

**THE APPLICATION OF ASIAN PARLIAMENTARY DEBATE (APD) AS
THE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL**

*(A Classroom Action Research at the Eleventh Grade of SMA 1 Muhammadiyah
Unismuh Makassar)*



A THESIS

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MOTTO

CONSIDER ALL PEOPLE AS YOUR TEACHER
ALL PLACES AS YOUR SCHOOL AND
ALL TIME AS TIME OF LEARNING

DEDICATION

In the name of Allah, The researcher dedicated her thesis to

Her beloved Parents, Hadina and Juhadi

Her beloved sistar, Frida

All of her family, especially for hercousin Ayu Pertiwi

Her beloved friends

Her thank them for all the love, prayers, support, and patience.

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Finally, the researcher hopes that this thesis is useful for readers, may Allah SWT the Almighty always bless us. Amin

Makassar, January 2019

Nur Laela,

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ABSTRACT

Nur Laela, 2019 *The Application of Asian Parliamentary Debate (APD) as The Technique to Improve Students' Speaking Skill (A Classroom Action Research at the Eleventh Grade of SMA 1 Muhammadiyah Unismuh Makassar).* (supervised by Syamsiarna Nappu and Herlina Daddi).

This research aims at finding out the improvement of the students' speaking skill through The Application of Asian Parliamentary Debate (APD) at the Eleventh Grade of SMA 1 Muhammadiyah Unismuh Makassar.

The researcher used Class Action Research (CAR) in two cycles, where each cycle consists of four meetings. The number subject of the research was 14 students in class XI. The researcher got the information from the students' answers on debate in the form of D-test, test of cycle I and test of cycle II.

The mean score of the students' speaking skill D-Test was 70.36. It was categorized as average classification. While the mean score of the students' speaking skill test in cycle I was 73.93 it was higher than the mean score of the students' D-test. However, the result was not significant from the result which was expected according to the background namely 75, so the research was continued to the cycle II and the mean score of the students' speaking skill achievement of cycle II was 83.21. Having analyzed the data, it can be stated that the students' speaking accuracy and fluency at the Eleventh Grade of SMA 1 Muhammadiyah Unismuh Makassar is low level before the test in the first cycle and in high level after the test in the second cycle.

Keywords: Asian Parliamentary Debate (APD), Speaking Skill, Vocabulary, and Self-confidence.

ABSTRAK

Nur Laela, 2019 *Penerapan Debat Parlemen Asia (APD) sebagai Teknik untuk Meningkatkan Keterampilan Berbicara Siswa (Penelitian Tindakan Kelas di Kelas XI SMA 1 Muhammadiyah Unismuh Makassar)*. (dibimbing oleh Syamsiarna Nappu dan Herlina Daddi).

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa melalui Aplikasi Debat Parlemen Asia (APD) di Kelas XI SMA 1 Muhammadiyah Unismuh Makassar.

Peneliti menggunakan Penelitian Tindakan Kelas (PTK) dalam dua siklus, di mana setiap siklus terdiri dari empat pertemuan. Jumlah subjek penelitian adalah 14 siswa di kelas XI. Peneliti mendapat informasi dari jawaban siswa pada debat dalam bentuk tes-D, tes siklus I dan tes siklus II.

Nilai rata-rata keterampilan berbicara siswa D-Test adalah 70,36. Itu dikategorikan sebagai klasifikasi rata-rata. Sementara skor rata-rata tes keterampilan berbicara siswa pada siklus I adalah 73,93 tetapi lebih tinggi daripada skor rata-rata tes-D siswa. Namun, hasilnya tidak signifikan dari hasil yang diharapkan berdasarkan latar belakang yaitu 75, sehingga penelitian dilanjutkan ke siklus II dan skor rata-rata pencapaian keterampilan berbicara siswa pada siklus II adalah 83,21. Setelah menganalisis data, dapat dinyatakan bahwa keakuratan dan kelancaran berbicara siswa di Kelas XI SMA 1 Muhammadiyah Unismuh Makassar adalah tingkat rendah sebelum tes pada siklus pertama dan di tingkat tinggi setelah tes pada siklus kedua.

Kata kunci: Debat Parlemen Asia (APD), Keterampilan Berbicara, Kosakata, dan Percaya Diri.

CHAPTER I

INTRODUCTION

A. Background

Language is an integral part human life it accompanies wherever and whatever a person is. It is used as a means of conveying ones idea in society (Brown, 1994:36) consequently feels about to the others. The kinds of language is oral, written, and gesture form. It must be acknowledged, that the most often used in communication is oral form in the classroom. It is not easy for the teachers to guide students to speak English since the students are not expressing themselves to speak, but they need an active interaction.

According to Ningtyas (2012: 17), speaking is making use of an ordinary voice, offering words, knowing and being able to use a language expressing oneself in words, and making speech. Thus, speaking uses words and produces the sounds to express ideas, feeling, thought, and needs orally in an ordinary voice. In teaching English for speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For this, teachers have to be aware that the students are used to inhibit in the way of how many times and how much time they speak in the classroom.

In teaching speaking, the teacher should introduce other materials as an alternative to give various situations to students in classroom process. These materials can be a medium it can be create a comfortable atmosphere interest and to simulate

the students' motivation during the classroom process. In the other hand, high motivation is needed to learn speaking, they should have an effective.

There are many ways or techniques that can improve the students' speaking skill, but the researcher make a research about the application of Asian Parlimentary Debate (APD) to improve students speaking skill, this technique is very useful because it will help the students' to improve speak fluenc. The learners use Asian Parlimentary Debate (APD) to speak fluenc and increasing their vocabulary. Based on the information from the English teacher and mini research it found that students' of SMA Muhammadiyah Unismuh Makassar have low vocabulary and low self-confidence.

Kida (2013:59) stated that, the Asian Parliamentary (AP) format is "simplistic" in comparison with other formats that involve multiple teams each with a burden of its own. The format consists of two teams with three speakers each – the government that argues for and the opposition that argues against the motion on the floor.

Based on the results of preliminary observations in senior high school the researcher found the students have problem to learn English subject, expecially for speaking skill in the terms vocabulary and self-confidence. It is also experienced by the majority students of senior high school muhammadiyah unismuh Makassar. It is caused by low the teacher's creativity in determining the learning technique speaking skill to the students. The teachers at the time of the process teaching and learning in the classroom tend to be more active in speak than their students.

Based on the explanation above the researcher is interested in conducting a classroom action research study examining “The Application of Asian Parliamentary Debate (APD) As the Technique to Improve The Students’ Speaking Skill at the Eleventh Grade Students’ of SMA Muhammadiyah Unismuh Makassar.”

B. Problem Statements

Based on the background above, the researcher formulates the following research question:

1. Can the application of Asian Parliamentary Debate technique improve the students’ self-confidence in speaking at the Eleventh Grade Students’ of SMA Muhammadiyah Unismuh Makassar?
2. Can the application of Asian Parliamentary Debate technique improve the students’ vocabulary in speaking at the Eleventh Grade Students’ of SMA Muhammadiyah Unismuh Makassar?

C. Objectives Research

1. To find out whether or not the application of Asian Parliamentary Debate technique improve the students’ self-confidence in speaking at the Eleventh Grade Students’ of SMA Muhammadiyah Unismuh Makassar
2. To find out whether or not the application of Asian Parliamentary Debate technique improve the students’ vocabulary in speaking at the Eleventh Grade Students’ of SMA Muhammadiyah Unismuh Makassar

D. The Significance of the Research

The significance of the research consists of two, as follow:

Theoretically, this research will make it easier for researchers to seek references to acquire new techniques in improving students' speaking skills. Researchers will then gain more knowledge through this research and teachers will be more creative to develop teaching strategies.

Practically, this research is can help researchers to improve their ability to make research and expand their knowledge, especially about English. And it is expected that the next researcher to conduct a study of English that will examine this research deeper than previous research. So the researcher hopes this research is useful and can help all those who need information related to the title. In addition, it aims to improve teachers' creativity in teaching.

E. Scope of the Research

This research was conducted in SMA Muhammadiyah Unismuh Makassar at the Eleventh Grade Students. The research was focused on the Asian Parliamentary Debate (APD) as the technique in teaching speaking skill on the students self-confidance and vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Speaking

1. Definitions of Speaking

Speaking is a language skill that is developed in child life, which is produced by listening skill, and that period speaking skill is learned (Sholihin, 2013)

Based on Competence Based Curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in speaking cycle especially in Joint Construction of Text Stage (Sholihin, 2013)

In addition, speaking is the most important and essential skill. According to many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role-playing (Oradee, 2012:1).

Then, Mora (2010) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve student's communicative skills because students can express themselves and learn how to use a language.

Based on the theories above the researcher concludes that speaking is one of the four basic competences in English very important war in building good communication to get more information so that we will be easier in experimenting in importing or sharing information.

2. The Elements of Speaking

a. Accuracy

According to Helmenstine (2017) defines accuracy is defined as coming close to a true or desired value, like the centre of a bulls eye. For the values to also be precise, they would need to be very close to each other (whether or not they hit the mark). Besides, accuracy refers to the correctness of a single measurement. Accuracy is determined by comparing the measurement against the true or accepted value. An accurate measurement is close to the true value.

Furthermore, Dormer (2013) defines that increased English learn accuracy can be achieved by leading students through six stages of awareness. The first three awareness stags build up students' motivation to improve, and the second three provide learners with crucial input for change. The final result is "sustained language awareness", resulting in continue self-correction and improvement.

Based on the above theory, the researcher concludes that Accuracy is one part of speech element and serves as an accurate precision gauge in

comparing wrong or correct grammar in getting the right value to produce self-correction and continuous improvement.

1) Vocabulary

Zubaidah (2016) stated that, vocabulary is essential component of all use of language. Vocabulary acquisition is one of the prime important in learning English. When the learners acquaint new vocabulary, they must know the meaning of words; they must also know how to arrange individual words within the sentence.

Moreover, Rie and In'nami(2013) mention that vocabulary plays an essential role in oral production. In theoretical models of first and second language (L1 and L2, respectively) speaking process. Besides Moeller at all (2014) define, vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning. Vocabulary building often occurs through reading; however, in the foreign language classroom due to the heavy concept load involved in reading a second language it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts. One of the major roles of the teacher then becomes to assist students to learn vocabulary as well as to equip them with strategies for learning words.

Furthermore, Cemink's (2012) defines that vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

Based on the theories above the researcher concludes that vocabulary is the main thing to communicate with other people both oral and written that includes literature, music, and content knowledge. In addition, vocabulary means proper diction used in communicating to help the listener understand what the speaker is talking about.

2) Pronunciation

Ukessays (2015) defines that pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. Besides, it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. Besides, pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are loosely related to the way we speak a language.

According to Cemink's (2012), mention that pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the elements and principles that determine how sounds vary and pattern in a language. Based on the above theory we conclude that the pronunciation is the main thing that requires mastery for communication to be smooth and what is spoken easily understood by others. In addition, some aspects of the pronunciation must be known so that the sound is clear.

3) Structure

Cemink's (2012) defines that structure is needed for students to arrange a correct sentence in conversation. Based on the above theory, the researcher concludes that the structure is needed to manipulate the structure of sentence and to distinguish the grammatical form correctly so that the spoken sentence is true in the conversation.

b. Fluently

According to Cemink's (2012), defines that fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1994: 14).

Based on the above theory the researcher concludes that fluency can be defined as the ability to speak with fluent and fluent pronunciation so that the speaker is easy in expressing the idea.

c. Self-confidence

Bandura (2001), stated that Self-confidence is considered one of the most influential motivators and of regulators of behavior in people's everyday lives. In addition Self-confidence beliefs, defined as people's judgments of their capability to perform specific tasks, are product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of confidence information. Roland Benabou (2000:15) defines that, self-confidence is widely regarded as a valuable individual asset. Further more, Roland Bénabou (2001:12) stated that, self-confidence enhances the individual's motivation gives anyone with a vested interest in his performance an incentive to build up and maintain his self-esteem. General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors.

The most important factors are: (1) personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) social messages received from others. Community, home, school, and peers are important for selfconfidence growth. Sending positive messages for others is thought to be

detrimental to the development of high selfconfidence, whereas exposure to negative messages decreases the level of self-confidence (Bandura, 1994: 23). Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it (Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners.

Based on the above theory we conclude that confidence is the most influential motivator in shaping one's behavior. Moreover confidence beliefs are the product of a complex self-persuasion process that relies on cognitive processing.

Table 2.1: Outcomes and indicators of self-confidence

Participant Outcomes			
Early	Intermediate	Long term	Outputs/Indicators
Positive response (participations, increased knowledge)	Active engagement, attitude change, behaviour change	Desired outcome	
Participants can identify their strengths, skills and goals	Participants have improved self confidence	Participants enhance their capacity to influence and control elements	Participants report positive changes in self-confidence.

Participants have a better understanding of their rights, responsibilities and abilities to make positive choices that affect themselves and their families	Participants have increased confidence in relation to contributing to the project/program or their community	of their lives Participants contribute/give back to the project/program and/or community in ways of their choice	Participants report taking on an active role or leadership in their activities and/or the program Staff report/rate increases in participants' self-confidence.
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Rosenberg, M. (1965).

d. The Characteristics of a Successful Speaking Activity

According to Hardiana (2008), argues that Speaking for learner is not easy, at least four criteria should be covered by the learner in speaking activity.

They are:

- 1) Time allotted to the activity of the learner should be describe to the public.
- 2) Each gets a chance to speak, and his contribution is evenly distributed
- 3) Student learning motivation is very high because it is supported by an interesting topic in every task they can.
- 4) The language used is a language that is easily understood with the level of accuracy of language that is easily accepted Intensive.

e. Technique in Teaching Speaking

According to Harmer (2001:271) many of classroom speaking activities which are currently use are :

1) Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Speaking activity based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

3) Discussion

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation n a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and

useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

5) Simulation and role play

Many students derive great benefit from simulation and role play, students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

6) Debate

Debate is an activity in the classroom is very interesting and challenging be the students are encourage to speak English fully and explore their ideas in a good way.

All of speaking activities above encourage students to practice speaking in classroom. The teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if the teacher gives the appropriate activity based on the students' levels. Besides that, the process of transferring knowledge can be done easily.

B. The Concept of Debate

1. Definition of Debate

Dale (2000) stated that, Debate technique is a speaking situation in which opposite points of view are presented and argued. A Debate technique is about the real or simulated issue. The learners' roles ensure that they have adequate share knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.

Ronald (1997:10) argued that Debate is data in which people take up position, pursue arguments, and expound on their opinions on a range of matters; with or without some sort of lead figure or chair person. Debate technique is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them.

Debate technique is a situation that presents different opinions based on several points of view. While the Participant role ensures that their knowledge is broad and correct or not so they must be smart in convincing other participants of the knowledge they are conveying. Besides that debate is one way in menyampaikan argument or opinion therefore this technique is very suitable to be applied to student because it can encourage students in improving their communication skill.

Based on the above theory the researcher concludes that the debate is a good and effective technique that can be used to create a rich classroom atmosphere in communication, and gives them more opportunity to practice their spoken language for their communicative competence.

2. Advantages of Debate

According to Chan (2009:3) teaching speaking in English by using debate has some advantages in learning process as follows:

- a. Allowing the students to look at both sides of an issue
- b. Improving the students' communication and expression skills in a public setting
- c. Enhancing technique of searching information
- d. Improving skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments
- e. Fostering appreciation of opposing viewpoints
- f. Enhancing debating/arguing techniques against opinions
- g. Allowing more interactive exchange among students and the teachers.

3. Types of Parliamentary Debate

According to Adriyanti(2015) stated that, Parliamentary (Parli Debate). Parliamentary Debate (sometimes referred to as “parli” in the United States) is conducted under rules derived from British parliamentary procedure. Many university-level institutions in English-speaking nations sponsor parliamentary debate teams, but the format is currently spreading to the high

school level as well. Despite the name, the Parliamentary style is not related to debates in governmental parliaments. There many kinds of Parliamentary Debate system used around the world, such as: British Parliamentary debate style, Asian Parliamentary debate style, Australian Parliamentary debate style, and many more. The researcher takes Asian Parliamentary (AP) as his technique in this research, so here will explain the AP deeply.

Parliamentary debate is referred to as "parli" in the United States which comes from British parliamentary procedures. university-level institutions in English-speaking countries have sponsored the parliamentary debate team, and at present the format has spread to the secondary school level. Parliamentary style is not related to the debate in the parliament of the government. There are many types of Parliamentary Debate systems used throughout the world, such as: British Parliamentary debate style, Asian Parliament style debate, Australian Parliamentary debate style, and more. Researchers take the Asian Parliament (AP) as the technique in this study, so here will explain the AP in depth.

4. Definition of Asian Parliamentary Debate

Kida (2013:59) stated that, The Asian Parliamentary (AP) format is "*simplistic*" in comparison with other formats that involve multiple teams each with a burden of its own. The format consists of two teams with three speakers each – the government that argues for and the opposition that argues against the motion on the floor. However, despite its simplicity, judging AP format is not simple, for *it requires the judge to tread along the delicate line between analyzing*

the given clashes and making his/her own analysis of the debate. With various arguments and rebuttals being thrown back and forth between six speakers, it is up to the adjudicator to assess what mattered and why.

The format of the Asian Parliament (AP) has several teams that each have their own tasks. Each format consists of two teams with three speakers present: a government duty to argue and opposition in charge of opposing motions. While the AP jury format should analyze the debate. Therefore debates are important to learn, and help students to have similarities with the team if everyone has a good idea to make a productive debate. it is important to understand how to make a good definition to be easy in Knowing the unfair definition, it is important that the team can avoid it, and be able to respond appropriately to such unjust definition.

As previously mentioned, debate is important to have a common ground of debate between both teams if one were to have a good and productive debate. Therefore, it is essential to understand how to make a good definition. Other than not missing important key points, you must also be aware that some definitions are unfair. Knowing these unfair definitions is important so that teams could avoid making them, as well as be able to respond appropriately to such unfair definitions, Pramanasari (2014:1).

a. Debate Bench Position

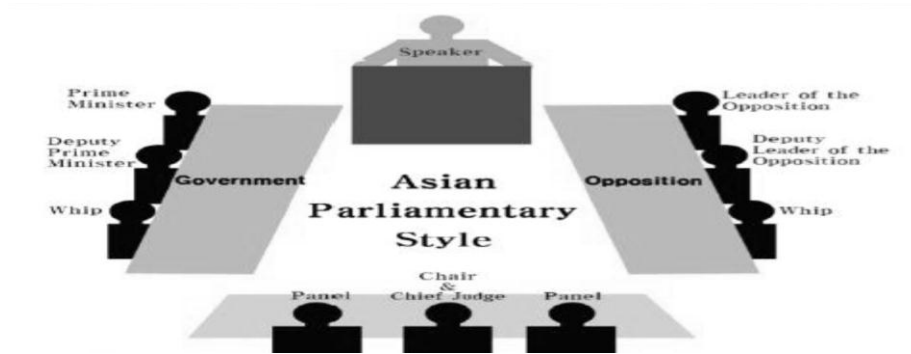


Figure 2.1 : Debate Bench Position

Kida (2013)

Figure 2.1 Shows that there are two benches in the Asian Parliamentary Debate of Governance and the Opposition Bench. It also explains that there are two teams on each bench, the first government means the first team of government and the second government means the second government team. Pramanasari (2014:1)

b. The Format of Debate

According to D'Cruz (2003:38), government bench is a bench that totally agree about positive motions given and disagree about a negative motion. It is on contrary with opposition bench. It will disagree with positive topic and agree about negative topic. Two teams are positioned on the government (affirmative) side of the debate: the Opening Government and the Closing Government. Two teams are positioned on the opposition (negative): the Opening Opposition and the Closing Opposition.

c. Members speak in the following order:

According to D’Cruz (2003:15), Team debate uses 3 speaker 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, brainstorm and divide points of arguments so the speaker must work out together as a team. Each speaker has different jobs for each stage in a classroom debate. D’Cruz (2003:15) there are the duties of speaker in a classroom debate, as the follow affirmative team, affirmative team is the team required to argue that the topic (motion) is true.

- (a) First speaker : define topic, set out affirmative’s interruption of the topic, identify issues which will be in contention, present team structure, team line and team split and present arguments allocated to the first speaker.
- (b) Second speaker : identify the major areas of disagreement with the negative team, include definitional issues which are still in contention, rebut major arguments, defend own case against rebuttal by previous speaker(s) and present arguments allocated to second speaker.
- (c) Third speaker : present an overview of the debate and identify the essential issues upon which the teams disagree.

5. The Terms in Asian Parliamentary Debate

According to Agahi (2014), the terms in Asian Parliamentary Debate in learning process as follows:

a. Motion

- 1) The motions for each round will reflect a specific and well-known theme, and each round of the competition will comprise of three choices of motions
- 2) On release of the motions, both teams will rank the motions on the basis of their preferences. The third option of both teams is immediately dropped. If there remains a clear favourite, that motion is directly selected.

b. Points of Information

According to D'Cruz (2003), a point of information is a formal question by a member of the opposing team. Points of information allow members of the opposing team to rise in their place and ask a question of the speaker. The speaker can accept or decline the point of information. Accepting the point of information means listening to the point and responding. Declining the point of information means that the offeror cannot even ask the question. A point of information is a significant opportunity for the offeror to expose a flaw in the speaker's argument or to introduce rebuttal. It's also an opportunity for the speaker to strengthen their case and answer points of rebuttal. Interjections (which are informal, audible comments) are allowed in some competitions on condition that they are brief, pertinent and witty. The rules of those competitions usually allow adjudicators to penalise interjectors whose behaviour constitutes heckling.

Points of Information (POI) may be offered during the six substantive speeches only, after the first single knock of the gavel and up to the second single knock of the gavel. Points of Information may not be offered during the first and last minutes of substantive speeches. If a Point of Information is offered in the first or the last minute of a constructive speech, it is the duty of the speaker holding the floor to reject the same as being out of order. Only if the speaker holding the floor fails to do the same, the chair of the adjudicator panel may very briefly intervene and call the house to order, Agahi (2014: 15).

c. Matter

According to D'Cruz (2003: 22) Matter is the content of the speech. It can be contrasted with the presentation style of the speech (manner) and the structure of the speech (method). Matter includes arguments, evidence presented to support those arguments, examples and analysis. Matter includes substantive matter, rebuttal and points of information. In debates in which points of information are used, both the content of the question and the content of the answer are considered matter.

The elements of matter are:

- a) Logic
- b) Relevance.

Particular matter issues discussed in this chapter are:

- a) Rebuttal
- b) The onus of proof

- c) Taking the audience into account
- d) Assessing the quality of arguments
- e) Argument by example
- f) References to experts
- g) New matter from third negative speakers
- h) The *invalid* case
- i) The *hung* case
- j) Humorous arguments

d. Manner

According to D'Cruz (2003:19), manner is the presentation style of the speech. It can be contrasted with the content. Manner includes the aspects of a speaker's presentation which contribute to or detract. The assessment of manner is probably the most subjective assessment an adjudicator will make. The variety of speaking styles is infinite. Some speakers use a forceful and authoritative style; others are quiet and calm in their presentation. Some use theatrical gestures and stride about the stage; while others are relatively reserved in their presentation. Some speakers are rapid in their delivery; others speak slowly and deliberately. Some speakers use notes while others speak without them. In any particular debate, these elements may add to or detract from a speaker's performance. There is no rule that speaking loudly is better or worse than speaking softly, or that avoiding notes is better than using notes.

The test is whether the aspect of the speaker's manner contributed to or detracted from the force of their arguments.

The elements of manner are:

- a) Body language
- b) Vocal style

Particular manner issues discussed in this chapter are:

- a) Humour
- b) Personal attacks on opponents
- c) Dress

It can be concluded that Debater and adjudicators in the competition must be aware that they will experience many different debating styles different colleges and countries. There is no single 'correct' or 'right' style to adapt in this competition. Nor should a speaker's style be dismissed as inappropriate in the national or regional context of the adjudicators or debaters who witness it. As with Matter, personal bias must not be allowed to influence an adjudicator's assessment of Manner, Agahi (2014: 23).

e. Adjudication

According to adriyanti (2015: 16), adjudicators keep the debate focused and give it a conclusion, it is advisable to have a panel of adjudicators. At the end of the debate, a representative from the adjudication panel will give a brief description of the debate, and some valuable comments for the debaters. Before

the debate starts, adjudicators usually announces the classroom debate rules to the speakers.

C. Conceptual Framework

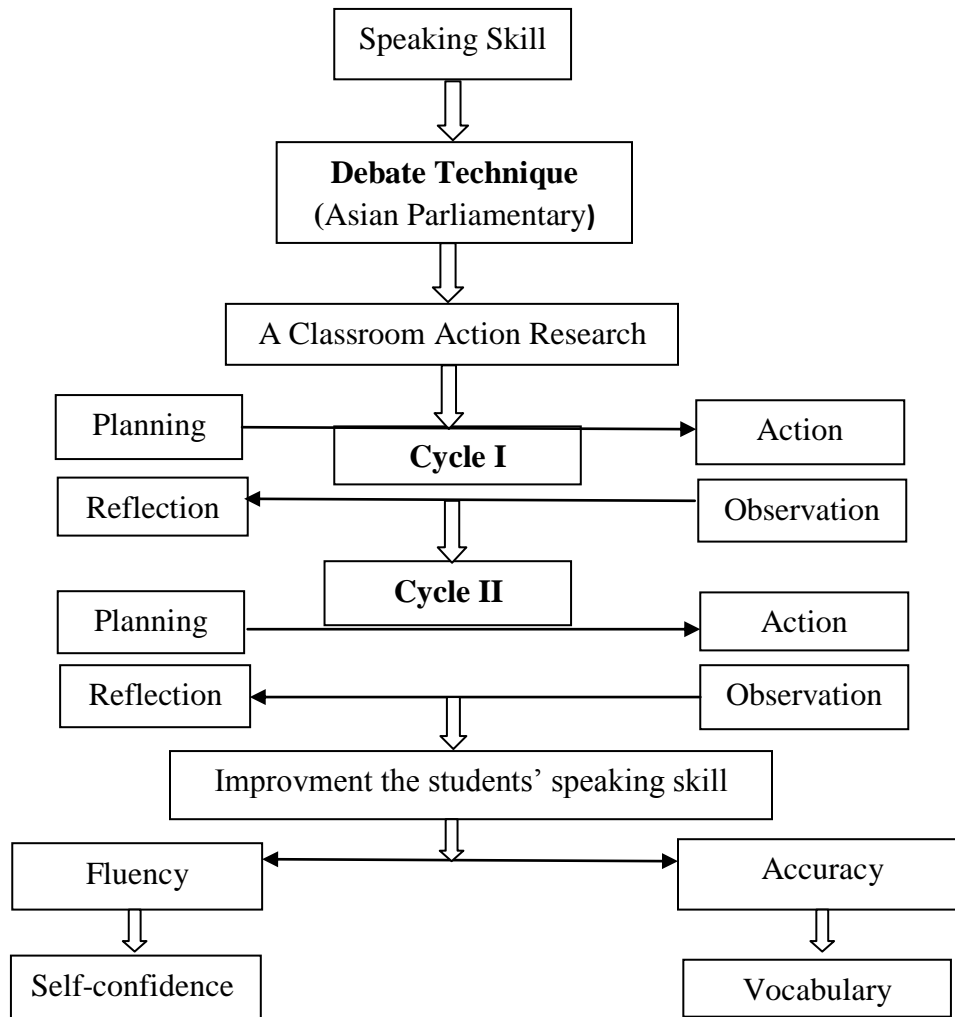


Figure 2.2: Conceptual Framework

The conceptual framework shows that the problem is the students' improving speaking skill, especially their fluency and accuracy in speaking. Speaking will be research through Classroom Action Research. In this research, the process will be: cycle I (do a planning, action, reflection and observation), and cycle II (do the steps of cycle I and reflection the cycle I).

B. Hypothesis

The hypotheses of this research are formulated as follows:

1. Ho (Null Hypothesis):

There is no significance difference of the students' speaking skill before and after learning process through the use of Asian Parliamentary Debate

2. H1 (Alternative Hypothesis):

There is significance difference of the students' speaking skill before and after learning process through the application of Asian Parliamentary Debate

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design was used a classroom action research (CAR). It has stages there are planning, action, observation and reflection.

This research would be conducted around two cycles. They are first, second, and third cycle and each cycle was the series of activity which has close relation. Where the realization of the second cycle was continuing and repairing from the first cycle.

B. Research Procedure

This research applied classroom action research. So in this case the researcher used two cycles consist of 4 meeting for each cycle. The procedure of each cycle were as follows:

Cycle I

This refers to the teaching and learning process and it was carried out for four meetings in one cycle, and each meeting consists of 2 x 45 minutes. Here, each meeting was recognized as steps namely planning, action, observation, and reflection-analysis. This must be different for all cycles, and it was only done as a cycle and then continued after reflection analysis.

1. Planning

- a. Preparing materials, making lesson plan, and design the steps in do the action

- b. Preparing list of students name scoring
- c. Preparing sheets for classroom observation (to know the situation of teaching learning process when the strategy is applied)
- d. Preparing a test (to know whether students' speaking improve or not)

2. Action

At this stage of the learning process or the provision of treatment carry out as follows:

- a. Teaching speaking used Asian debate technique and watch a video about Asian Parliamentary Debate
- b. Giving the students' 25 vocabulary and the students' should remember our vocabulary
- c. Giving a topic that will be discussed during the debate
- d. Conducting an Asian Parliamentary Debate

3. Observation

Observation was a technique of way to collecting data with systematic supervision against research indicators. The researcher as the teacher help by a collaborator, the English teacher, make notes in observation sheets. Like the students feeling, thinking, and something they do in English teaching learning process.

4. Reflection

Reflection mean to analyzed the result based on the data that had been collected to determine the next action in the next cycle, in this phase, the

researcher could observe the activity that the results any process, the progress happen, and also about the positives and negatives sides.

Cycle II

1. Action

- a. Teaching speaking used Asian debate technique and watch a video about Asian Parliamentary Debate and giving the students' 25 vocabulary and the students' should remember our vocabulary
- b. Instruct the students to memorize the 25 vocabulary that were given before, after that the students will watch a video simulation debate
- c. Giving a topic that will be discussed during the debate
- d. Conducting an Asian Parliamentary Debate

2. Observation

The observation cycle II was the same as the observation at the cycle I.

3. Reflection

The result of the second cycle action to analyzed, understand and made conclusion activity. The researcher analyzed first cycle to know whether the action of this cycle reached success criteria based on test result of the second action.

Cycle III

1. Action

- a. Giving the students a video debate simulation and giving 25 vocabulary and the students' should remember our vocabulary
- b. Instruct the students to memorize the 25 vocabulary that were given before, and giving the students a video debatesimulation, after that giving a mosi that will be discussed during the debate
- c. Do methd strenghening through instruct the students to memorize the 25 vocabulary that were given before, and giving the students a video simulation, after that giving a mosi that will be discussed during the debate.
- d. Conducting an Asian Parliamentary Debate

2. Observation

The observation cycle IIIwas the same as the observation at the cycle I and II.

3. Reflection

The result of the third cycle action to analyzed, understood and made conclusion activity. The researcher analyzed first cycle to knew whether the action of this cycle reached success criteria based on test result of all action.

C. Research Variables and Indicators

The following the variables and indicators of the research:

1. Variable

There were two variable of the research. They involved

- a. The independent variable of this research was Asian debate technique.
- b. The dependent variable of this study was students' speaking skill.

2. Indicators

The indicators of this research are the students' vocabulary and self-confidence in speaking English

D. Research Subject

The subject of the research was at the Eleventh years IPS students of SMA 1 Muhammadiyah Unismuh Makassar in the academic year 2018/2019. The subject consist of 14 students.

E. Research Instrument

Sugiyono (2010:148) research instrument is a tool used to measure the natural and social phenomena were observed. The instrument was used in this research to collect the data was oral test, the way was the students must memorize 25 vocabularies that lack in self-confidence when the students debating and than practice it in front of the class to assessed and examined the students' speaking vocabulary and self-confidence.

F. Procedure of Collecting Data

1. Test

The teacher gave to the students oral test that was memories to measure the students speaking ability after applying Asian Debate Technique. The way was the teacher must collect around 25 vocabularies that students said when debate

and then the students must memories the 25 vocabularies and practiced in front of class. The oral test in cycle two had the same test in cycle one.

Self-Confidence Test

Instructions

Complete each sentence below by selecting one of the four options. Your answers should reflect how you are currently feeling related to your self-confidence.

1. When it comes to achievement and success, I am

- a. Mostly confident in my capacity for success and expect good outcomes.
- b. Confident in some areas of work and life, but have doubts in several others.
- c. Just confident enough to maintain the status quo, but not capable of making my life or career much better.
- d. Lacking confidence in most of my abilities and feel very limited in my capacity for success.

2. In social interactions, I feel

- a. Completely confident walking into a room full of new people and conversing easily.
- b. Slightly uncomfortable meeting new people but force my way through it.
- c. Very uncomfortable in new social situations and try to stay invisible.
- d. So uncomfortable that I avoid these situations entirely.

3. Compared to other people I know, I

- a. Am just as intelligent and successful as most people I know.
- b. Probably could be as smart and successful if I felt surer of myself.
- c. Am less successful and capable than most people I know.
- d. Am the least intelligent and successful of my peers and family.

4. At work or in social situations, I

- a. Often take initiative and share my thoughts and ideas easily.
- b. Sometimes take initiative and share ideas, but only if I feel pretty sure I'll be accepted.
- c. Rarely take initiative or share my thoughts and ideas.
- d. Almost never take initiative or share my thoughts and ideas. I feel too nervous.

5. Generally I feel

- a. Good about myself and relaxed and at ease with who I am.
- b. OK with who I am, but sometimes insecure and anxious.
- c. Mostly uncomfortable about myself and often insecure and anxious.
- d. Negative and unhappy about myself and almost always insecure and anxious.

6. When it comes to my appearance and body image, I am

- a. Happy with how I look and how others perceive my appearance.
- b. Mostly satisfied with my appearance, but have areas of my body and face that I dislike and that others find unattractive.
- c. Not very attractive and feel very unhappy about my appearance and body.

d. Deeply unhappy about my appearance and feel shame and judgment from others.

7. When it comes to trying new things or taking risks, I am

a. Almost always willing to give it a try and don't worry much if it doesn't work out.

b. Willing to try if I feel secure about the potential outcome and the risk of failure is very small.

c. Rarely willing to try new things or take risks.

d. Never willing to try new things or take risks.

8. When making big decisions or solving problems, I will

a. Always rely on my own judgment, intuition, and skills, knowing I'm as capable as anyone else.

b. Sometimes seek reinforcement or input from others, as I don't completely trust my own judgment.

c. Go to others first for ideas and input, and follow their advice even if it goes against my own judgment.

d. Always seek the direction of others because they know the answers better than I do.

9. When I have negative, limiting thoughts about myself, I

- a. Can easily dismiss them and move on with confidence, knowing that past mistakes, problems, or failures don't define me.
- b. Sometimes believe the thoughts and beliefs and feel bad about myself for a time, but eventually let them go.
- c. Feel trapped by them quite frequently and feel unmotivated and depressed.
- d. Accept those thoughts as the truth about who I am, and nearly always feel unmotivated and depressed.

10. In my close relationships with my spouse, partner, and family, I feel

- a. Lovable, likeable, and secure about myself and the relationship.
- b. Mostly secure and likeable but sometimes insecure in the relationship.
- c. Worried much of the time that I'm not good enough or lovable.
- d. Always insecure and worried about rejection.

Scoring

Calculate a self-confidence score by giving yourself 4 points for every (a) answer;

3 points for every (b) answer;

2 points for every (c) answer; and

1 point for every (d) answer.

Results

If you scored between 34-40 . . .

You have an average to high degree of self-confidence. You feel good about yourself and about your intelligence and ability to succeed. You feel optimistic about the future. You are comfortable in social settings and when meeting new people.

You have a healthy attitude about your appearance, and you are able to take risks and move past life difficulties without much trouble. You have strong, positive relationships and generally feel comfortable in your own skin.

Look at any areas where you answered with b, c, or d responses. These are specific areas where you can work on your confidence to build on your success and stretch yourself further.

If you scored between 26-33

You have a moderate degree of self-confidence. There are some areas where you feel capable and self-assured, but other areas where you are lacking confidence. These weak areas can begin to undermine your confidence in all areas if you don't acknowledge them and work to improve your confidence.

If your low confidence scores relate to your ability to be successful, begin by examining why you doubt yourself and your abilities. What triggering event or events undermined your confidence? Are those events still relevant? What skills do you need to improve to feel more confident?

If you have difficulty with social interactions, identify why you feel uncomfortable in social settings or in your relationships. How can you challenge yourself in small ways to strengthen your communication skills and your comfort level around others?

Examine all of the areas where you answered with b, c, or d responses. Pick the area that is causing you the most difficulty and begin focusing your energy there. Take small steps to improve your confidence in these areas, and then move on to the next area.

If your score was between 16-25

You have a low degree of self-confidence. More often than not, you don't feel confident in who you are, your interpersonal skills, or your ability to be successful. You may have some areas of self-confidence, but they are overshadowed by your lack of confidence in other areas. Your low confidence is holding you back from opportunities and relationships that could be life-changing.

The longer you leave these confidence issues unaddressed, the more they will impact your overall self-esteem as your feelings of worthiness sink lower and lower. And low self-esteem can turn into debilitating mental health issues like depression and anxiety.

You need to get serious about your confidence so you have the inner strength to achieve your dreams, have great relationships, and feel happy

about yourself. You may need the support of a coach or counselor as you determine the triggers and causes for your low self-confidence and begin the work to turn it around. You can be confident once you learn the skills and begin to practice them.

Below 15

You have very low self-confidence. In fact, your self-esteem is likely very low as well. When you don't feel good about yourself, your appearance, and your capacity for success, you're trapped in a vicious cycle that locks you in despair, negativity and fear.

If you're feeling depressed or anxious about your lack of confidence and low self-esteem, and you've been feeling this way for more than 2 weeks, it's time to seek help from a professional counselor or your doctor. Don't allow your depression to go untreated.

As you begin to address the issues underneath the depression and self-esteem problems, you'll get stronger and more motivated to take action on your self-confidence. In fact, some of the work in building your confidence can improve your feelings of self-worth. The more confident actions you take, the better you'll begin to feel about yourself. Just learning the skills needed to improve your confidence can give you a sense of purpose that lifts your spirits and supports your mental health.

Table 3.1: The assessment of vocabulary in speaking English:

No.	Classification	Score	Criteria
1	Excellent	6	They speak effectively and excellent of using vocabulary
2	Very good	5	They speak effectively and very good of using vocabulary
3	Good	4	They speak effectively and good of using vocabulary
4	Average	3	They speak sometimes hasty but fairly good of using vocabulary.
5	Poor	2	They speak hasty and more sentences are not appropriate using vocabulary.
6	Very poor	1	They speak very hasty and more sentences are not appropriate using vocabulary, and little or no communication.

Gay (2018:324)

Table 3.2: After collecting data of the students, the researcher classify the score of the students' score, there are classifications which are use as follows:

<i>Classification</i>	<i>Score</i>
<i>Excellent</i>	<i>96-100</i>
<i>Very good</i>	<i>86-95</i>
<i>Good</i>	<i>76-85</i>
<i>Average</i>	<i>66-75</i>
<i>Poor</i>	<i>56-65</i>
<i>Very poor</i>	<i>0-55</i>

Adriyanti (2015: 24)

Table 3.2 is categories students' achievement as follows:

- a. For category "Excellent" if the student get score between 95-100
- b. For category "Very good" if the student get score between 86-95
- c. For category "Good" if the student get score between 76-85

- d. For category “Average” if the student get score between 66-75
- e. For category “Poor” if the student get score between 56-65
- f. For category “Very poor” if the student get score between 0-55

G. Data Analysis

The data get from cycle I and cycle II was analyzed through the following steps:

1. Rubric assessment of speaking ability by using this formula:
 - a. Literal Ability (Accuracy and Fluency)

Table 3.3 Rubric assessment of speaking ability by using this formula:

No	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some error of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

2. Calculating the student’s correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

3. Calculating the mean score of the students' reading comprehension test by using the following formula:

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

Notes:

X = Mean score

$\sum X$ = The sum of all score

N = The number of students

(Gay, 2018: 34)

4. Calculating the percentage of the students' activity in learning process using formula:

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

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Syahril, 2011: 36)

5. To know the percentage of the students' improvement by applying the following formula:

$$(CI) P = \frac{X_1 - (D-Test)}{D-Test} \times 100$$

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

$$(D-test-CII) P = \frac{X_2 - (D-Test)}{D-Test} \times 100$$

Where P = percentage

X1 = 1st cycle

X2 = 2nd cycle

D-Test = Diagnostic test

(Syahril, 2011: 37)

6. To classify the students score, there were seven classifications which were used as follows:

- a. 9.6 – 10 as excellent
- b. 8.6 – 9.5 as very good
- c. 7.6 – 7.5 as good
- d. 6.6 – 7.5 as average
- e. 5.5 – 6.5 as poor
- f. 4.6 – 5.5 as very poor

Ningtyas (2017: 37)

H. Technique of Data Collection

In collecting the data, The researcher used two instruments i.e. observation, and test. The type of data collected consisted of quantitative data in which the instrument used was test and qualitative data in which the instrument used was observation.

The way to take data as follows:

- a. Observation; The observer observed the students' activeness and presence in the teaching and learning process by using observation sheet

- b. Test; The Researcher gave speaking test to the students in order to know their prior ability and their improvement after taking actions in cycles. The researcher tested the students one by one in face to face by giving three different questions for every student.

CHAPTER IV
FINDINGS AND DISCUSSION

A. The Findings

The findings of this research show that the application of Asian Parliamentary Debate Technique at the Eleventh students of SMA 1 Muhammadiyah Unismuh Makassar improves the students speaking skill in terms of vocabulary and self-confidence, as follows:

1. The Improvement of the Students' Speaking Skill

The improvement of the students' speaking skill in terms of self-confidence and vocabulary through Asian Parliamentary Debate Technique could be seen clearly based on the following table:

Table 4.1: The Improvement of the Students' Speaking Accuracy

Sample	Indicators	The Students' Speaking Accuracy		
		Cycle I	Cycle II	Cycle III
14	Self-confidence	75.36	85.71	87.5
	Vocabulary	72.50	80.71	85.71
	$\sum X$	147.86	166.42	173.21
	\bar{X}	73.93	83.21	86.5

The table 4.1 shows the significant improvement of the students' speaking accuracy dealing with self-confidence and vocabulary through the application of

Asian Parliamentary Debate in which at the students' diagnostic test (D-Test), the mean score is 70.36 and at the students' test of cycle I, the mean score is 73.93. It is greater than the mean score of diagnostic test but it's not significant from the target expected i.e. 7.5 while at the students' test of cycle II, the significant mean score is acquired namely 83.21, than at the students' test of cycle III, the significant mean score is acquired namely 86.5.

a. The Improvement of The Students' Speaking Fluency Dealing with Self-Confidence

The application of Asian Parliamentary Debate to improve students speaking skill in terms of self-confidence can be observed the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycles (The Application of APD) based on the following table:

Table 4.2: The frequency and percentage of the students' self-confidence in speaking fluency.

No	Classification	Range	Cycle I		Cycle II		Cycle III	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	8	57.14%
3	Good	76 – 85	6	42.86%	6	42.86%	6	42.86%
4	Average	66 – 75	6	42.86%	6	42.86%	0	
5	Poor	56 – 65	2	14.29%	2	14.29%	0	
6	Very Poor	0-55	0	0	0	0	0	
Total			14	100	14	100	14	100

Table 4.2 shows the frequency and percentage of the students' vocabulary in speaking having observed and analyzed the result of application of Asian Parliamentary Debate Technique at cycle I, the frequency and percentage of the students' vocabulary are 6 students (42.86%) got good, 6 students (42.86%) got average, 2 students (14.29%) got poor and none of the students got excellent classification, very good and very poor.

At cycle II, the frequency and percentage of the students' vocabulary in speaking are 6 students (42.86%) got good, 6 students (42.86%) got average, 2 students (14.29%) got poor and none of the students got excellent classification, very good and very poor.

At cycle III, the frequency and percentage of the students' vocabulary in speaking are 8 students (57.14%) got very good, 6 students (42.86%) got good, and none of the students got excellent, average, poor and very poor classification. It proves that there is significant improvement of percentage of the students' achievement in terms of vocabulary in the application of Asian Parliamentary Debate Technique at the the Eleventh students of SMA 1 Muhammadiyah Unismuh Makassar

Based on the explanation above, the mean score of the students' self-confidence in speaking skill at the second year students of SMA 1 Muhammadiyah Unismuh Makassar is acquired and presented in the following table :

Table 4.3 : The mean score of the students' self-confidence in speaking fluency

The Mean Score of the Students' Self-confidence		
Cycle I	Cycle II	Cycle III
75.36	85.71	87.5

Table above shows that the mean score of the students' self-confidence in speaking fluency in which at the students' speaking diagnostic test, the mean score is 75.71, at cycle I, the mean score is 75.36, at cycle II, the mean score is 85.71, and in the cycle III 87.5.

From the significant improvement achieved in every indicator of speaking ability, the researcher draw conclusion that the application of Asian Parliamentary Debate Technique can improve the students' speaking skill in terms of vocabulary and self-confidence significantly at the second year students of SMA 1 UNISMUH Muhammadiyah Makassar.

b. The Improvement of The Students' Speaking Skill Dealing with Vocabulary

The application of Asian Parliamentary Debate in improving the students' ability in terms of vocabulary could be observed the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycles (The Application of APD) based on the following table:

Table 4.4 : The frequency and percentage of the students' vocabulary in speaking skill.

No	Classification	Range	Cycle I		Cycle II		Cycle III	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0		
2	Very good	86 – 95					9	64.21%
3	Good	76 – 85	1	7.14%	5	35.71%	5	35.71%
4	Average	66 – 75	9	64.29%	3	21.43%		
5	Poor	56 - 65	4	28.57%	6	42.86%		
6	Very poor	0-55						
Total			14	100	14	100	14	100

Table 4.4 shows the frequency and percentage of the students' vocabulary in speaking having observed and analyzed the result of application of Asian Parliamentary Debate Technique at cycle I, the frequency and percentage of the students' vocabulary are 1 student (7.14%) got good, 9 students (64.29%) got average, 4 students (28.57%) got poor and none of the students got excellent, very good, and very poor classification.

At cycle II, the frequency and percentage of the students' vocabulary in speaking are 5 students (35.71%) got good, 3 students (21.43%) got average, 6 student (42.86 %) got poor and none of the students got excellent, very good, and very poor classification.

. It proves that there is significant improvement of percentage of the students' achievement in terms of vocabulary in the application of Asian Parliamentary Debate

Technique at the the Eleventh students of SMA 1 MuhammadiyahUnismuh Makassar.

Based on the explanation above, the mean score of the students' vocabulary in speaking accuracy at the second year students ofSMA 1 MuhammadiyahUnismuh Makassar is acquired and presented in the following table :

Table 4.5 : The mean score of the students' vocabulary in speaking accuracy

The mean score of the Students' Vocabulary		
Cycle I	Cycle II	Cycle III
72.50	80.71	85.71

Table 4.5 shows that the mean score of the students' vocabulary in speaking accuracy in which at the students' speaking diagnostic test, the mean score is 70.36, at cycle I, the mean score is 72.50, at the cycle II, the mean score is 80.71, and in the cycle III 85.71. It proves that there is significant improvement in speaking accuracy dealing vocabulary in applying the Asian Parliamentary Debate Technique at the second year students of SMA 1 UNISMUH Muhammadiyah Makassar.

B. Discussion

In this part, the researcher would lik to discuss the result of findings. The discuccion aimed at describing the students' speaking for self-confidence and vocabulary by using Asian Parliamentary Debete (APD).

1. The Improvement of the Students' Speaking in Self-Confidence Through Asian Parliamentary Debate (APD)

The improvement of students' speaking in self-confidence through Asian Parliamentary Debate (APD) had effective effect. It is supported by the mean score of students' on cycle I 75.36 (*Average*), cycle II 85.71 (*Good*), and cycle III 87.5 (*Very good*). Before applying Asian Parliamentary Debate (APD), when the students' speak they long pauses while they search for desired meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times and limited range of expression. But after applying Asian Parliamentary Debate (APD) technique, although a student has to make effort and search for words, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression., it means that the applying of Asian Parliamentary Debate (APD) technique effective on the improving students' speaking skill.

The improvement of students' speaking skill in terms of self-confidence can be seen between cycle I, cycle II, and cycle II. The students' result is significantly different before and after applying Asian Parliamentary Debate (APD) Technique in teaching speaking. In the cycle I, when the students' speak, they are often inhibited about trying things in foreign language classroom and sometimes cannot express themselves. Whereas, Gay (2018:324) have explained that the good self-confidence is Most what the speaker's says is easy to follow. His attention is always clear but several

interruption are necessary to help him to convey the message or seek clarification. In cycle II and cycle III, when the students' speak, they often felt freedom to try things in foreign language classroom and sometimes can to express themselves.

The result showed the students' vocabulary improvement after applied Asian Parliamentary Debate (APD) technique in action classroom research. It is different from mean score in diagnostic test applied lecture method. Both class increased in vocabulary but action classroom research is highest. This improvement has due Asian Parliamentary Debate (APD) technique in class.

Based on the problem, the researcher gave the technique through the application of Asian Parliamentary Debate (APD) to improve students' speaking skill in terms of self-confidence. Self-confidence is considered one of the most influential motivators and of regulators of behavior in people's everyday lives. It is commonly used nation in foreign language teaching, frequently constructed with vocabulary especially in a communicative language teaching. After applying Asian Parliamentary Debate (APD), the students' self-confidence in speaking at cycle II is better than cycle I. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pause in the students' speaking.

Actually, the procedure of this research was rather similar with the previous reserach conducted by (Pranamasari, 2014:1) because in both research, Asian Parliamentary Debate (APD) was technique for improving

speaking skill. However, the techniques of analysis data was using formula of Gay (2018,324). In addition, there were 5 criteria showed to analyze the students' speaking skill in sugiyono (2010:148) research such as teaching learning process, the students' motivation, to saw their difficulties, their problem, and their understanding about the material that the data showed the mean score of both classes was improvement but the scoring in this research was choose as the 6 criteria in analyze the students' self-confidence, they were easy to the listener and understand the speakers' intention and general meaning, the speakers' intention and general meaning are fair clear, most what the speakers' says is easy to follow, the listener can understand a lot of what is said but he must constantly seek clarifications, only small bits, and even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

In conclusion the use of asian parliamentary debete (APD) technique at the students' of SMA 1 Muhammadiyah Unismuh Makassar can improved students' speaking skill especially in self-confidence. Then the asian parliamentary debete can apply to teach speaking skill.

2. The Improvement of the Students' Speaking in Vocabulary Through Asian Parliamentary Debete (APD).

The improvement of the students' speaking in vocabulary through Asian Parliamentary Debete (APD) had effectively effected. It supported by the mean score of students on cycle I vocabulary was 72.50 (*Average*), it

means that frequent misuse of word and limited vocabulary make comprehension quite difficult and 80.71 (*Good*).

The improvement of students' speaking skill in term of vocabulary can be seen between cycle I and cycle II. The students' result is significantly different before and after applying Asian Parliamentary Debate (APD) Technique in teaching speaking. In cycle I, the students vocabulary were limited, they make comprehension quite difficult, and sometimes do not have something to say. In other words, they cannot express themselves. Besides that, the requirement for students who want to have a good speaking skill is mastering vocabulary. In cycle II the students vocabulary were improve, they make comprehension quite easy, and sometimes the students' blank for several minutes to say something. In other words, they easier to express their idea. If the students' have more vocabularies at least 1000 words, they do not take a long time to expressing what they are going to say because they know the words that describe their ideas (Gay, 2018:324).

Based on the problem, the researcher gave the application of Asian Parliamentary Debate (APD) as the technique to improve students' speaking skill, so that in learning process, students' seem very enthusiastic to learn English. After applied Asian Parliamentary Debate (APD) the students' vocabulary improved and the students make comprehension easily. It was indicated that the application of Asian Parliamentary Debate (APD) can be effective in learning process, can improve students' speaking aspects

covering comprehension and vocabulary that improved most significantly, and APD can create optimal environment to practice speaking English and increase of effort relative to skill.

Actually, the procedure of this research was rather similar with the previous reserach conducted by (Pranamasari, 2014:1) because in both research, Asian Parliamentary Debete (APD) was technique for improving speaking skill. However, the techniques of analysis data was using formula of Gay (2018,324). In addition, there were 5 criteria showed to analyze the students' speaking skill in sugiyono (2010:148) research such as teaching learning process, the students' motivation, to saw their difficulties, their problem, and their understanding about the material that the data showed the mean score of both classes was improvement but the scoring in this research was choose as the 6 criteria in analyze the students' vocabulary, they were speaking effectively and excelent, speaking effectively and very good, speaking effectively and good, speaking hasty but fairly good, speaking hasty and more sentences are not appriate, and speaking very hasty and more sentences are not appriate.

The first step is planning through diagnostic test, then defining the problem, action, reflection, concluding the solution and observation. Then, the result of cycle II in action classroom research showed the students' mean score of vocabulary was improve with due asian parliamentary debete (APD) technique in classroom. Similarly with Kida (2013:59) state that APD is

“simplistic” in comparison with other formats that involve multiple teams each with a burden of its own. Based on the result of this research asian parliamentary debete (APD) technique is effective to apply in classroom.

Therefore, in conclusion the use of asian parliamentary debete (APD) technique at the students’ of SMA 1 Muhammadiyah Unismuh Makassar can improved students’ speaking skill especially in vocabulary. Then the asian parliamentary debete can apply to teach speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion as follows:

1. The Application of Asian Parliamentary Debate (APD) technique can Improve Students' Speaking Skill in terms of self-confidence and vocabulary at the Eleventh Grade of SMA 1 Muhammadiyah Unismuh Makassar.
2. The students' speaking skill is improved through The Application of Asian Parliamentary Debate (APD) technique and the implication of classroom action research. The improvement is significant where cycle II is 85.71% greater than D-Test is 75.71% and cycle I is 75.36% where the improvement is 10.00%
(D-Test < cycle < II).
3. The students' speaking skill is improved through The Application of Asian Parliamentary Debate (APD) technique and the implication of classroom action research. The improvement is significant where cycle II is 80.71% greater than D-Test is 70.36 % and cycle I is 72.50 % where the improvement is 10.35%
(D-Test < cycle I < cycle II).

B. Suggestions

In relation to the speaking skill, the researcher would like to give some suggestions to students (learners), the teachers of English and the next researchers as follows :

1. For students
 - a. In relation to this method, the students should practice their English more by applying Asian Parliamentary Debate in daily activities like discussion because it can stimulate them to speak up more and to get natural communication.
 - b. The students should make English as daily conversation in their activities even though just speak little by little. And don't forget to memorize many more English daily expression in order to make you speak easily in your activities
2. For teachers of English
 - a. The application of Asian Parliamentary Debate technique could significantly improve the students' speaking ability in terms of self-confidence, and vocabulary at the eleventh year students of SMA 1 UNISMUH Muhammadiyah Makassar. Thus, it is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' achievement.
 - b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.

3. For the next researchers

To improve the students' speaking ability generally, there are many cases which must be improved such as: speaking skill in terms of self-confidence, and vocabulary how to delivery speaking etc. but in this research, the researcher focused attention on improving the students speaking accuracy and fluency. So for the next researcher, they can take the other abilities to be improved it either they use this technique or other technique.

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APPENDIX A

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : SMAN 1 Muhammadiyah Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI/I GANJIL
Alokasi Waktu : 2 x Pertemuan (4 x 45 menit)
Topik Pembelajaran : Debat

A.Kompetensi Inti

- 1. Menghargai dan menghayati agama yang dianutnya.*
- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.*
- 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.*

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.12 Menghubungkan permasalahan/ isu, sudut pandang dan argumen beberapa pihak dan simpulan dari debat untuk menemukan esensi dari debat.	3.12.1 Mengidentifikasi permasalahan, sudut pandang, argumen, pemeran, sikap, pemilihan topik dan simpulan dari simulasi debat yang menimbulkan pro dan kontra. 3.12.2 Menelaah permasalahan/ isu, sudut pandang dan argumen beberapa pihak dan simpulan dari debat untuk menemukan esensi dari debat.
4.12 Mengonstruksi permasalahan/isu, sudut pandang dan argumen beberapa pihak, dan simpulan dari debat secara lisan untuk menunjukkan esensi dari debat.	4.12.1 Melaksanakan debat berdasarkan permasalahan/isu, sudut pandang dan argumen beberapa pihak, dan simpulan dari debat secara lisan untuk menunjukkan esensi dari debat. 4.12.2 Menyimpulkan permasalahan/ isu dalam pelaksanaan debat.

C. Tujuan Pembelajaran

Siswa dapat:

1. Mengidentifikasi permasalahan, sudut pandang, argumen, pemeran, sikap, pemilihan topik dan simpulan dari simulasi debat yang menimbulkan pro dan kontra.
2. Menelaah permasalahan/ isu, sudut pandang dan argumen beberapa pihak dan simpulan dari debat untuk menemukan esensi dari debat.
3. Melaksanakan debat berdasarkan permasalahan/isu, sudut pandang dan argumen beberapa pihak, dan simpulan dari debat secara lisan untuk menunjukkan esensi dari debat.
4. Menyimpulkan permasalahan/ isu dalam pelaksanaan debat.

D. Materi Pembelajaran

Debat:

1. Esensi debat;
2. Mosi (permasalahan yang didebatkan);
3. Argumen untuk menguatkan pendapat sesuai dengan sudut pandang yang diambil; dan
4. Tanggapan (mendukung dan menolak pendapat disertai argumen).

D. Metode Pembelajaran

Asian Parliamentary Debate Technique

E. Media Pembelajaran

1. Naskah
2. Laptop

F. Langkah-langkah Pembelajaran

Pertemuan Pertama (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none">1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik;3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan6. Membentuk siswa menjadi 2 kelompok atau lebih.	10 menit
2	Inti	<p>Mengamati Siswa diminta mencermati permasalahan/ isu, sudut pandang dan argumen beberapa pihak.</p> <p>Menanya Siswa diminta bertanya tentang permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang disampaikan guru.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none">1. Siswa diminta mengidentifikasi permasalahan, sudut pandang, argumen, pemeran, sikap, pemilihan topik dan simpulan dari simulasi debat yang menimbulkan pro dan kontra.2. Siswa diminta menyimpulkan permasalahan/ isu dalam pelaksanaan debat. <p>Mengasosiasi</p>	70 menit

		<p>Siswa diminta mendiskusikan bersama kelompok mengenai permasalahan, sudut pandang, argumen, pemeran, sikap, pemilihan topik dan simpulan dari simulasi debat yang menimbulkan pro dan kontra.</p> <p>Mengomunikasikan Mempresentasikan hasil kerja kelompok dan ditanggapi oleh kelompok lain.</p>	
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

Pertemuan Kedua (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik; 3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari; 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan 6. Membentuk siswa menjadi 2 kelompok atau lebih. 	10 menit

2	Inti	<p>Mengamati Siswa diminta mencermati permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang dibahas dalam penayangan vidio debat.</p> <p>Menanya Siswa diminta bertanya mengenai permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang dibahas dalam penayangan vidio debat.</p> <p>Mengeksplorasi 1. Siswa diminta mengungkapkan permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang dibahas dalam penayangan vidio debat. 2. Siswa diminta memberikan tanggapan atas permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang dibahas dalam penayangan vidio debat.</p> <p>Mengasosiasi Siswa diminta mendiskusikan bersama kelompok mengenai permasalahan/ isu, sudut pandang dan argumen beberapa pihak yang dibahas dalam penayangan vidio debat.</p> <p>Mengomunikasikan Siswa diminta melaksanakan debat berdasarkan permasalahan/isu, sudut pandang dan argumen beberapa pihak, dan simpulan dari debat secara lisan untuk menunjukkan esensi dari debat.</p>	70 menit
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran 	10 menit

_____ untuk pertemuan berikutnya. _____

H. Penilaian Hasil Pembelajaran

Penilaian dilakukan dengan memadukan 2 aspek:

1. Teknik penilaian : Debate
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

a. *The assessment of vocabulary in speaking English:*

No.	Classification	Score	Criteria
1	Excellent	6	They speak effectively and excelent of using vocabulary
2	Very good	5	They speak effectively and very good of using vocabulary
3	Good	4	They speak effectively and good of using vocabulary
4	Average	3	They speak sometimes hasty but fairly good of using vocabulary.
5	Poor	2	They speak hasty and more sentences are not appropriate using vocabulary.
6	Very poor	1	They speak very hasty and more sentences are not appropriate using vocabulary, and litle or no communication.

- b. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

(Depdikbud) in Hasriati, (2004:30)

- c. Classifying the students score into five classifications as follow

No.	Classification	Score
<i>1</i>	<i>Excellent</i>	<i>96-100</i>
<i>2</i>	<i>Very good</i>	<i>86-95</i>
<i>3</i>	<i>Good</i>	<i>76-85</i>
<i>4</i>	<i>Average</i>	<i>66-75</i>
<i>5</i>	<i>Poor</i>	<i>56-65</i>
<i>6</i>	<i>Very poor</i>	<i>0-55</i>

Ningtyas (2017: 32)

Makassar, 2018

Diketahui oleh:
Mahasiswa

Nur Laela
NIM. 10535607514

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : SMAN 1 Muhammadiyah Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI/I GANJIL
Alokasi Waktu : 2 x Pertemuan (4 x 45 menit)
Topik Pembelajaran : Debat

A.Kompetensi Inti

- 1. Menghargai dan menghayati agama yang dianutnya.*
- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.*
- 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.*

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.13 Menganalisis isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).	3.13.1 Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan). 3.13.2 Mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan

	<p>3.13.3 argumen beberapa pihak, dan simpulan). Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p>
<p>4.13 Mengembangkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p>	<p>4.13.1 Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat. 4.13.2 Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat. 4.13.3 Mengevaluasi pelaksanaan debat.</p>

C. Tujuan Pembelajaran

Siswa dapat:

1. Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
2. Mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
3. Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
4. Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.
5. Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat.
6. Mengevaluasi pelaksanaan debat.

D. Materi Pembelajaran

Isi debat:

1. Mosi/ topik permasalahan yang diperdebatkan;
2. Pernyataan sikap (mendukung atau menolak);
3. Argumenasi untuk mendukung sikap.

Pihak-pihak pelaksana debat:

1. Pihak yang mengajukan mosi/topik permasalahan yang diperdebatkan;
2. Tim afirmatif (yang setuju dengan mosi);
3. Tim oposisi yang tidak setuju dengan mosi);
4. Pemimpin/ wasit debat (yang menjaga tata tertib);
5. Penonton/ juri.

E. Metode Pembelajaran

Asian Parliamentary Debate Technique

F. Media Pembelajaran

1. Naskah
2. Laptop

G. Langkah-langkah Pembelajaran

Pertemuan Ketiga (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none">1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik;3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan6. Membentuk siswa menjadi 2 kelompok atau lebih.	10 menit
2	Inti	<p>Mengamati Siswa diminta mencermati isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan) serta menghafal <i>unfamiliar words</i> sebanyak 25 <i>vocabulary</i> berdasarkan isu dari debat tersebut.</p> <p>Menanya Siswa diminta bertanya tentang maksud dari isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan)</p> <p>Mengeksplorasi <ol style="list-style-type: none">1. Siswa diminta mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen</p>	70 menit

		<p>beberapa pihak, dan simpulan) serta menghafal <i>unfamiliar words</i> sebanyak 25 <i>vocabulary</i> berdasarkan isu dari debat tersebut.</p> <p>2. Siswa diminta mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan) serta menghafal <i>unfamiliar words</i> sebanyak 25 <i>vocabulary</i> berdasarkan isu dari debat tersebut.</p> <p>3. Siswa diminta menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan) serta menghafal <i>unfamiliar words</i> sebanyak 25 <i>vocabulary</i> berdasarkan isu dari debat tersebut.</p> <p>Mengasosiasi Siswa diminta mendiskusikan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan) serta menghafal <i>unfamiliar words</i> sebanyak 25 <i>vocabulary</i> berdasarkan isu dari debat tersebut.</p> <p>Mengomunikasikan Menghafal 25 <i>vocabulary</i> di kelas</p>	
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

Pertemuan Keempat (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik; 3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari; 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan 6. Membentuk siswa menjadi 2 kelompok atau lebih. 	10 menit
2	Inti	<p>Mengamati Siswa diminta mencermati permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>Menanya Siswa diminta bertanya tentang isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Siswa diminta menyusun pertanyaan mengenai permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat. 2. Siswa diminta memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat. <p>Mengasosiasi Siswa diminta mendiskusikan isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>Mengomunikasikan Siswa diminta melaksanakan</p>	70 menit

		debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.	
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Penilaian Hasil Pembelajaran

Penilaian dilakukan dengan memadukan 2 aspek:

1. Teknik penilaian : Debate
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

a. *The assessment of vocabulary in speaking English:*

No.	Classification	Score	Criteria
1	Excellent	6	They speak effectively and excellent of using vocabulary
2	Very good	5	They speak effectively and very good of using vocabulary
3	Good	4	They speak effectively and good of using vocabulary
4	Average	3	They speak sometimes hasty but fairly good of using vocabulary.
5	Poor	2	They speak hasty and more sentences are not appropriate using vocabulary.
6	Very poor	1	They speak very hasty and more sentences are not appropriate using vocabulary, and little or no

			communication.
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- b. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

Ningtyas (2017: 32)

- c. Classifying the students score into five classifications as follow

<i>No.</i>	<i>Classification</i>	<i>Score</i>
1	<i>Excellent</i>	96-100
2	<i>Very good</i>	86-95
3	<i>Good</i>	76-85
4	<i>Average</i>	66-75
5	<i>Poor</i>	56-65
6	<i>Very poor</i>	0-55

Adriyanti (2015: 24)

Makassar, 2018

Diketahui oleh:
Mahasiswa

Nur Laela
NIM. 10535607514

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : SMAN 1 Muhammadiyah Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI/I GANJIL
Alokasi Waktu : 2 x Pertemuan (4 x 45 menit)
Topik Pembelajaran : Debat

A.Kompetensi Inti

- 1. Menghargai dan menghayati agama yang dianutnya.*
- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.*
- 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.*

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.13 Menganalisis isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan	3.13.1 Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan). 3.13.2 Mengidentifikasi isi debat

simpulan).	<p>(permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p> <p>3.13.3 Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p>
<p>4.13 Mengembangkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p>	<p>4.13.1 Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>4.13.2 Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat.</p> <p>4.13.3 Mengevaluasi pelaksanaan debat.</p>

C. Tujuan Pembelajaran

Siswa dapat:

1. Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
2. Mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
3. Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
4. Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.
5. Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat.
6. Mengevaluasi pelaksanaan debat.

D. Materi Pembelajaran

Isi debat:

1. Mosi/ topik permasalahan yang diperdebatkan;
2. Pernyataan sikap (mendukung atau menolak);
3. Argumenasi untuk mendukung sikap.

Pihak-pihak pelaksana debat:

1. Pihak yang mengajukan mosi/topik permasalahan yang diperdebatkan;
2. Tim afirmatif (yang setuju dengan mosi);
3. Tim oposisi yang tidak setuju dengan mosi);

4. Pemimpin/ wasit debat (yang menjaga tata tertib)'
5. Penonton/ juri.

E. Metode Pembelajaran

Asian Parliamentary Debate Technique

F. Media Pembelajaran

1. Naskah
2. Laptop

G. Langkah-langkah Pembelajaran

Pertemuan Kelima (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik; 3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari; 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan 6. Membentuk siswa menjadi 2 kelompok atau lebih. 	10 menit
2	Inti	<p>Mengamati Siswa diminta mencermati isi materi debat dan video debat</p> <p>Menanya Siswa diminta bertanya tentang maksud dari isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p> <p>Mengeksplorasi 1. Siswa diminta mengaudit isi materi debat dan video debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p>	70 menit

		<p>2. Siswa diminta mengidentifikasi isi materi debat dan video debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p> <p>3. Siswa diminta menggarisbesarkan isi materi debat dan video debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p> <p>Mengasosiasi Siswa diminta mendiskusikan isi materi debat dan video debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).</p> <p>Mengomunikasikan Mempresentasikan hasil kerja kelompok dan ditanggapi oleh kelompok lain.</p>	
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Memberikan Penugasan kepada peserta didik berupa pekerjaan rumah (PR) menghafal 25 <i>vocabulary</i>, dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

Pertemuan Keenam (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik; 3. Mengajukan pertanyaan-pertanyaan yang 	10 menit

		<p>mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>4. Mengumpulkan PR (menyetor 25 hafalan <i>vocabulary</i>)</p> <p>5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <p>6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan</p> <p>7. Membentuk siswa menjadi 2 kelompok atau lebih.</p>	
2	Inti	<p>Mengamati Siswa diminta mencermati permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat, memahami isi dari vidio debat serta menghafal 25 <i>vocabulay</i> dari <i>unfamiliar words</i> yang diambil dari vidio debat.</p> <p>Menanya Siswa diminta bertanya tentang isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat, memahami isi dari vidio debat serta menghafal 25 <i>vocabulary</i> dari <i>unfamiliar words</i> yang diambil dari vidio debat.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Siswa diminta menyusun pertanyaan mengenai permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat, memahami isi dari vidio debat serta menghafal 25 <i>vocabulary</i> dari <i>unfamiliar words</i> yang diambil dari vidio debat. 2. Siswa diminta memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat, memahami isi dari vidio debat serta menghafal 25 <i>vocabulary</i> dari <i>unfamiliar words</i> yang diambil dari vidio debat. <p>Mengasosiasi Siswa diminta mendiskusikan isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat, memahami isi dari vidio debat serta menghafal 25 <i>vocabulary</i> dari <i>unfamiliar words</i> yang diambil dari vidio debat.</p> <p>Mengomunikasikan Siswa diminta melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam</p>	70 menit

		berdebat, memahami isi dari video debat serta menghafal 25 <i>vocabulary</i> dari <i>unfamiliar words</i> yang diambil dari video debat.	
3	Penutup	Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi: <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Memberikan Penugasan kepada peserta didik berupa pekerjaan rumah (PR) menghafal 25 <i>vocabulary</i>, dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Penilaian Hasil Pembelajaran

Penilaian dilakukan dengan memadukan 2 aspek:

1. Teknik penilaian : Debate
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

a. *The assessment of vocabulary in speaking English:*

No.	Classification	Score	Criteria
1	Excellent	6	They speak effectively and excellent of using vocabulary
2	Very good	5	They speak effectively and very good of using vocabulary
3	Good	4	They speak effectively and good of using vocabulary
4	Average	3	They speak sometimes hasty but fairly good of using vocabulary.
5	Poor	2	They speak hasty and more sentences are not appropriate using vocabulary.

6	Very poor	1	They speak very hasty and more sentences are not appropriate using vocabulary, and little or no communication.
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- b. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

Ningtyas (2017: 32)

- c. Classifying the students score into five classifications as follow

No.	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Average	66-75
5	Poor	56-65
6	Very poor	0-55

Adriyanti (2015: 24)

Makassar, 2018

Diketahui oleh:
Mahasiswa

Nur Laela
NIM. 10535607514

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 1 Muhammadiyah Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI/I GANJIL
Alokasi Waktu : 2 x Pertemuan (4 x 45 menit)
Topik Pembelajaran : Debat

A.Kompetensi Inti

- 1. Menghargai dan menghayati agama yang dianutnya.*
- 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*
- 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.*
- 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.*

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.13 Menganalisis isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).	3.13.1 Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan). 3.13.2 Mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan). 3.13.3 Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
4.13 Mengembangkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.	4.13.1 Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat 4.13.2 Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat. Mengevaluasi pelaksanaan debat. 4.13.3

C. Tujuan Pembelajaran

Siswa dapat:

1. Mengaudit isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
2. Mengidentifikasi isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
3. Menggarisbesarkan isi debat (permasalahan/ isu, sudut pandang dan argumen beberapa pihak, dan simpulan).
4. Melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.
5. Memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat.
6. Mengevaluasi pelaksanaan debat.

D. Materi Pembelajaran

Isi debat:

1. Mosi/ topik permasalahan yang diperdebatkan;
2. Pernyataan sikap (mendukung atau menolak);

3. Argumenasi untuk mendukung sikap.

Pihak-pihak pelaksana debat:

1. Pihak yang mengajukan mosi/topik permasalahan yang diperdebat-kan;
2. Tim afirmatif (yang setuju dengan mosi);
3. Tim oposisi yang tidak setuju dengan mosi);
4. Pemimpin/ wasit debat (yang menjaga tata tertib)'
5. Penonton/ juri.

E. Metode Pembelajaran

Asian Parliamentary Debate Technique

F. Media Pembelajaran

1. Naskah
2. Laptop

G. Langkah-langkah Pembelajaran

Pertemuan Ketujuh (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	<ol style="list-style-type: none">1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik;3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;4. Mengumpulkan PR (menyetor 25 hafalan <i>vocabulary</i>)5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan7. Membentuk siswa menjadi 2 kelompok atau lebih	10 menit
2	Inti	<p>Mengamati Siswa diminta membaca 25 <i>vocabulary</i> dan arti dari 25 kosa-kata tersebut didepan kelas.</p> <p>Menanya Siswa diminta bertanya tentang maksud mengapa siswa diminta membaca 25 <i>vocabulary</i> dan arti dari 25 kosa-kata tersebut didepan kelas.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none">1. Siswa diminta mengaudit isi dari 25 <i>vocabulary</i> yang telah dibaca2. Siswa diminta mengidentifikasi isi dari 25 <i>vocabulary</i> yang telah dibaca3. Siswa diminta menggarisbesarkan isi dari 25 <i>vocabulary</i> yang telah dibaca <p>Mengasosiasi Siswa diminta mendiskusikan isi dari 25 <i>vocabulary</i> yang telah dibaca</p>	70 menit

		Mengomunikasikan Mempresentasikan hasil kerja kelompok dan ditanggapi oleh kelompok lain	
3	Penutup	Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi: 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

Pertemuan Kedelapan (2 x 45 menit)

No.	Kegiatan	Langkah-langkah	Waktu
1	Pendahuluan	1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik; 3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari; 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus; dan 6. Membentuk siswa menjadi 2 kelompok atau lebih.	10 menit
2	Inti	Mengamati Siswa diminta mencermati permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.	70 menit

		<p>Menanya Siswa diminta bertanya tentang isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>Mengeksplorasi 1. Siswa diminta menyusun pertanyaan mengenai permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat. 2. Siswa diminta memberikan tanggapan (kelebihan dan kekurangan) terhadap pihak-pihak pelaku debat.</p> <p>Mengasosiasi Siswa diminta mendiskusikan isi permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p> <p>Mengomunikasikan Siswa diminta melaksanakan debat berdasarkan permasalahan/isu dari berbagai sudut pandang yang dilengkapi argumen dalam berdebat.</p>	
3	Penutup	<p>Dalam kegiatan penutup, guru bersama peserta didik baik secara individual maupun kelompok melakukan refleksi untuk mengevaluasi:</p> <ol style="list-style-type: none"> 1. Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; 3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok; dan 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Penilaian Hasil Pembelajaran

Penilaian dilakukan dengan memadukan 2 aspek:

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b. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

Ningtyas (2017: 32)

c. Classifying the students score into five classifications as follow

No.	Classification	Score
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2	Very good	86-95
3	Good	76-85
4	Average	66-75
5	Poor	56-65
6	Very poor	0-55

Adriyanti (2018: 34)

Makassar, 2018

Diketahui oleh:
Mahasiswa

Nur Laela
NIM. 10535607514

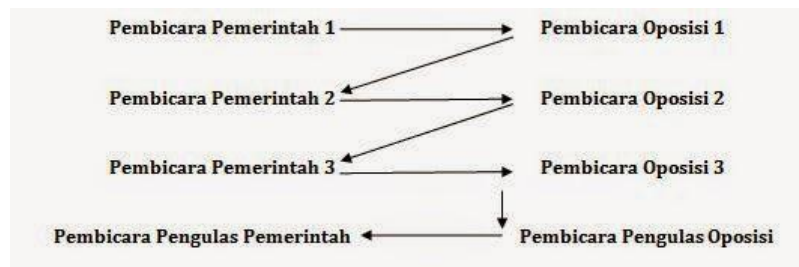
APPENDIX B

Teaching Materials

Appendince B

A. Definition of Debate

Debat merupakan pertentangan argumentasi. Untuk setiap isu, pasti terdapat berbagai sudut pandang terhadap isu tersebut: alasan-lalasan mengapa seseorang dapat mendukung atau tidak mendukung suatu isu. Tujuan dari debat adalah untuk mengeksplorasi alasan-alasan di belakang setiap sudut pandang.



B. Cara Debat (Australia-Asian Parliamentary System)

Sebenarnya sistem Australia-Asian sebagian besar sama dengan Australian hanya saja sistem Australia-Asian ini menggunakan POI (Point of Information) atau Interupsi.

Debat adalah kegiatan adu argumentasi antara dua pihak atau lebih, baik secara perorangan maupun kelompok, dalam mendiskusikan dan memutuskan masalah dan perbedaan.

C. Tujuan Debat

Tujuan debat adalah mendukung suatu Motion (Pernyataan) untuk tim affirmative, dan menolak suatu pernyataan untuk tim Negative.

1 tim terdiri dari 3 orang yang masing masing menjadi pembicara 1, pembicara 2, dan pembicara 3 . Salah satu dari pembicara 1 atau 2 menyampaikan pidato penutup untuk masing masing tim (replayer).

Tim Affirmative disebut Government dan Tim Negative disebut Opposition, terdiri dari :

- 1st Speaker (Pembicara Pertama)
- 2nd Speaker (Pembicara Kedua)
- 3rd Speaker (Pembicara Ketiga)
- Reply Speaker (Di bawakan oleh 1st/2nd Speaker)

Setiap pembicara diberikan waktu maksimal 5 Menit, dengan perincian sebagai berikut,

1. Pada Menit Ke-4 akan diberikan ketukan sebanyak satu kali
2. Pada Menit Ke-5 akan diberikan ketukan sebanyak dua kali
3. Dan 20 detik setelah menit ke-5, akan diberikan ketukan tanpa henti. Bagi replayer diberikan waktu maksimal 3 Menit, dengan perincian sebagai berikut,
4. Pada Menit Ke -2 akan diberikan ketukan sebanyak satu kali
5. Pada Menit Ke -3 akan diberikan ketukan sebanyak dua kali, Dan 20 detik setelah Menit ke -3, akan diberikan ketukan tanpa henti

D. Sistem Debat

Setelah Ditentukan Affirmative dan Negative dan juga Motion (Pernyataan), Peserta mendapatkan 30 menit waktu untuk mempersiapkan Argumen untuk mendukung (Affirmative) atau menjatuhkan (Negative) Motion tersebut.

Setelah 30 menit, kedua tim dipersilahkan untuk memulai Debat dengan format :

1. Government Team (Affirmative)

Government team dikenal juga dengan positive team. *Team ini bertugas untuk "membela motion" alias menyetujui isi motion.* maka government team menyatakan mereka setuju

Government team terdiri dari 3 speaker:

1.1. First speaker

- a. Mendefinisikan motion, agar debate bisa dibawa ke arah definisi yang dinyatakan oleh first speaker dari positive team. (Memberikan batasan batasan Debat)
- b. Menyatakan setuju akan motion.
- c. Menyampaikan team line (apa-apa yang akan disampaikan oleh masing-masing speakernya) dan team split (seputar pembagian tugas apa yang akan disampaikan guna meyakinkan juri).
- d. Menyampaikan argumennya sendiri yang mendukung motion

1.2. Second speaker

- a. Me-rebut (Menyanggah) apa yang disampaikan speaker sebelumnya dari tim lawan (yaitu first speaker dari Negative team).
- b. Menyampaikan argumennya sendiri (*Harus punya argument yang beda dengan first speakernya, argument baru*).

- c. Mendukung first speaker.

1.3. Third speaker

- a. Me-rebut apa yang disampaikan oleh pembicara sebelum dia (yaitu second speaker negative).
- b. Menyampaikan argumen-argumen sebelumnya (tidak boleh ada argumen baru) dengan *menyertakan contoh-contoh* yang mendukung posisi team.

1.4. Reply speaker

- a. Menyampaikan kesimpulan
- b. Menyampaikan kembali seluruh resume alasan, pernyataan kesetujuan team, kelebihan posisi mereka.
- c. Tidak memberi rebuttal lagi.

2. Opposition Team (Negative)

Negative team adalah lawan dari government team. Tugasnya adalah “tidak menyetujui” motion. Negative team terdiri dari 3 speaker, tugas-tugasnya sebenarnya mirip-mirip dengan government team, tapi ada sedikit perbedaan.

1. First speaker

- a. Memberi timbal balik atas definisi motion yang telah diberikan first speaker dari positive team. (Jika Definisi dan Parameter Affirmative team dianggap terlalu ketat/ tidak dapat diperdebatkan)
- b. Menyatakan ketidaksetujuan timnya akan motion yang diberikan.
- c. Menyampaikan team line dan team split.
- d. Menyampaikan argumennya.

2. Second speaker

- a. Me-rebut apa yang disampaikan oleh pembicara sebelum dia (yaitu second speaker dari positive team).
- b. Menyampaikan argumennya.
- c. Mendukung first speakernya (negative).

3. Third speaker

- a. Me-rebut apa yang disampaikan oleh pembicara sebelum dia (yaitu third speaker dari positive team).
- b. Menyampaikan argumen-argumen sebelumnya (tidak boleh ada argumen baru) dengan *menyertakan contoh-contoh* yang mendukung posisi team.

4. Reply speaker
 - a. Memberikan kesimpulan
 - b. Menyampaikan kembali seluruh resume alasan, pernyataan kesetujuan team, kelebihan posisi mereka.
 - c. Tidak memberi rebuttal lagi

Appendice B

1. Males are the best students than females

Male are the best. Both genders have the ability to be smart or dumb. It doesn't matter if you are a man or a woman. What matters is how you use your brain. Saying that a female is smarter than a male is extremely close minded and also sexist. What is important is how you think, not what your gender is.

Males are simply smarter Thousands of years of male dominance must have meant something.

Why would males be considered dominant by history? Because its a fact that was always proven.

Males are born smarter, although they have a lot of sexual desires.No gender is better than the other Even if women generally test better than males you can't say that one gender is better at school than the other. Generalizations are horrible and set us back decades in the eyes of progress. It doesn't matter what is in between a student's legs as much as what is in between their ears. Society molds boys and girls into acting a certain way rather than the opposite.

Arti :

Laki-laki adalah siswa terbaik daripada perempuan

Pria adalah yang terbaik. Kedua jenis kelamin memiliki kemampuan untuk menjadi pintar atau bodoh. Tidak masalah jika Anda seorang pria atau wanita. Yang penting adalah bagaimana Anda menggunakan otak Anda. Mengatakan bahwa perempuan lebih pintar daripada laki-laki sangat berpikiran tertutup dan juga seksis. Yang penting adalah bagaimana Anda berpikir, bukan apa jenis kelamin Anda.

Pria hanya lebih pintar Ribuan tahun dominasi laki-laki pasti berarti sesuatu.

Mengapa laki-laki dianggap dominan oleh sejarah? Karena itu sebuah fakta yang selalu terbukti.

Laki-laki dilahirkan lebih pintar, meskipun mereka memiliki banyak hasrat seksual. Tidak ada jenis kelamin yang lebih baik daripada yang lain Bahkan jika wanita umumnya menguji lebih baik daripada pria, Anda tidak dapat mengatakan bahwa satu jenis kelamin lebih baik di sekolah daripada yang lain. Generalisasi sangat mengerikan dan membuat kita mundur beberapa dekade di mata kemajuan. Tidak masalah apa yang ada di antara kaki siswa sama seperti apa yang ada di antara telinga mereka. Masyarakat membentuk anak laki-laki dan perempuan untuk bertindak dengan cara tertentu daripada sebaliknya.

2. Males are the best students than females

Males are simply smarter Thousands of years of male dominance must have meant something.

Females might think they are smarter because of the fact the world nowadays is equal in male/female gender ranks , but actually history proves it wrong.

No gender is better than the other Even if women generally test better than males you can't say that one gender is better at school than the other. Generalizations are horrible and set us back decades in the eyes of progress. It doesn't matter what is in between a student's legs as much as what is in between their ears. Society molds boys and girls into acting a certain way rather than the opposite.

Arti :

Laki-laki adalah siswa terbaik daripada perempuan

Pria hanya lebih pintar Ribuan tahun dominasi laki-laki pasti berarti sesuatu.

Wanita mungkin berpikir mereka lebih pintar karena fakta dunia saat ini sama di jajaran gender pria / wanita, tetapi sebenarnya sejarah membuktikan itu salah.

Tidak ada gender yang lebih baik dari yang lain. Bahkan jika wanita umumnya menguji lebih baik daripada pria, Anda tidak dapat mengatakan bahwa satu jenis kelamin lebih baik di sekolah daripada yang lain. Generalisasi sangat mengerikan dan membuat kita mundur beberapa dekade di mata kemajuan. Tidak masalah apa yang ada di antara kaki siswa sama seperti apa yang ada di antara telinga mereka. Masyarakat membentuk anak laki-laki dan perempuan untuk bertindak dengan cara tertentu daripada sebaliknya.

3. Males are the best students than females

There is no proof. As a fact, and tested hundreds of times, intelligence is not related to gender. A possible theory is that boys tend to play sports and practice all the time. Girls tend to quit sports earlier than boys do, so they have more time to study. Another theory is that boys also tend to play more video games. I could explain to you again why this makes girls better students on average, but I think you get the point.

Male are better In high schools, female May be on average . When we come to higher learning , female does not have the physical strength to withstand male. The ratio of male to female in science and engeneering courses is incomparable. We can see more doctors and engineers in male than female.

Arti :

Laki-laki adalah siswa terbaik daripada perempuan

Tidak ada bukti. Faktanya, dan diuji ratusan kali, kecerdasan tidak terkait dengan gender. Sebuah teori yang mungkin adalah bahwa anak laki-laki cenderung bermain olahraga dan berlatih sepanjang waktu. Anak perempuan cenderung berhenti olahraga lebih awal daripada anak laki-laki, jadi mereka punya lebih banyak waktu untuk belajar. Teori lain adalah bahwa anak laki-laki juga cenderung memainkan lebih banyak video game. Saya bisa menjelaskan kepada Anda lagi mengapa ini membuat siswa perempuan lebih baik rata-rata, tapi saya pikir Anda mengerti maksudnya.

Laki-laki lebih baik di sekolah menengah, perempuan mungkin rata-rata. Ketika kita datang ke pembelajaran yang lebih tinggi, perempuan tidak memiliki kekuatan fisik untuk menahan laki-laki. Rasio laki-laki dan perempuan dalam mata pelajaran sains dan pelatihan tidak dapat dibandingkan. Kita bisa melihat lebih banyak dokter dan insinyur di laki-laki daripada perempuan.

4. Males are the best students than females

I am with the guys for sure I think that girls are not serious at all because of the fact that they really believe they will get married to probably a rich guy that have worked their lifes out,their own is just to come and eat the money to the last then they run away to another person.

If females were better students than males. Why would males always be dominant. Also in Egypt women aren't allowed to be pharaohs. To choose a governor for your place country you would choose someone wise which shows men are better students than males because they are mostly the ones in power and to be in power you have to be a good student

Arti :

Laki-laki adalah siswa terbaik daripada perempuan

Saya dengan orang-orang pasti saya pikir bahwa gadis-gadis tidak serius sama sekali karena fakta bahwa mereka benar-benar percaya bahwa mereka akan menikah dengan mungkin seorang pria kaya yang telah bekerja keluar hidup mereka, mereka sendiri hanya datang dan makan uang sampai akhir kemudian mereka lari ke orang lain.

Jika perempuan lebih baik daripada laki-laki. Mengapa laki-laki selalu dominan. Juga di Mesir wanita tidak diizinkan menjadi firaun. Untuk memilih seorang gubernur untuk negara tempat Anda, Anda akan memilih seseorang yang bijaksana yang menunjukkan bahwa pria adalah siswa yang lebih baik daripada pria karena mereka sebagian besar yang berkuasa dan berkuasa Anda harus menjadi murid yang baik

APPENDIX C

Instruments

Appendix C

A. TEST INSTRUMENT IN CYCLE I

Instruction:

Choose one of the topics below and give an oral presentation. You have 10 minutes for preparing before delivering your speech and you have 3 minutes to speak.

1. THBT females are better students than males
2. THBT reading English is more difficult than writing English

B. TEST INSTRUMENT IN CYCLE II

Instruction:

Choose one of the topics below and give an oral presentation. You have 10 minutes for preparing before delivering your speech and you have 3 minutes to speak.

1. THBT money is the most important thing in life
2. THBT the cell phones should be allowed in school

C. TEST INSTRUMENT IN CYCLE II

Instruction:

Choose one of the topics below and give an oral presentation. You have 10 minutes for preparing before delivering your speech and you have 3 minutes to speak.

1. THBT money is the most important thing in life
2. THBT reading English is more difficult than writing English

Appendix C

Cycle 1

Memorise and practice it in front of your class the vocabularies below !

1. Achievement = prestasi
2. Believe = mempercayai
3. Females = perempuan
4. Males = laki-laki
5. Better = lebih baik
6. Knowledge = pengetahuan
7. Motivation = motivasi
8. Creative = kreatif
9. Teenager = anak belasan tahun
10. Reduce = mengurangi
11. Additionally = selain itu
12. Evidence = fakta-fakta
13. Support = mendukung
14. Currently = saat sekarang ini
15. Environment = lingkungan
16. Indicated = menandai
17. Accepted = diterima
18. Thought = pemikiran
19. Directly = secara langsung
20. Applying = penerapan
21. Prove = membuktikan

22. Government = pemerintah

23. Agree = setuju

24. Disagree = tidak setuju

25. Opposite= berlawanan

APPENDIX D

- D.1. The List Name of Students
- D.2. Score of The Students' Speaking D-Test
- D.3. Score of The Students' Speaking of Cycle I
- D.4. Score of The Students' Speaking of Cycle II
- D.5. Score of The Students' Speaking of Cycle III
- D.6 The Classification Students' Score in Self-confidence of D-Test, Cycle I, Cycle II, Cycle III
- D.7. The Classification Students' Score in Vocabulary of D-Test, Cycle I, Cycle II, Cycle III
- D.8. The Score of The Students' Self-confidence
- D.9. The Score of The Students' Vocabulary
- D.10. Calculation of The Mean Score of Students' Speaking Skill
- D.11. The Percentage of Students' Improvement in Speaking Skill

APENDIX D.1

THE LIST NAME OF THE STUDENTS OF CLASS XI IPS

SMA 1 MUHAMMADIYAH UNISMUH MAKASSAR

No	Nama	Code
1	Fadel muhammad	Std 1
2	Sheila ayu k	Std 2
3	Cahya faradilla	Std 3
4	Mifthahul khaer	Std 4
5	M. Raihan R	Std 5
6	Nur Hikmah	Std 6
7	Muh. Alif S	Std 7
8	Annisa Rustam	Std 8
9	A. Nurul R	Std 9
10	Sri Kartini	Std 10
11	Sri Rahma	Std 11
12	Nur Qaidah R	Std 12
13	Muh Naufal	Std 13
14	Adinda mira	Std 14

APPENDIX D. 2

Score of the Students' Speaking of D-Test

Kode Siswa	Speaking		Total Score	Final Score
	Vocabulary	Self-confidence		
Std 1	75	85	160	42
Std 2	80	80	160	42
Std 3	75	85	160	42
Std 4	75	80	155	40
Std 5	75	80	155	40
Std 6	80	80	160	42
Std 7	75	75	150	38
Std 8	60	65	125	30
Std 9	70	75	145	35
Std 10	60	65	125	30
Std 11	70	75	145	35
Std 12	70	75	145	35
Std 13	60	75	135	32
Std 14	60	65	125	30
Total Score	985	1060	2045	513
Mean Score	70.36	75.71	146.07	36.64

Score of the Students' Speaking of Cycle I

Kode Siswa	Speaking		Total Score	Final Score
	Vocabulary	Self-confidence		
Std 1	80	85	165	65
Std 2	80	85	165	65
Std 3	80	80	160	65
Std 4	80	85	165	80
Std 5	75	85	160	80
Std 6	80	85	165	65
Std 7	75	70	145	55
Std 8	75	65	140	50
Std 9	65	70	135	55
Std 10	65	70	135	50
Std 11	65	70	135	55
Std 12	65	65	130	55
Std 13	65	70	135	55
Std 14	65	70	135	50
Total Score	1015	1055	2070	845
Mean Score	72.50	75.36	147.86	60.36

Score of the Students' Speaking of Cycle II

Kode Siswa	Speaking		Total Score	Final Score
	Vocabulary	Self-confidence		
Std 1	85	90	175	85
Std 2	85	90	175	85
Std 3	85	90	175	85
Std 4	85	90	175	95
Std 5	85	90	175	95
Std 6	85	90	175	85
Std 7	85	85	170	80
Std 8	80	85	165	80
Std 9	80	75	155	80
Std 10	75	85	160	80
Std 11	75	85	160	80
Std 12	75	75	150	80
Std 13	75	85	160	80
Std 14	75	85	160	80
Total Score	1130	1200	2330	1170
Mean Score	80.71	85.71	166.43	83.57

Score of the Students' Speaking of Cycle III

Kode Siswa	Speaking		Total Score	Final Score
	Vocabulary	Self-confidence		
Std 1	90	90	180	90
Std 2	90	90	180	90
Std 3	90	90	180	90
Std 4	90	90	180	95
Std 5	90	90	180	95
Std 6	90	90	180	85
Std 7	90	90	180	85
Std 8	85	90	175	85
Std 9	85	80	165	85
Std 10	80	85	165	85
Std 11	80	85	165	85
Std 12	80	85	165	85
Std 13	80	85	165	85
Std 14	80	85	165	85
Total Score	1200	1225	2425	1225
Mean Score	85.71	87.5	173.21	87.5

The Classification Students' Score in

Vocabulary of D-Test, Cycle I, Cycle II, Cycle III

Sample	D-Test		Test of Cycle I		Test of Cycle II		Test of Cycle III	
Std 1	75	Average	80	Good	85	Good	90	Very Good
Std 2	80	Good	80	Good	85	Good	90	Very Good
Std 3	75	Average	80	Good	85	Good	90	Very Good
Std 4	75	Average	80	Good	85	Good	90	Very Good
Std 5	75	Average	75	Average	85	Good	90	Very Good
Std 6	80	Good	80	Good	85	Good	90	Very Good
Std 7	75	Average	75	Average	85	Good	90	Very Good
Std 8	60	Poor	75	Average	80	Good	85	Good
Std 9	70	Average	65	Poor	80	Good	85	Good
Std 10	60	Poor	65	Poor	75	Average	80	Good
Std 11	70	Average	65	Poor	75	Average	80	Good
Std 12	70	Average	65	Poor	75	Average	80	Good
Std 13	60	Poor	65	Poor	75	Average	80	Good
Std 14	60	Poor	65	Poor	75	Average	80	Good

The Classification Students' Score in Self-Confidence

D-Test, Cycle I, Cycle II, Cycle III

Sample	D-Test		Test of Cycle I		Test of Cycle II		Test of Cycle II	
Std 1	85	Good	85	Good	90	Very good	90	Very good
Std 2	80	Good	85	Good	90	Very good	90	Very good
Std 3	85	Good	80	Good	90	Very good	90	Very good
Std 4	80	Good	85	Good	90	Very good	90	Very good
Std 5	80	Good	85	Good	90	Very good	90	Very good
Std 6	80	Good	85	Good	90	Very good	90	Very good
Std 7	75	Average	70	Average	85	Good	90	Very good
Std 8	65	Poor	65	Poor	85	Good	90	Very good
Std 9	75	Average	70	Average	75	Average	80	Good
Std 10	65	Poor	70	Average	85	Good	85	Good
Std 11	75	Average	70	Average	85	Good	85	Good
Std 12	75	Average	65	Poor	75	Average	85	Good
Std 13	75	Average	70	Average	85	Good	85	Good
Std 14	65	Poor	70	Average	85	Good	85	Good

THE SCORE OF THE STUDENTS VOCABULARY

Sample	Students Vocabulary				Ket
	D-test	Test of Cycle I	Test of Cycle II	Test of Cycle III	
Std 1	75	80	85	90	
Std 2	80	80	85	90	
Std 3	75	80	85	90	
Std 4	75	80	85	90	
Std 5	75	75	85	90	
Std 6	80	80	85	90	
Std 7	75	75	85	90	
Std 8	60	75	80	85	
Std 9	70	65	80	85	
Std 10	60	65	75	80	
Std 11	70	65	75	80	
Std 12	70	65	75	80	
Std 13	60	65	75	80	
Std 14	60	65	75	80	
Total Score	985	1015	1130	1200	
Mean Score	70.36	72.50	80.71	85.71	

THE SCORE OF THE STUDENTS SELF-CONFIDENCE

Sample	Students Self-Confidence				Ket
	D-test	Test of Cycle I	Test of Cycle II	Test of Cycle III	
Std 1	85	85	90	90	
Std 2	80	85	90	90	
Std 3	85	80	90	90	
Std 4	80	85	90	90	
Std 5	80	85	90	90	
Std 6	80	85	90	90	
Std 7	75	70	85	90	
Std 8	65	65	85	90	
Std 9	75	70	75	80	
Std 10	65	70	85	85	
Std 11	75	70	85	85	
Std 12	75	65	75	85	
Std 13	75	70	85	85	
Std 14	65	70	85	85	
Total Score	1060	1055	1200	1225	
Mean Score	75.71	75.36	85.71	87.5	

A. The Mean Score in Vocabulary of D-Test, Cycle I, Cycle II

1. The Mean Score of D-Test

$$X = \frac{\sum X}{N} = \frac{985}{14} = 70.36$$

2. The Mean Score of Cycle I

$$X = \frac{\sum X}{N} = \frac{1.015}{14} = 72.50$$

3. The Mean Score of Cycle II

$$X = \frac{\sum X}{N} = \frac{1.130}{14} = 80.71$$

4. The Mean Score of Cycle III

$$X = \frac{\sum X}{N} = \frac{1200}{14} = 85.71$$

B. The Students' Percentage in Vocabulary

1. D- Test

Classification	Frequency	Percentage
Excellent		
Very Good		
Good	1	1/14x100 =7.14%
Average	9	9/14x100 =64.29%
Poor	4	4/14x100 = 28.57%
Very Poor		

2. Cycle I

Classification	Frequency	Percentage
Excellent		
Very Good		
Good	5	5/14x100 =35.71%
Average	3	3/14x100 =21.43%
Poor	6	6/14x100 =42.86%
Very Poor		

3. Cycle II

Classification	Frequency	Percentage
Excellent		
Very Good		

Good	9	9/14x100 =64.29%
Average	5	5/14x100 =35.71%
Poor		
Very Poor		

4. Cycle III

Classification	Frequency	Percentage
Excellent		
Very Good	7	7/14x100 =50%
Good	7	7/14x100 =50%
Average		
Poor		
Very Poor		

C. The Mean Score in Self-confidence of D-Test, Cycle I, Cycle II

1. The Mean Score of D-Test

$$X = \frac{\sum X}{N} = \frac{1.060}{14} = 75.71$$

2. The Mean Score of Cycle I

$$X = \frac{\sum X}{N} = \frac{1.055}{14} = 75.36$$

3. The Mean Score of Cycle II

$$X = \frac{\sum X}{N} = \frac{1.200}{14} = 85.71$$

4. The Mean Score of Cycle III

$$X = \frac{\sum X}{N} = \frac{1225}{14} = 87.5$$

D. The Students' Percentage in Self-Confidence

1. D- Test

Classification	Frequency	Percentage
Excellent		
Very Good		
Good	6	6/14x100 =42.86%
Average	5	5/14x100 =35.71%
Poor	3	3/14x100 =21.43%
Very Poor		

2. Cycle I

Classification	Frequency	Percentage
Excellent		
Very Good		
Good	6	$6/14 \times 100 = 42.86\%$
Average	6	$6/14 \times 100 = 42.86\%$
Poor	2	$2/14 \times 100 = 14.29\%$
Very Poor		

3. Cycle II

Classification	Frequency	Percentage
Excellent		
Very Good		
Good	6	$6/14 \times 100 = 42.86\%$
Average	6	$6/14 \times 100 = 42.86\%$
Poor	2	$2/14 \times 100 = 14.29\%$
Very Poor		

4. Cycle III

Classification	Frequency	Percentage
Excellent		
Very Good	8	$8/14 \times 100 = 57.14\%$
Good	6	$6/14 \times 100 = 42.86\%$
Average		
Poor		
Very Poor		

APPENDIX E
DOCUMENTATIONS

DOCUMENTATIONS



CURRICULUM VITAE



NUR LAELA was born in Tamasongo on September 10th 1997. She is the first child of two children from great couple of Hadina and Juhadi. The researcher began her education at SDI 179 Tamasongo and graduated in 2008. In the same year she continued her study at SMPN 1 Bontoramba in 2008 and graduated in 2011. After graduating from junior high school, she continued her study to senior high school at SMKN 1 Jeneponto in 2011 and graduated in 2014. In 2014 she enrolled at UNISMUH Makassar with taking English study program of Faculty of Teacher Training and Education.

Finally, she graduated from UNISMUH Makassar in 2019 by writing skripsi under the title “The Application of Asian Parliamentary Debate (APD) As The Tehnicque To Improve Students’ Speaking Skill”