to grasp key concepts going forward.

The Internet can also be a significant distraction to students. Social networking sites can quickly distract kids from their schoolwork, costing them valuable time they should be devoting to their studies.

For more than a decade, the Internet has proven a valuable resource for students across the globe. But students must recognize there are advantages and disadvantages to relying too heavily on the Internet when pursuing their studies.

Filed Under: Blog, Teacher & Tutor Resources

<https://www.schooliseasy.com/2014/02/social-media-in-the-classroom/>

## Appendix D: The result of Students' Score in Pre-test and Post-test

### a. The result of Students' Score in Pre-test and Post-test Based on Aspect of Pronunciation

Students' Code	Pre-test (X <sub>1</sub> )		Post-test (X <sub>2</sub> )	
	Pronunciation	Classification	Pronunciation	Classification
S-01	55	Poor	80	Very good
S-02	60	Fair	90	Very good
S-03	65	Fair	80	Very good
S-04	55	Poor	79	Good
S-05	60	Fair	79	Good
S-06	58	Fair	70	Good
S-07	65	Fair	90	Good
S-08	50	Poor	75	Very good
S-09	55	Poor	70	Good
S-10	55	Poor	79	Very good
S-11	50	Poor	70	Good
S-12	56	Fair	90	Good
S-13	50	Poor	85	Very good
S-14	50	Poor	66	Good
S-15	50	Poor	66	Good
S-16	65	Fair	75	Good
S-17	50	Poor	70	Good
S-18	55	Poor	70	Good
S-19	39	Very poor	66	Good
S-20	56	Fair	85	Good
S-21	40	Poor	70	Very good
S-22	45	Poor	80	Very good
S-23	55	Poor	75	Very good
S-24	56	Fair	85	Good
S-25	55	Poor	70	Good
S-26	45	Poor	79	Good
S-27	40	Poor	70	Good
S-28	38	Very poor	66	Good
S-29	56	Fair	80	Very good
S-30	39	Very poor	66	Good

**b. The result of Students' Score in Pre-test and Post-test Based on Aspect of Vocabulary**

Students' Code	Pre-test (X <sub>1</sub> )		Post-test (X <sub>2</sub> )	
	Vocabulary	Classification	Vocabulary	Classification
S-01	56	Fair	85	Very good
S-02	65	Fair	85	Very good
S-03	60	Fair	80	Very good
S-04	56	Fair	75	Good
S-05	55	Poor	80	Very good
S-06	50	Poor	75	Good
S-07	56	Fair	75	Good
S-08	55	Poor	85	Very good
S-09	60	Fair	70	Good
S-10	50	Poor	80	Very good
S-11	55	Poor	70	Good
S-12	50	Poor	80	Very good
S-13	55	Poor	85	Very good
S-14	50	Poor	75	Good
S-15	55	Poor	70	Good
S-16	60	Fair	75	Good
S-17	55	Poor	80	Very good
S-18	50	Poor	70	Good
S-19	45	Poor	85	Very good
S-20	55	Poor	75	Good
S-21	40	Poor	85	Very good
S-22	50	Poor	80	Very good
S-23	56	Fair	90	Very good
S-24	50	Poor	80	Very good
S-25	50	Poor	70	Good
S-26	45	Poor	85	Very good
S-27	40	Poor	75	Good
S-28	40	Poor	70	Good
S-29	50	Poor	80	Very good
S-30	45	Poor	70	Good

**c. The result of Students' Score in Pre-test and Post-test Based on Aspect of Comprehension**

Students ' Code	Pre-test (X <sub>1</sub> )		Post-test (X <sub>2</sub> )	
	Comprehensio n	Classificatio n	Comprehensio n	Classificatio n
S-01	50	Poor	79	Good
S-02	60	Fair	85	Very good
S-03	65	Fair	79	Good
S-04	50	Poor	75	Good
S-05	56	Fair	75	Good
S-06	60	Fair	70	Good
S-07	60	Fair	70	Good
S-08	50	Poor	80	Very good
S-09	55	Poor	75	Good
S-10	50	Poor	90	Very good
S-11	50	Poor	70	Good
S-12	55	Poor	75	Good
S-13	50	Poor	85	Very good
S-14	55	Poor	70	Good
S-15	50	Poor	66	Good
S-16	60	Fair	70	Good
S-17	58	Fair	79	Very good
S-18	55	Poor	66	Good
S-19	40	Poor	80	Very good
S-20	55	Poor	75	Good
S-21	40	Poor	90	Very good
S-22	40	Poor	75	Good
S-23	50	Poor	85	Very good
S-24	58	Fair	80	Very good
S-25	56	Fair	66	Good
S-26	40	Poor	80	Very good
S-27	45	Poor	70	Good
S-28	40	Poor	66	Good
S-29	55	Poor	70	Good
S-30	40	Poor	66	Good

## Appendix E: The Calculation of the students' Score on Pre-test and Post-test

### a. The Result of the Students' Speaking Pronunciation in Pre-test and Post-test

Indicator (Pronunciation)						
Students' Code	Pre-test ( $X_1$ )		Post-test ( $X_2$ )		$X_2 - X_1$	
	( $X_1$ )	( $X_1$ ) <sup>2</sup>	( $X_2$ )	( $X_2$ ) <sup>2</sup>	D( $X_2 - X_1$ )	D( $X_2 - X_1$ ) <sup>2</sup>
S-01	55	3025	80	6400	25	625
S-02	60	3600	90	8100	30	900
S-03	65	4225	80	6400	15	225
S-04	55	3025	79	6241	24	576
S-05	60	3600	79	6241	19	361
S-06	58	3364	70	4900	12	144
S-07	65	4225	90	8100	25	625
S-08	50	2500	75	5625	25	625
S-09	55	3025	70	4900	15	225
S-10	55	3025	79	6241	24	576
S-11	50	2500	70	4900	20	400
S-12	56	3136	90	8100	34	1156
S-13	50	2500	85	7225	35	1225
S-14	50	2500	66	4356	16	256
S-15	50	2500	66	4356	16	256
S-16	65	4225	75	5625	10	100
S-17	50	2500	70	4900	20	400
S-18	55	3025	70	4900	15	225
S-19	39	1521	66	4356	27	729
S-20	56	3136	85	7225	29	841
S-21	40	1600	70	4900	30	900
S-22	45	2025	80	6400	35	1225
S-23	55	3025	75	5625	20	400
S-24	56	3136	85	7225	29	841
S-25	55	3025	70	4900	15	225
S-26	45	2025	79	6241	34	1156
S-27	40	1600	70	4900	30	900
S-28	38	1444	66	4356	28	784
S-29	56	3136	80	6400	24	576
S-30	39	1521	66	4356	27	729
<b>Total</b>	<b>1568</b>	<b>83.694</b>	<b>2276</b>	<b>174.394</b>	<b>708</b>	<b>18.206</b>

**b. The Result of the Students' Speaking Vocabulary in Pre-test and Post-test**

Indicator (Vocabulary)						
Students' Code	Pre-test ( $X_1$ )		Post-test ( $X_2$ )		$X_2 - X_1$	
	( $X_1$ )	( $X_1$ ) <sup>2</sup>	( $X_2$ )	( $X_2$ ) <sup>2</sup>	D( $X_2 - X_1$ )	D( $X_2 - X_1$ ) <sup>2</sup>
S-01	56	3136	85	7225	29	841
S-02	65	4225	85	7225	20	400
S-03	60	3600	80	6400	20	400
S-04	56	3136	75	5625	19	361
S-05	55	3025	80	6400	25	625
S-06	50	2500	75	5625	25	625
S-07	56	3136	75	5625	19	361
S-08	55	3025	85	7225	30	900
S-09	60	3600	70	4900	10	100
S-10	50	2500	80	6400	30	900
S-11	55	3025	70	4900	15	225
S-12	50	2500	80	6400	30	900
S-13	55	3025	85	7225	30	900
S-14	50	2500	75	5625	25	625
S-15	55	3025	70	4900	15	225
S-16	60	3600	75	5625	15	225
S-17	55	3025	80	6400	25	625
S-18	50	2500	70	4900	20	400
S-19	45	2025	85	7225	40	1600
S-20	55	3025	75	5625	20	400
S-21	40	1600	85	7225	45	2025
S-22	50	2500	80	6400	30	900
S-23	56	3136	90	8100	34	1156
S-24	50	2500	80	6400	30	900
S-25	50	2500	70	4900	20	400
S-26	45	2025	85	7225	40	1600
S-27	40	1600	75	5625	35	1225
S-28	40	1600	70	4900	30	900
S-29	50	2500	80	6400	30	900
S-30	45	2025	70	4900	25	625
<b>Total</b>	<b>1559</b>	<b>82.119</b>	<b>2340</b>	<b>183.550</b>	<b>781</b>	<b>22.269</b>



**c. The Result of the Students' Speaking Comprehension in Pre-test and Post-test**

Indicator (Comprehension)						
Students' Code	Pre-test ( $X_1$ )		Post-test ( $X_2$ )		$X_2 - X_1$	
	( $X_1$ )	( $X_1$ ) <sup>2</sup>	( $X_2$ )	( $X_2$ ) <sup>2</sup>	D( $X_2 - X_1$ )	D( $X_2 - X_1$ ) <sup>2</sup>
S-01	50	3136	79	6241	29	841
S-02	60	4225	85	7225	25	625
S-03	65	3600	79	6241	14	196
S-04	50	3136	75	5625	25	625
S-05	56	3025	75	5625	19	361
S-06	60	2500	70	4900	10	100
S-07	60	3136	70	4900	10	100
S-08	50	3025	80	6400	30	900
S-09	55	3600	75	5625	20	400
S-10	50	2500	90	8100	40	1600
S-11	50	3025	70	4900	20	400
S-12	55	2500	75	5625	20	400
S-13	50	3025	85	7225	35	1225
S-14	55	2500	70	4900	15	225
S-15	50	3025	66	4356	16	256
S-16	60	3600	70	4900	10	100
S-17	58	3025	79	6241	21	441
S-18	55	2500	66	4356	11	121
S-19	40	2025	80	6400	40	1600
S-20	55	3025	75	5625	20	400
S-21	40	1600	90	8100	50	2500
S-22	40	2500	75	5625	35	1225
S-23	50	3136	85	7225	35	1225
S-24	58	2500	80	6400	22	484
S-25	56	2500	66	4356	10	100
S-26	40	2025	80	6400	40	1600
S-27	45	1600	70	4900	25	625
S-28	40	1600	66	4356	26	676
S-29	55	2500	70	4900	15	225
S-30	40	2025	66	4356	26	676
<b>Total</b>	<b>1548</b>	<b>81.400</b>	<b>2262</b>	<b>172.028</b>	<b>714</b>	<b>20.252</b>

## Appendix F: Calculating the students' presentation in Pre-test and Post-test

1. Calculating the mean score of the students' presentation by using the 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

- a. Mean score of Pre-test in pronunciation

$$\bar{x} = \frac{1568}{30}$$

$$\bar{x} = 52.26$$

Mean score of Post-test in pronunciation

$$\bar{x} = \frac{2276}{30}$$

$$\bar{x} = 75.86$$

- b. Mean score of pre-test in vocabulary

$$\bar{x} = \frac{1559}{30}$$

$$\bar{x} = 51.96$$

Mean score of Post-test in vocabulary

$$\bar{x} = \frac{2340}{30}$$

$$\bar{x} = 78$$

c. Mean score of Pre-test in comprehension

$$\bar{x} = \frac{1548}{30}$$

$$\bar{x} = 51.6$$

Mean score of Post-test in comprehension

$$\bar{x} = \frac{2262}{30}$$

$$\bar{x} = 75.4$$

## **2. Improvement students in speaking:**

a. Improvement students in speaking (Pronunciation)

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

$$X_1$$

$$P = \frac{75.86 - 52.26}{52.26} \times 100\%$$

$$52.26$$

$$P = \frac{23.6}{52.26} \times 100\%$$

$$52.26$$

The students' improvement = 45.15%

b. Improvement student in speaking (Vocabulary)

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

$$P = \frac{78 - 51.96}{51.96} \times 100\%$$

$$P = \frac{26.04}{51.96} \times 100\%$$

The students' improvement = 50.11%

c. Improvement student in speaking (Comprehension)

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

$$P = \frac{75.4 - 51.6}{51.6} \times 100\%$$

$$P = \frac{23.8}{51.6} \times 100\%$$

The students' improvement = 46.12%

### 3. Test of significant different between Pre-test and Post-test:

a. Test of significant different between Pre-test and Post-test (Pronunciation)

Note:  $\Sigma D = 708$

$$\Sigma D^2 = 18.206$$

$$N = 30$$

$$\bar{D} = \frac{\Sigma D}{N} = \frac{708}{30} = 23.6$$

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

$$t = \frac{23.6}{\frac{\sqrt{18.206 - \frac{(708)^2}{30}}}{30(30-1)}}$$

$$t = \frac{23.6}{\frac{\sqrt{18.206 - \frac{501.264}{30}}}{30(29)}}$$

$$t = \frac{23.6}{\frac{\sqrt{18.206 - 16.708}}{30(29)}}$$

$$t = \frac{23.6}{\frac{\sqrt{1.498}}{870}}$$

$$t = \frac{23.6}{\sqrt{1.721}}$$

$$t = \frac{23.6}{1.31}$$

$$t = 18.01$$

b. Test of significant different between Pre-test and Post-test (Vocabulary)

Note:  $\Sigma D = 781$

$$\Sigma D^2 = 22.269$$

$$N = 30$$

$$\bar{D} = \frac{\Sigma D}{N} = \frac{781}{30} = 26.03$$

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

$$t = \frac{26.03}{\frac{\sqrt{22.269 - \frac{(781)^2}{30}}}{30(30-1)}}$$

$$t = \frac{26.03}{\frac{\sqrt{22.269 - \frac{609.961}{30}}}{30(29)}}$$

$$t = \frac{26.03}{\frac{\sqrt{22.269 - 20.332}}{30(29)}}$$

$$t = \frac{26.03}{\frac{\sqrt{1.937}}{870}}$$

$$t = \frac{26.03}{\sqrt{2.226}}$$

$$t = \frac{26.03}{1.49}$$

$$t = 17.46$$

c. Test of significant different between Pre-test and Post-test

(Comprehension)

Note:  $\Sigma D = 714$

$$\Sigma D^2 = 20.252$$

$$N = 30$$

$$\bar{D} = \frac{\Sigma D}{N} = \frac{714}{30} = 23.8$$

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

$$t = \frac{23.8}{\frac{\sqrt{20.252 - \frac{(714)^2}{30}}}{30(30-1)}}$$

$$t = \frac{23.8}{\frac{\sqrt{20.252 - \frac{509.796}{30}}}{30(29)}}$$

$$t = \frac{23.8}{\frac{\sqrt{20.252 - 16.993}}{30(29)}}$$

$$t = \frac{23.8}{\frac{\sqrt{3.259}}{870}}$$

$$t = \frac{23.8}{\sqrt{3.745}}$$

$$t = \frac{23.8}{1.93}$$

$$t = 12.33$$

#### 4. The percentage of students' speaking Pre-test and Post-test:

##### a. Pronunciation

a) The percentage of students' speaking pronunciation in Pre-test

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

$$\frac{10}{30} \times 100 = 33.33\% \text{ (Fair)}$$

$$\frac{17}{30} \times 100 = 56.66\% \text{ (Poor)}$$

$$\frac{3}{30} \times 100 = 10\% \text{ (Very poor)}$$

b) The percentage of students' speaking pronunciation in Post-test

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

$$\frac{10}{30} \times 100 = 33.33\% \text{ (Very good)}$$

$$\frac{20}{30} \times 100 = 66.66\% \text{ (Good)}$$

b. Vocabulary

- a) The percentage of students' speaking vocabulary in Pre-test

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

$$\frac{8}{30} \times 100 = 26.66\% \text{ (Fair)}$$

$$\frac{22}{30} \times 100 = 73.33\% \text{ (Poor)}$$

- b) The percentage of students' speaking vocabulary in Post-test

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

$$\frac{16}{30} \times 100 = 53.33\% \text{ (Very good)}$$

$$\frac{14}{30} \times 100 = 46.66\% \text{ (Good)}$$

c. Comprehension

- a) The percentage of students' speaking comprehension in Pre-test

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

$$\frac{9}{30} \times 100 = 30\% \text{ (Fair)}$$

$$\frac{21}{30} \times 100 = 70\% \text{ (Poor)}$$

- b) The percentage of students' speaking comprehension in Post-test



$$\frac{10}{30} \times 100 = 33.33\% \text{ (Very good)}$$

$$\frac{20}{30} \times 100 = 66.66\% \text{ (Good)}$$

## Appendix G: Distribution of t-table

### 5. Critical value of t-table

#### Level of significance for one-tailed test

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0.25	0.10	0.05	0.025	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	2.776	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	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	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.899
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	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	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
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	2.7798
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
<b>29</b>	0.683	1.311	<b>1.699</b>	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

(Sugiyono, 2014:332)

Df = N-1

Df = 30-1

Df = 29  $\longrightarrow$  t-table for ( $\alpha$ ) = 0.05 = **1.699**

## **Appendix : H        TRANSCRIPTION OF SPEAKING TEST**

### **(Pre-test)**

**Student 01** : I agree of the topic this house would ban national examination. UN is the process of evaluation to know the level of understanding of students during in the learning process in the level of the till, SMP and high school.....

I agree of the UN in remove because students with enterprising learn the value is almost the same with the student who are lazy to learn, so that arise a feeling of not happy against the students who are diligent learn to student who are lazy.....

**Student 02** : I think..I agree with the mention about ban national examination. According to my opinion..I agree if the national exam ban because the reality that happens when the national exam many students who cheat in the test. And I think the ability of students can be seen or judged than a day is not the result of the finally uncertain....and the national examination is a load for students, if will face in national examination and students always think that, so they feel depression or stress.

**Student 03** : This motion today is ban national examination. I agree with the motion because I think national examination must be ban, because national examination make students learn so hard to get the best value and if they can't or not ready to face in national examination they always think about that, and it make their self stress...and now, many school have done national examination and make students worry and make their self hard cause that and some of them not sure with their skill so they afraid to face in national examination.

**Student 04** : I disagree with this topic today... the topic this house would ban national exam is a test in passed by students, where they are in the test before graduation day. That is where the national exam is one of the exam. In addition to the test of the semester, the test the middle of the semester, and daily test.

The goal is the same namely them in the test to know how to they understand the lesson given. However, some of the value graduation in take away from the national exam.

I disagree if the national exam in abolished because of the national exam is very helpful. We know how can we understand the lesson where if we managed to answer any about that means we understand the subjects. And the national exam is also one of the measure the ability of students. And when the national exam in abolished the entire assessment given to the school. But the value that in give

from the school there is no in accordance with his ability..cause that I disagree if the national exam in remove.

**Student 05** : I disagree, why? Because the national examination have many benefit in between national examination so benefit for student because the national examination..use mapping the quality of educational program in educational unit. As a consideration of selection and for the basic for guidance and provision of assistance for education unit in the framework of quality and educational improvement.

**Student 06** : I am agree because if UN in remove because the students too often got an answer from various places and UN also every year increasingly very hard with the presence of UNBK..as we know that the national exam (UN) also make the most student became very carried..fikiran actually should we take relaxed but made students were very depressed.

**Student 07** : I think this topic today about this house would ban national examination. National test is an activity to praise the understanding of students about study item which have been taught by in previous class.

My argument with this topic today is I disagree national examination has banned because according to me, national test aim to train the understanding of students. Otherwise, there is national test, student will forget its lesson in previous class and students how have been supplied by computer for the national examination easier to do tasks.

**Student 08** : I am agree of the UN in remove because each of the UN students can still copy or work together and be the scourge of scary for some students. UN also at the cost of quite a lot because of the purchase of the computer and other equipment to UNBK. In addition many circles that take advantage of implementation of the UN by sell the answer or a matter of the UN.

**Student 09** : I agree with the topic, the topic is this house would ban national examination. According to my opinion, I agree if the national examination is abolished because in the national exam is a lot happening that the name of cheating is not only that the leak age is very influential and the results of the mastery of exam only 30% take to determine whether or not a student pass, because basically teachers and schools that determine whether or not a student pass..and in the national exam the teacher must take over in the implementation either from giving the key answer or change the results of the test that students do to make the student's score better, but the student's ability is not to good.

**Student 10** : I agree because can simplify the student to don't learn thoroughly and if the national exam student to go to college university...

**Student 11** : I agree with the abolition of the national exam. So that, students were not too weighed down to the national exam that made students can crazy due too thinking about the exam is because the most students feeling tense and think that they are not good as didn't pass the national exam.

**Student 12** : I disagree because national examination is the last evaluation after we are study for 3 years in the school and the goal of national examination is good to create a good standard of education in Indonesia...

National examination needs to be held s indicator of the success of education. In this country and the presence of national examination will make teachers and students work hard to achieve the best result in the national examination. Therefore, the government does not have to stop the national examination....

**Student 13** : I agree because the equalization of passing grade is not in accordance with the actual situation in the field...National examination can lead to discrimination for schools that are in the outskirts far from adequate access to education..... I also found that the one who should determine it.... Moreover, the implementation of the national examination prove to frond such as the selling of answer key and the distribution that is sometime late become the weakness of distribution that is sometime late become the weakness of the implementation of national examination....

**Student 14** : I am disagree...my according to my opinion UN is still needed as an effort to improve the quality of education including equal education...without UN how we can encourage education and what is the reference between regions...I do not agree if the national exam is abolished because one...improve student hearing motivation..two, as an arena to know the potensial three, as referensi in continuing the study..

**Student 15** : I disagree national examination was abolished because the exam is important for students who wish to persue higher education/ college..the value of a national exam may be the determine of our pass or not to the university we want, although not all are taken from the test scores...and this exam can train student with the knowledge they have...

**Student 16** : According to my opinion national examination is the last step that have done for students. For that, I disagree with the motion because if the government ban national examination, so..the students not will work hard for study...national examination it can produce the quality of students...in other

hand, national examination can evaluation your knowledge for three years in the school for that the government does not have ban national examination...

**Student 17** : I agree with the motion about this house would ban national examination because, when government does not have to stop the national examination. So that, students can to do text dishonestly student will be get high point..so that student the honestly feel not fair...

**Student 18** : I disagree, according to my opinion...I disagree because if the national exam is abolished the students will become lazy to learn and pay less attention to the lesson again. The purpose of improving and encouraging the quality of education in Indonesia.

**Student 19** : I agree if the national examination is deleted, because the teacher is just useless teaching and the decision to pass is not a teacher but the government....

**Student 20** : I disagree with the topic today, why I disagree national examination is a text conducted by each school on an annual basis at the end of the school, conducted by sixth, nine, and twelve classes over three days...and this is a regulation government for school...and I disagree with this topic because national examination have a many function, example for government about benefit for local government that local government can take advantage of the results of the national examination to mapping the achievement of the standard of learners and education unit and region the purpose of this mapping is to arrange a training program for the unit of education and region...

**Student 21** : I agree with the motion...because we will focus more on finding scholarships and opportunities for untranse as well as preparation of SNPTN and SBMPTN.

**Student 22** : I disagree with the ban national examination because national examination benefit is for mapping. The follow up is the results of national examination submitted to the district education department or city or province..this is so that the national exam result can be utilized to map the quality of education...

**Student 23** : I disagree because national test is to the test the understanding of student to be able to continue university caused by national test can know boundary ability of student...because national test only understanding test and now have balmy because wearing sophisticated technology..that is computer to facilitate student and do not wear paper again or manual to do problem...

**Student 24** : I agree if the national exam is abolished, because many students are stressed by the national examination test. Even so many people are killed by passing the exam. Although with the UN does not guarantee a country can develop properly..

**Student 25** : I disagree because the national exam is UN evaluation event for students who have studied during the level of education if the national exam is abolished then the evaluation for the students will be reduced then there is no challenge to learn and the students learning interest will be crease beside that kit know that the quality of evaluation in Indonesia is still low..unlike in developed countries with high educational qualities..

**Student 26** : I disagree if the national exam is abolished because the national exam has a positive impact on students. Among then the spirit of learning to master the lesson being tested, improve the role of parents in supervising the process of learning at home and children can grow discipline attitude for each student. So this can make students better so the national exam is not difficult for every student...

**Student 27** : I agree with the motion, because it will make students to understand UN later, if it were the pro and continue to happen because of the way until now even the UN has not been thoroughly evaluation public unless the UN not to go ahead even though many people do not satisfied with the implementation plan in the next years, the hope is the government can think about the implementation of the national exam today, which according to Mudji Sutrisno "UN has become a great that prevents the child to be able to think logically, not rate, and critical asked with the UN for now lost all of that bullshit with character education". May be a national exam in Indonesia will continue to run if there is no support for the parties in the evaluation of national exam today....hopefully in the current system of national exams can find brighter spot....

**Student 28** : I agree because why make a mass test?.....why should be done?.....but here are still daily exams, semester exams, even waste of time because the national exam is often the same as the matter of daily exams and semester exam. So the national exam does not need to be done...and students are not too weighed down to learn more than proportions when the national exam is near the students are required to learn extra. Students have to sacrifice a pretty thing urgent to learn and learn just for the sake of the target can pass the national exam....

**Student 29** : If the national exam is abolished I strongly agree, because the distribution of teacher quality and way of learning each region is different..because the national exam is comprehensive while the quality of learning doesn't lead to national exam result gonjang-ganjing and beside that a lot of national exam answer..as well as the number of national exams..therefore the value of national examination does not guarantee the ability of students in the success of learning.

**Student 30** : I agree with the argue that equalization of passing grade is not in accordance with the actual situation in the field...national for school that are in the outskirts and far form adequate access to education. They also found that the one who should determine students pass are not is not provided y the government, but teachers who have the right to determine it. Moreover, but implementation of the national examination prove to fraud such as the selling of answer key and the distribution that is sometimes late become the weakness of the implementation of national examination...



## TRANSCRIPTION OF SPEAKING TEST

### (Post-test)

**Student 01** : Assalamualaikum...I am the first speaker from affirmative team. I would like to read the definition of full-day school and my argument. The definition of full-day school in general is a school program that organizes the teaching and learning process in school for a full-day. Generally, schools that organizes a full-day start from 07.00 a.m. to 16.00 p.m... my opinion we agree because full-day school can make the students focus on receiving lesson as well as it is not disturb their activity at afternoon such as organization activities..

**Student 02** : Ladies and gentleman, than for giving time to me..I would like to tell you my definition and argument about this motion today. This motion today is regret full-day school...I am the first speaker from apposition team. At the first, full-day school put forward by minister of education by Muhajir Effendi to give us an education with character for all students in Indonesia, for example of the country developed countries..understanding of full-day school that is where we school from the morning 07.15 a.m. until 16.00 p.m. o'clock. This full-day school should be held in every school especially in cities. However, full-day school is still controversial among people who especially for the students course...because this controversial there are parties agree and disagree if the full-day school implemented. So, many people give various opinion about full-day school will be held or not. And my opinion, I agree if full-day school implemented because this is an effort to government, as written in UUD 1945 namely "...to smart the life of nation and come to carry out the order the world". The government efforts to create human resource more qualified to the future of Indonesian..so, Indonesia can compete with other developed countries both in the field of education and other fields...

**Student 03** : Assalamualaikum...thank for giving time to me. I am Rosnaeni as second speaker from affirmative team. Just now you said that full-day school, student will get a variety learning, but we know our school not use full-day school system but many students was boring about that. How about full-day school? In full-day school the students study 12 hours that can make the students more fast boring. Just not that the full-day school in psychology can make student was very tired. So that, the absorption of the students decreases because the students always spend time to study and don't have time to enjoy and relax..not only that in full-day school time and socialize students with the environment will also be reduced....

**Student 04** : Assalamualaikum..thank for giving time to me, I would like to read my opinion. I am from second speaker from affirmative team. In my opinion is I agree, because students can not focus to go to college because full-day school is too heavy for students because it takes a lot of time. So that, students are more free to rest and students are not robots but only ordinary people who have a sense and students are also eligible to comment with full-day school implementation...

**Student 05** : Assalamualaikum...thanks for giving time to me ladies and gentleman..I would like to give definition and argument about this house would regret full-day school. Full-day school is represent the model of public school which combine the system of religion instructions intensively that is with giving special time addition for deep of religion student..

My argument I agree if government regret full-day school because school not yet can guide the child toward which right..connection the estranged child and parent progressively if seen in child psychology a period of study of lot children is family and their house environment. Brain of child forced by something that of academic which not yet of course...they are very creative.

**Student 06** : Assalamualaikum..I am the second speaker from opposition team. I disagree with your opinion. Just now you say that, student's is not robot. But as smart student, we can choose where is good for us and where is not good for us. And from full-day school. We can use our spent time to learn. My argument, full-day school have been doing in the other country like Singapore, America, and Japanese. That is good for them, so we can follow them if that is good. Why not? We can try.....full-day school have many benefit like add our time to learn, but many student's complain about that...

**Student 07** : I am, the third speaker from affirmative team, my conclusion is, I agree because students can not focus to go to college because full-day school is too heavy for students because it takes a lot of time so that, students are more free to rest and students are not robots but only ordinary people. The afternoon activities such as organization activities. And make students bored because always study. So, students become lazy...

**Student 08** : I am first speaker of opposition team...I will explain about full-day school. Full-day school is learning activity conducted by teacher and student started from morning until evening...that take a time around 10 hours..this matter make student got good moment to do duty that given by teacher..So, my argument is I disagree full-day school is ban because full-day school can create good candidate leader of creative nation...because by using full-day school students more learn and practice in school when it compared to home. It is make students

can get many knowledge about everything..this matter prove that role of government in constructing and educating students..

**Student 09** : Assalamualaikum...thanks for giving time to me..ladies and gentleman...just now you say that, student can socialization with teacher but in reality, indeed education is important for kids. But if excessive it can also children become dizzy. The full-day school become more clever? Not because although a child study full-day it will not intelligence of a child, because the IQ a child different. What about the activities school in the afternoon certainly no chance to carry out. And how to extracurricular students are supposed to go home at afternoon, but now have to go home as the sunset. So, I thought full-day school is not so important.

**Student 10** : Assalamualaikum...I second speaker from opposition team. Just now you say full-day school is not important. But I think, I disagree with your argument because if full-day school is not important, why the government want to menetapkan for full-day school? If full-day school is ban, why? Because if the students do not understand with lesson in school. They can ask to their friends while still together in school. What if the full-day school in wipe the poor students who do not know a lesson in learned at school and they can not be asked to his friends because their friends have to book..

**Student 11** : Assalamualaikum...thanks for giving time to me. I am third speaker from affirmative team, I like the argument from my team. I would tell my conclusion. Full-day school represent the model of public school which combine the system of religion instruction intensively that is giving special time addition for the deepening of religion of student. Indeed education is important for kids, but if excessive it can make children...became dizzy, what if with the full-day school became more clever...a child study full-day school. It will not assure intelligent of a child, because the a child different.....

**Student 12** : Assalamualaikum...I am third speaker from opposition team I would like give conclusion...I disagree full-day school is ban because I think, here we create candidate leader of creative nation and innovative. Because more them learn and practice in school compared at home. Students also can have many knowledge about everything which he not yet know and time have socialization with teachers and students also. Because some of students time is to be gone to school this matter prove that role of government in construction and educating students...

**Student 13** : Assalamualaikum...first of all, thank for giving time to me. I am Syahri Wahyuni. As the first speaker from affirmative team the motion today is

this house would regret full-day school...full-day school is learning system that passed for a full-day usually start from morning until afternoon. I agree with the motion "this house would regret full-day school" because full-day school have many negative effect to students, teacher even to the parents of student. The first negative effect of full-day school is student can make easy to bored. Moreover if we full-day school what's more if the learning system of the teacher it's not interesting. It can make student sleepy...The second negative effect of full-day school is to the teacher we know that teacher automatically have family. They must to give attention and take care of their family...the third negative effect of full-day is to the parent of the student. They will feel concerned because their child always go home late and their child can't help job of their parent...I think that's all...thanks.

**Student 14** : Assalamualaikum...thank for giving time to me, I would like to give my opinion about the motion. Full-day school implies an education system that implement learning or full-day in teaching and learning activities by integrating an intensive teaching system by adding hours of lessons for the deepening of subject matter and self-development and creativity. Implementation of learning held in school from morning to evening regularly...In accordance with the program a teach level of education. In full-day school the institute is free to set it own subject schedule by the national standard of time all action as a minimum standard and according the subject with deepening model's. According to my opinion in full-day school student will get a variety learning met and the school with a regular program...

**Student 15** : Assalamualaikum..thank for giving time to me, I will make conclusion from opinion of my friends...Full-day school is school through the day or learning system of full-day school need our physical, our psychological and our intellectual is good in addition subject learning activities. Full-day school can make student tired. So that, the absorption of students decreases because the student always spend time to study and don't have time to relax and enjoy...thanks.

**Student 16** : I am the second speaker opposition team. Just now you said that full-day school can reduced the environment the student. I disagree with opinion of the second speaker from affirmative team. Because the student have many time to socialize with their family or their neighbor. In addition, majority the student not study in their home. So, with full-day school. We can use the our free time to study. And full-day school system can use to focus in character education. If you stay in the school start morning until afternoon. This is can train your patient.

**Student 17** : Assalamualaikum...thank for giving time to me, I will make conclusion from opinion of my friends...our motion today regret full-day school. I am disagree with full-day school. The our free time can useful for study...because right now, when the student go to home. They seldom to study, majority, they to pass time together with friend, watch TV, and not seldom that pass time with sleep. So, with full-day school the our free time not useless...

**Student 18** : Assalamualaikum...I am third speaker from opposition team. I will giving conclusion about debate today. The first speaker, said that full-day school put forward by minister of education by Muhajir Effendy to give us and education with character for all students in Indonesia and his opinion, he agree if full-day school implemented because this is an effort to government, as written in UUD 1945 namely "To smart the life of the nation and come to carry out the order he world". And for the future of Indonesian...and the second speaker said" Smart students can choose where is good for them and where is not good for them and full-day school can give benefit for the students...

**Student 19** : Ladies and gentleman. I am the first speaker from affirmative team. I will tell you about the topic today. Full-day school is a new regulation government for school, student in school five days one week and a school that organizes time used for lesson programs that the atmosphere is informal for students. School can arrange lesson schedule free according to subject a week and I agree if "This house (regret) full-day school." Because if full-day school regular to happen, have a many affect for student, parent, and teacher. Example for student, if full-day school regular to happen, automatically many student don't do, because in status quo. There are school don't have masjid for praying. So, his praying will be disturb and if student have agenda afternoon can not do again, example course, read al-Quran and etc. The order than the student will tired and bored, time to relax is very less, especially if the student has task he must do it soon...example for parent, if full-day school regular to happen automatically pocket many student will add to parent, so that give responsibility to parents and very important student do not to help parent for coo, help father to have rice field and etc...example for teacher, if full-day school regular to happen automatically teacher will less power to teach and about time with family less....

**Student 20** : Assalamualaikum...I first speaker from opposition team, I will give opinion full-day school gives many benefits if it is applied. Therefore, all deficiencies that could potentially cause harm to teacher, student, and parent regarding the policy of full-day school. Full-day school should be immediately addressed. So that, the program can provide education in educating the next

generation. Full-day school is the solution to maximize the potential of students both in the realm of cognitive, affection, and teacher also can keep an eye on the behavior of their students and they will know the bad influence of the environment.....

**Student 21** : Assalamualaikum...just now you that full-day school gives benefit. But in status quo many school have difficult to implement this system. Because full-day school system just suitable to apply in cities area. While for schools in the village, changing a learning system is not easy. Moreover, not support by good facilities and good infrastructure. So, if full-day school still to apply. This system have many problem such as: first, not all the school has a good facilities. This is can make the student bored and stress if stay long time in the school from morning to evening...second, location...usually students in the village have to pass through the forest or river. So, what this safely for students if return home at afternoon...third, consumption...what school can provide free meals for their students...I think that's all, thank for nice attention....

**Student 22** : Assalamualaikum...I am second speaker from opposition team, implement, you just said full-day school is a learning improvement program for each student, in which full-day school has a positive impact as students feel at home because they get quality lessons in addition students also have plenty of time to hang-out with friend so, as to form student personality. But full-day school does not mean students are studying for a day at school. But the program also ensures students can follow character formation for example following extracurricular activities and full-day school also ensures children's dependence...

**Student 23** : Assalamualaikum...ladies and gentleman I am third speaker from affirmative team and my conclusion is full-day school is new regulation government for school to success of education in this country. Full-day school have a many effect example for student, student will feel tired, time to relax is very less. And for parents, if full-day school regular to happen automatically pocket many students will add to parent. Full-day school have many problem example not all school have good facilities...so, if full-day school still apply than make students bored and stress. And consumption what school can provide free meals for their student. So that our team agree if this house regret full-day school....

**Student 24** : Assalamualaikum...I am third speaker from the opposition team..my conclusion is full-day school is the situation to maximize the potential of students both in realm of cognitive, effective, and teacher also can keep an eye on the behavior of their students and will know the bad influence of the environment. But full-day school does not mean students are studying for a day at

school. But the program also ensure students can follow character formation. For example following extracurricular activities and full-day school also ensures children's dependence...thanks.

**Student 25** : Assalamualaikum wr. wb...I am first speaker from affirmative team. I will tell you about definition and my opinion. Full-day school comes from the English language. Full meaning full day means day and school meaning in school. So, full-day school is a day long school or teaching and learning process that is carried out from the morning until afternoon.

**Student 26** : Assalamualaikum wr. wb...I am, first speaker from the opposition team. Thank for giving time to me. I will tell you about my opinion. Full-day school is a school program where the learning process is carried out a full day at school with this policy. Children's time and busyness is spent more in the school environment that at home. Children can be home again after afternoon. I disagree with the abolition of full day school because with the full day school this can make our study time becomes longer so, our spare time becomes useful. Full-day school is also able to facilitate us to face school exams, so that our minds are not too much of a wedge when the exam starts close. Full-day school can also teach us learners that our time should be used as much as possible to learn for a good and education future.

**Student 27** : Assalamualaikum wr.wb...I am the second speaker from opposition team. I don't agree if full day school besides aiming to develop the quality of education is the most important full day school aims as one of the efforts to foster aqidah and moral students and include a positive value, because full day school very good for student.

**Student 28** : Assalamualaikum wr.wb...I am the second speaker from affirmative team. If full day school is applied in school, because you must know that if the student comes home at five o'clock, the student will be restless. So, his mind in learning will not concentrate.

Then, if applied full day school, student will start lazy in learning and tired.

**Student 29** : Assalamualaikum wr.wb...I am third speaker from affirmative team. I will tell you about my conclusion full day school come from the English language. Full meaning, full day means day and school meaning school. So, full day school is a day long school or teaching and learning process that is come out from the morning until afternoon. Full-day school is full meaning full day and school meaning school and full day school making students restless because student come home at 5 o'clock. So, his mind in learning will not concentrate.

**Student 30** : Thank for giving time to me...I will tell you my conclusion. Full-day school aims as one of the efforts aqidah and morals of student and include positive value. I am third speaker from opposition team. I will giving conclusion about debate today..the first speaker..said that, full-day school put forward by minister of education by Muhajir Effendy to give us and education with character for all students in Indonesia..and his opinion he agree if full-day school implemented because this is an effort to government, as written in UUD 1945 namely” To smart the life of the nation and come to carry out the order the world”. And for the future of Indonesia..and the second speaker said “smart students can choose where is good for them and where is not good for them. And full-day school can give benefit for the students...





## Appendix J: Documentation



Picture 1: The researcher conducted pre-test



Picture 2: The researcher explained about debate material



Picture 3: The research conducted simulation of debate practice



Picture 4: The students prepare their argument about the motion





Picture 5: The students present their argument in debate class



Picture 6: The researcher conducted post-test



Picture 7: The researcher and the students XII IPA 4 SMAN 2 PINRANG

## CURRICULUM VITAE



**SUCITRA** was born in Tamansari, on May 06, 1995. She has one brother from her family. Her father is Suharto and her mother is Sukinem. She graduated her elementary school in 2007 at SDN 220 Duampanua, Pinrang Regency.

She continued her study at SMPN 1 Duampanua, Pinrang regency and graduated in 2010. Her senior high school was at SMAN 2 Pinrang and graduated in 2013. At the same year she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. She joined in organization UKM BAHASA such as Demisioner at Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2017 entitle *The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication) of the Twelfth Grade at SMA Negeri 2 Pinrang (A Pre-Experimental Research)*.