

**THE IMPLEMENTATION OF BRITISH PARLIAMENTARY DEBATE TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL (An Experimental Research at the
Second Grade of SMA Muhammadiyah Disamakan)**



A Thesis:

*Submitted to the faculty of teacher training and education
Makassar Muhammadiyah University in partial fulfilment of the requirement for the degree of
education in english department*

**AHMAD RUMAF
10535 5149 12**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **AHMAD RUMAF**, NIM **10535 5149 12** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H
31 Januari 2018 M

Panitia Ujian :

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd.**
4. Dosen Penguji :
 1. **Sulfasyah, M.A., Ph.D.**
 2. **Nunung Anugrawati, S.Pd., M.Pd.**
 3. **Maharida, S.Pd., M.Pd.**
 4. **Yasser Mallapiang, S.S., M.Pd.**

(Handwritten signatures and names in blue ink)

Disahkan Oleh :

(Signature) Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, M.Pd., Ph.D.
NBM: 860 934



| Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **The Implementation of British Parliamentary Debate
Technique to Improve Students' Speaking Skill**

Name : **AHMAD RUMAF**

Reg. Number : 10535 5149 12

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education


Makassar, Januari 2018

Approved by:

Consultant I

Consultant II


Sulfasyah, M.A., Ph.D.


Maharida, S.Pd., M.Pd.


**Dean of FKIP
Makassar Muhammadiyah University**

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934


**Head of English
Education Department**

Danni Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



Terakreditasi Institusi



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **AHMAD RUMAF**

NIM : **10535 5149 12**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi: **The Implementation of British Parliamentary Debate
Technique to Improve Students' Speaking Skill (AN
Experimental Research at the Second Grade of SMA
Muhammadiyah Disamakan)**

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 14 januari 2018

Yang Membuat Pernyataan

AHMAD RUMAF



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama : **AHMAD RUMAF**

NIM : **10535 5149 12**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Implementation of British Parliamentary Debate
Technique to Improve Students' Speaking Skill (AN
Experimental Research at the Second Grade of SMA
Muhammadiyah Disamakan)**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya menyusun sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 14 januari 2018

Yang Membuat Perjanjian

AHMAD RUMAF

ABSTRACT

AHMAD RUMAF, 2017. *The Implemetation of British Parliamentary Debate Technique to Improve Students' Speaking Skill (An Experimental Research at the Second Grade of SMA Muhammadiyah Disamakan)* Under supervisors Sulfasyah and Maharida

This research aimed at finding out the improvement of students' speaking skill by using British Parliamentary Debate Technique at the second grade students of SMA Muhammadiyah Disamakan that focused on vocabulary and pronunciation.

The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design. The sample of this research was the second grade students with the total number of subject were 20 students. The instrument of this research was a speaking test and the data collections for this research were pre-test and post-test.

The research findings indicated that the second grade students of SMA Muhammadiyah Disamakan were very low in speaking skill before the treatment. But after treatment, their speaking skill improved significantly. It was proven by the result of the mean score obtained by the students through pre-test was 3.3 which was classified as very low category and the mean score of the students in post-test was 5.6 which was classified as fairly good category. It was indicated that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. It could be concluded that the implementation of British Parliamentary Debate Technique was effective to improve the students' speaking skill.

ABSTRAK

AHMAD RUMAF, 2017. Penerapan tehnik Debate *British Parliamentary* untuk meningkatkan kemampuan siswa dalam berbicara (peneitian eksperimen yang dilasanakan di kelas 2 SMA Muhammadiyah Disamakan) dengan pembimbing Ibu Sulfasyah dan Ibu Maharida.

Penelitian ini bertujuan untuk menemukan peningkatan kemampuan siswa dalam berbicara dengan menggunakan tehnik debate *British Parliamentary* di keals 2 SMA Muhammadiyah Disamakan. Penelitian ini hanya difokuskan pada peningkatan kosa-kata dan pengucapan.

Metode penelitian ini adalah *pre-eksperimen* yang terdiri dari kelas *pre-test* dan *post-test*. Adapun sampel penelitian ini adalah siswa kelas 2 SMA Muhammadiyah Disamaan yang terdiri dari 20 orang. Instrumen yang digunakan pada pengumpulan data adalah *pre-test* dan *post-test*

Hasil penelitian ini mengindikasikan bahwa sebelum *treatment* siswa kelas 2 SMA Muhammadiyah Disamakan sangat lemah dalam kemampuan berbicara, akan tetapi setelah *treatment* kemampuan siswa dalam berbicara meningkat secara signifikan. Peningkatan tersebut dibuktikan dengan hasil dari nilai rata-rata yang diperoleh siswa melalui *pre-test* yaitu 3,3 dimana nilai tersebut diklasifikasikan sebagai kategori nilai yang paling rendah. Nilai rata-rata siswa pada *post-test* yaitu 5,6 dimana nilai tersebut diklasifikasikan sebagai kategori nilai yang bagus. Peningkatan tersebut mengindikasikan bahwa *Null Hypothesis* (H₀) tertolak dan *Alternative hypothesis* (H₁) diterima. Dari penemuan tersebut dapat disimpulkan bahwa penerapan tehnik debate *British Parliamentary* merupakan salah satu tehnik yang efektif untuk meningkatkan kemampuan siswa dalam berbicara.

ACKNOWLEDGMENT



ALHAMDULILAH WA SYUKURILAH, no other word worthy enough to express to Allah SWT, the Almighty God who has given guidance, mercy and health to complete the writing of this thesis. Salawat and Salam are addressed to the final and chosen messenger the prophet Muhammad SAW.

The researcher would like to express his deepest prost profound and gratitude to his beloved parents, brother all his families for prayer, financial, motivation and sacrifices for his success and their love sincerely.

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestions, guidances, assistances, and advices for the completion of this thesis. Therefore, he would like to acknowledge them:

1. Dr. H. Abd. Rahman Rahim, S.E.,MM. the Rector of Makassar Muhammadiyah University.
2. Erwin Akib, M.Pd., Ph.D the Dean of Teacher Training and Education Faculty.
3. Umami Khaerati Syam, S.Pd., M.Pd, the Head of English Education Department of FKIP UNISMUH Makassar.
4. The high appreciation and sincere thanks to his consultants Sulfasyah, M.A., Ph.D as the first consultant and Maharida, S.Pd., M.Pd as the second

consultant who gave the writer guidance, correction and overall support since the preliminary stage of manuscript until the completion of this thesis.

5. Thanks to all the lectures and staff of FKIP UNISMUH Makassar, especially the lectures of English Education who taught him for many years.
6. The writer would like to express his deepest and affectionate thanks to his beloved parents Abdul Rauf Rumaf and Rahma Rumaf for their prayers, unfailing love, sacrifice, continual understanding and financial support
7. His highest and special thanks is given to his sister Amina Rumaf who has fulfilled all of his study needs.
8. Highest gratitude to UKM BAHASA UNISMUH, EDSA, MEC and MPC the place that trained him soft and hard skill

Finally, for all people who gave valuable suggestion, guidance, assistance, and advice to completion this thesis may Allah S.W.T. be with us now and forever. Amin.

Billahi Fi Sabillilah Haq Fastabiqul Khaerat

Makassar, 14 januari 2018

The writer

AHMAD RUMAF

LIST OF CONTENTS

APPROVAL SHEET	i
COUNSELING SHEET.....	ii
SURAT PERNYATAAN	iii
SURAT PERJANJIAN	iv
ABSTRACT.....	v
ACKNOWLEDGMENT.....	vi
LIST OF CONTENTS	vii

CHAPTER I INTRODUCTION

A. Background	1
B. Research Question.....	3
C. Objective of the Study.....	3
D. Significance of the Study	4
E. Scope of the Study	4

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research Findings	5
B. The Concept of Speaking	7
1. Definition of speaking	7
2. Types of Speaking	7
3. Aspects of speaking	8
4. problems in speaking	10
C. The Concept of Debate.....	11
1. Definition of Debate	11
2. Types of Parliamentary Debate	12
3. The Concept of British Parliamentary Debate.....	12
4. The Strength of Debate.....	16

5. The Weaknesses of Debate	18
D. The Terms in British Parliamentary Debate	18
E. Conceptual Framework.....	28
F. Hypothesis	28

CHAPTER III RESEARCH METHOD

A. Research Design.....	30
B. Research Variable	30
C. Population and Sample.....	30
D. Research Instrument.....	31
E. Technique of Collecting Data	31
F. Technique of Analyzing Data	32

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. The Findings	36
B. The Discussion.....	43

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	45
B. Suggestion.....	45

BIBLIOGRAPHY

LIST OF APPENDIXES

- APPENDIX A** Lesson Plan
- APPENDIX B** The Students' total score in pre-test
- APPENDIX C** The Students' Total Score in post-test
- APPENDIX D** The Students' rating score in pre-test and Post-test
- APPENDIX E** The Students' Rating Score in Pre-test and Post-test
- APPENDIX F** The students' mean score and percentage in pre-test and
post-test
- APPENDIX G** The Distribution of T-Table
- APPENDIX H** T-test Value and T-table Value

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill. As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level.

According to Nunan (1991: 47) Speaking is one of four skills of English. It can help people to understand something from other interlocutors of language. Speaking will be focus for the first section on speaking. It involves fluent and accuracy expression meaning, the exercising of pragmatic, or communicative, competence and the observance of the rules of appropriate. Communication is a collaboration venture in which the interlocutors negotiate meaning in order to achieve their communication.

According to Widdowson (1985: 57) that speaking is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening. And he also states that an act of communication

through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal exchange.

From definition above, the writer concludes that speaking is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

Having a good English speaking is one of the goals in learning English and also as one way of finding information through oral communication. To be able to communicate effectively, students should be well-equipped with the skills of communication. The skills are: listening, speaking, reading, and writing. Teaching and learning a brand new language requires numerous effort of teaching method and techniques.

In getting a good speaking, students have to have a special time and continuously speaking with their friends or teachers. For teachers should give more chance to students and give interesting issues to motivate them to speak in the classroom.

In this sense, one activity that can be expected to help students in improving their speaking skill is English debate. In English debate, students in the classroom are expected to speak English by exploring ideas, asking questions and living responses. Having conductive opinions or arguments, students can stimulate their selves to support their opinion or to argue other opinions. Debating provides opportunity for students to speak English more intelligibly and unconsciously to speak in formal occasion. Rubiati (2010:43) in his thesis entitled *Improving Students' Speaking Skill Through Debate Technique*(A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the

Academic Year of 2010/2011) stated that The use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Furthermore, Teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique.

One of the factors faced by the students in improving their speaking skill is lack of opportunity in practicing to express their ideas. Therefore, debate comes as the media.

Through English debate, students are provided to speak intelligibly and instinctively. As for the main focus of this research is improving speaking skill through English debate, the researcher then will use British Parliamentary (BP) system.

B. Research Question

Based on the problem found by researcher at SMA Muhammadiyah Disamakan Wilayah Ratulangi, the researcher formulates the research questions as follows

1. Does the implementation of British Parliamentary debate technique improve the students' vocabulary?
2. Does the implementation of British Parliamentary debate technique improve the students' pronunciation?

C. Research Objective

1. To find out whether the implementation of British Parliamentary debate technique improves the students' vocabulary
2. To find out whether the implementation of British Parliamentary debate technique improves the students' pronunciation

D. Significance of the study

The results of this study can be proposed as an alternative learning technique for English teachers in implementing debate to promote English speaking ability. They could also be useful for course developers, educators and practitioners in planning English lessons. Alongside, it could be a spring board to further studies in implementing debate in the EFL context to develop speaking ability.

E. Scope of the study

This research is limited to the implementation of English debate technique (British Parliamentary system) to improve the students` vocabulary and pronunciation in speaking English. It was conducted at the second semester of the second grade of SMA Muhammadiyah Disamakan

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research Findings

There are some researchers who have conducted their research/thesis on debate, such as follows:

Yonsisno (2015:44) in his thesis entitled *The Effect of Using Debate Technique Toward Students' Speaking Skill At The Eleventh Grade Students Of SMA Negeri 2Kota Sungai Penuh* professed that the using of debate technique can improve students' speaking skill, and the improvement was significant.

Rubiati (2010:43) in his thesis entitled *Improving Students' Speaking Skill Through Debate Technique(A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)* stated that The use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Furthermore, Teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique.

Somjai, et.al. (2015:27-31). In his Journal entitled *The Use of Debate Technique to Develop Speakking Ability of Grade Ten Students at Bodindecha (Sing Singhaseni) School*. *International Journal of Technical Research and Application*. He stated that there are several anvantages of debate technique. Debate allows the students to share and

cooperate well with one another, encourages creativity, students are motivated and enjoy the activity and it can improve the students' speaking ability.

Zare, et.al (2015:158-170) in his journal entitled *Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication*. Canadian Centre of Science and Education.

A researcher Muttaqin (2008:30) in his study "Teaching Conversation Gambits to Enhance Students' communicative competence in English debate (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009)". This research found that students of WEC got a good level to the five components of students' communicative competence in English debate such as the ability in using gambits, vocabularies, grammatical structure, fluency and speech contest.

Wiwitanto (2009:28) in his study "The Use of Australasian Parliamentary Debate System as An English Interactive Program Based on Disciplined Eclecticism Approach to Implement KTSP in Teaching Speaking (an action research of the year eleven of science program of senior high school Semarang in academic year 2009/2010)". He concluded that debate which is applied to teach students class XI students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statistical result analysis of pre and post test.

The similarity between this research and the above previous researches is the technique used to enhance students' speaking skill. In order to enhance students' speaking skill, the above previous researches used debate as their technique. So is this research, this research also takes the same technique to increase students' speaking skill.

Despite it has a similarity it does not mean that this research does not have differences. The differences between this research and the previous researches are on the research method used. All of the above researchers use Classroom Action Research (CAR) as their method but this research uses the experimental method.

The novelty of this research is the experimental research and also the focused skill used by the researcher. The researcher only focuses on the improvement of vocabulary and the pronunciation whereas the previous research focus on all aspects of speaking.

B. The Concept of Speaking

1. Definition of speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicators. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

According to Hall speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.

According to Fulcher (2003: 23), speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating.

According to Hornby (2000: 1289), speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.

2. Types of Speaking

Brown (2004: 141) defined that basically, there are five types of speaking, they are:

a. Imitative

It is the ability to simply parrot back (imitate) a word or phrase of possibly a sentence. We try to listen to the speaker, then we try to imitate what the speaker said and then apply the words to other couples of communication.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm). Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion.

c. Responsive

It includes interaction and text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participant.

e. Extensive (monologue)

It includes speeches, oral presentations, and story-telling. Language style is frequently more deliberative.

3. **The Aspects of Speaking**

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. According to Harris (1969), there are five components generally recognized in analyses of the speech process:

a. Pronunciation.

Pronunciation includes the segmental features vowels and consonants and the stress and intonation patterns.

b. Grammar.

Grammar is the rules about how words change their form and combine with other words to make sentences. In order to make the conversation goes well, we need to structure the sentence into a good grammar.

c. Vocabulary.

Vocabulary is all the words which exist in a particular language or subject. The more you have vocabularies, the more active your conversation will be.

d. Fluency.

Fluency is the ease and speed of the flow of speech. For example when someone try to speak and the filler (e.gehhh..., hmmm..., and so on is less, it is called the fluency is smooth.

e. Comprehension.

Comprehension for oral communication certainly requires a subject to respond to speech as well as to initiate it. In order to have a good conversation in

communication should be there is feedback between the speakers, so they comprehend each other.

The five factors of speaking skill above have important role in speaking.

A good speaker has to master all the factors, in other to produce good speech.

4. The Problem in speaking

Based on the informal interview and my experience when I taught in SMA Muhammadiyah Disamakan Wilayah Ratulangi, I found that most students were difficult to engage in speaking activity, beside that they said vocalized pause, lost idea, and they were sometime obviously afraid of making mistake, few students who spoke English and they also tend to use inappropriate grammar. Moreover, some students convinced that most of English session were boring, this perhaps are caused by lack of motivation-related engagement from the teacher during speaking session.

In other hand, the problem came from the teacher; he/she still used monotonous activity in teaching and learning process. The teacher always used imitation and repetition technique all the time. Imitation includes the capacity to produce the utterances in the contexts in which the original utterances were produced. This activity made the teaching and learning process is not interested to the students.

In getting a good speaking, students have to have a special time and continuously speaking with their friends or teachers. For teachers should give more chance to students and give interesting issues to motivate them to speak in the classroom.

In this sense, one activity that can be expected to help students in improving their speaking skill is English debate. In English debate, students in the classroom are

expected to speak English by exploring ideas, asking questions and living responses. Having constructive opinions or arguments, students can stimulate their selves to support their opinion or to argue other opinions. Debating provides opportunity for students to speak English more intelligibly and unconsciously to speak in formal occasion.

C. The Concept of Debate

1. Definition of Debate

According to Gene (2007: 78), debate is an effective pedagogical technique because of the level of responsibility for learning and active involvement required by all student debaters.

Hornby (2000: 340) defines debate as a formal discussion of an issue at a public meeting or in a parliament, and it is an argument or discussion expressing different opinion. Moreover, it provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, and formulating their own opinions based on evidence.

Barkley (2005: 191) stated that, debate is a complex technique that need some preparations, because in debate we need to enough time to choose a topic suitable to a current issue, deviding the students into some group, the students need to read the topic before doing a debate, and define a rule used in debate in other to it can be done optimally.

According to Uno et.al (2011:100), debate is disigned to solve a problem from a different point of view". In debate, the students chose one side of pro-against

by using their point of view about an issue. It means that the students are requested to deliver and defend their ideas based on their position in debate.

Based on the expert above, can be concluded that debate is a good and an effective technique that can be used to create the atmosphere of the class which is rich in communication, and give them more chance to practice their spoken language in other to the they have communicative competence.

2. Types of Parliamentary Debate

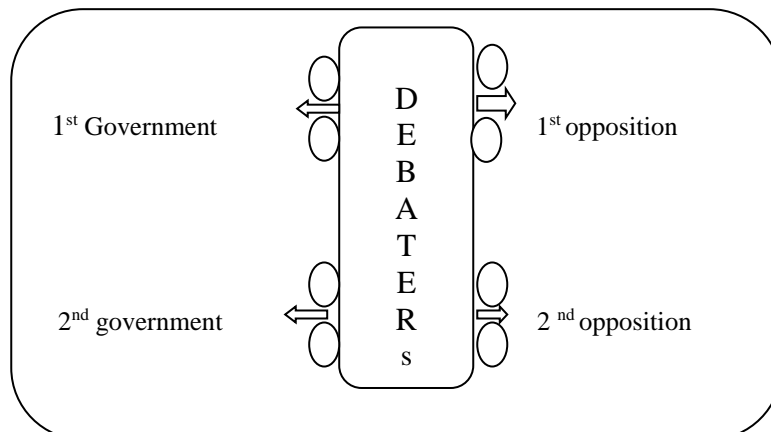
Parliamentary debate (also referred to as "parli") is an academic debate event. Many university-level institutions in English-speaking nations sponsor parliamentary debate teams, but the format is currently spreading to the high school level as well. Despite the name, the Parliamentary style is not related to debates in governmental parliaments.

There many kinds of Parliamentary Debate system used around the world, such as: British Parliamentary debate style, Asian Parliamentary debate style, Australian Parliamentary debate style, and many more.

Because, the researcher takes British Parliamentary (BP) as his method in this research, so here will explain the BP deeply.

3. The Concept of British Parliamentary Debate

a. Debate Bench Position

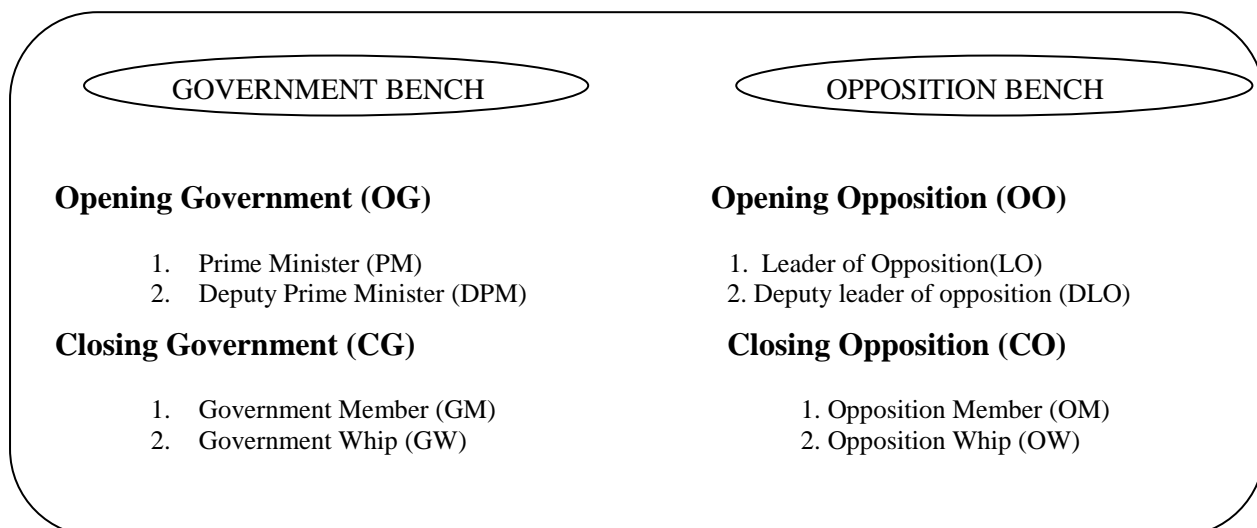


Note: ○ = debaters

(An Introduction to British Parliamentary Debate)

The above figure shows that there are two benches in British Parliamentary Debate namely Government and opposition Bench. It also describes that there are two teams in every bench, 1st government means the first team of government and 2nd government means the second team of government. So is in opposition bench.

b. The Format of Debate



(An Introduction to British Parliamentary Debate)

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.

Here are the explanation of each team's roles:

Opening Government Team

First speaker

1. Define the motion

2. Outline the case he and his partner will put forward and explain which speaker will deal with which arguments.
3. Develop his own argument, which should be separated into two or three main points.
4. Finish by summarizing his main point

Second Speaker

1. Re-cap the team line
2. Rebut the response made by first opposition speaker to his partner's speech.
3. Rebut the first opposition speaker's main argument
4. Develop his own argument separated into two or three main points
5. Finish with a summary of the whole team case

Opening Opposition

First Speaker

1. Response to the definition if it is unfair or makes no link to the motion. He can re-define (offer an alternative interpretation of the motion), but this can be risky and should only be done when the definition is not debatable (usually better to complain a little and hope the adjudicator gives you credit - "well this is a silly but we are going to debate it and beat you on it anyway" approach)
2. Rebut the first government speech.
3. Outline the case which she and her partner will put forward and explain which speaker will deal with which arguments.
4. Offer additional arguments about why this policy is a bad idea or develop a counter case this decision is largely based on the circumstances of the debate, and only experience will provide guidance on this

Second Speaker

1. Rebut the speech of the second proposition speaker.
2. Offer some more arguments to support your partner's approach to the motion.
3. Summarize the case for your team, including your own and your partner's arguments.

Closing Government Team

First speaker

The first speaker must stake his team's claim in the debate by doing one of the following:

1. Extend the debate into a new area (i.e. "this debate has so far focused on the developed world, and now our team will extend that to look at the important benefits for the developing world)
2. Introduce a couple of new arguments that make the case on his side more persuasive.
3. Again, this decision depends on the scenario. This is quite a complex part of debating to master, but it is very important to add something new to the debate or you will be penalized.

Second speaker

The last speech of a debate is known as a Summary Speech. In it you should step back and look at the debate as a whole and explain why on all the areas you have argued your side has won. You can:

1. Go through the debate chronologically (this is not very advanced and usually not very persuasive either).
2. Go through one side's case and then the other.
3. Go through the debate according to the main points of contention (this is the most persuasive and advanced way) explaining why on each of the main issues that have been debated have been won by your side.

Closing Opposition Team

First speaker

This is very similar to the second prop role.

1. You must rebut the new analysis of the third proposition speaker.
2. You must also bring an extension to the debate – i.e. extend the debate into a new area or bring a couple of new arguments to the debate.

Second speaker

Like the closing proposition, the last opposition speaker must devote their whole speech to a summing up and should not introduce new material.

4. The Strength of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate can develop research ability, critical thinking skills, and public speaking skills.

According to Luckett (2006: 119), there are great advantages of debate toward students. Firstly, the students become more active in small-group and class discussion. Secondly, it improves students confidence while they are giving academic

presentation. Finally, it is one of the effective way for training both linguistic and intellectual abilities.

Buckley (2008: 2) stated that, debate has much strength to apply in teaching speaking toward students. Firstly, debate trains the students to share and cooperate well with one another. Secondly, it trains the students' responsibility, encourage creativity, deepens friendships and built community among teacher. Thirdly, students are not bored, but they are very enjoyfull with debate activity. Because every student takes a role in debating, so they are actively join the activity. Finally, it can improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they enter into conversations between them as they debate.

Besides, Bellon (2000: 4) in Rubiati (2010: 16) also defined that, debate has some benefits in teaching and learning process. Firstly, debate makes the students to be usual and able to accept or face the disappointment and defeat. Secondly, the students are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis. Thirdly, Debate is not only a way to connect students with academic subjects. It can also connects the students to public life. Finally, the policy that is used in debate specifically can teach the students to adopt multiple perspectives which describe as one of the most important problem solving skills.

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

5. The Weaknesses of Debate

In learning process, debate has many weaknesses too. According to Malley and Pierce in Rubiati (2010: 20), there are several weaknesses of debate in applying it in the classroom. Firstly, debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument. Secondly, debate needs long times and preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion. Finally, it makes the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

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

D. The Terms in British Parliamentary Debate

a. Motion

The motion should be unambiguously worded. Better if the motion takes the common issues that happen nowadays.

b. Building Case

The debate should commence 15 minutes after the motion is announced. Teams should arrive at their debate within five minutes of the scheduled starting time for that debate. Or in other hand Building case is a given time for debaters to create their ideas related to the motion. It is given to debaters to result any structure and brilliant argumentation. The time given is only 15 minutes. Members are permitted to use printed or written, material during preparation and during the debate.

Printed material includes books, journals, newspapers and other similar materials.

The use of electronic equipment is prohibited during preparation and in the debate.

c. Points of Information

Points of Information or POI (questions directed to the member speaking) may be asked between first minute mark and the six-minute mark of the members' speeches (speeches are of seven minutes duration).

To ask a POL, a member should stand, place one hand on his or her head and extend the other towards the member speaking. The member may announce that they would like to ask a "Point of Information" or use other words to this effect

The member who is speaking may accept or decline to answer the POI. POI should not exceed 15 seconds in length.

The member who is speaking may ask the person offering the POI to sit down where the offer or has had a reasonable opportunity to be heard and understood.

Points of Order and Points of Personal Privilege are not permitted.

d. Timing of the speeches

Speeches should be seven minutes in duration. Speeches over seven minutes and 15 seconds may be penalized.

POI may only be offered between the first minute mark and the six minute mark of the speech (this period should be signaled by one strike of the gavel at the first minute and one strike at the sixth minute). It is the duty of the Time keeper to time speeches.

e. Matter

1. The definition of matter

Matter is the content of the speech. It is the arguments a debater uses to further his or her case and persuade the audience.

Matter includes arguments and reasoning, examples, case studies, facts and any other material that attempts to further the case. Matter includes positive (or substantive) material and rebuttal (arguments specifically aimed to refute the arguments of the opposing team(s)). Matter includes Points of Information (POI).

2. The elements of matter

Matter should be relevant. It should relate to the issues of the debate: positive material should support the case being presented and rebuttal should refute the material being presented by the opposing team(s). The Member should appropriately prioritize and apportion time to the dynamic issues of the debate.

Matter should be logical. Arguments should be developed logically in order to be clear and well-reasoned. The conclusion of all arguments should support the member's case.

Matter should be consistent. Members should ensure that the matter they present is consistent within their speech, their team and the remainder of the members on their side of the debate.

All Members should present positive matter (except the final two members in the debate) and all members should present rebuttal (except the first member in the debate). The GW may choose to present positive matter. All Members should attempt to answer at least two POI during their own speech and offer POI during opposing speeches.

3. Assessing matter

The matter presented should be persuasive. 'The elements of matter' should assist an adjudicator to assess the persuasiveness and credibility of the matter presented.

Matter should be assessed from the viewpoint of the average reasonable person. Adjudicators should analyze the matter presented and assess its persuasiveness, while disregarding any specialist knowledge they may have on the issue of the debate.

Adjudicators should not allow bias to influence their assessment. Debaters should not be discriminated against on the basis of religion, sex, race, color, nationality, sexual presence, age, social status or disability.

POI should be assessed according to the effect they have on the persuasiveness of the cases of both the member answering the point of information and the member offering the POI.

f. Manner

1. The definition of manner

Manner is the presentation of the speech. It is the style used to persuade the audience.

2. The elements of style

The elements of style include eye contact, voice modulation, hand gestures, language, the use of notes and any other element which may affect the effectiveness of the presentation of the member.

Eye contact will generally assist a member to persuade an audience as it allows the member to appear more sincere.

Voice modulation will generally assist a member to persuade an audience as the debater may emphasize important arguments and keep the attention of the audience. This includes the pitch, tone, and volume of the member's voice and the use of pauses.

Hand gestures will generally assist a member to emphasize important arguments. Excessive hand movements may however be distracting and reduce the attentiveness of audience to the arguments.

Language should be clear and simple. Members who use language which is too verbose or confusing may detract from the argument if they lose the attention of the audience.

The use of notes is permitted, but members should be careful that they do not rely on their notes too much and detract from the other elements of manner.

3. The elements of structure

The elements of structure include the structure of the speech of the member and the structure of the speech of the team.

The matter of the speech of each member must be structured. The member should organize his or her matter to improve the effectiveness of their presentation.

The matter of the team must be structured. The team should organize their matter to improve the effectiveness of their presentation. The team should:

- 1) contain a consistent approach to the issues being debated; and

- 2) allocate positive matter to each member where both members of the team are introducing positive matter; and
- 3) include: an introduction, conclusion and a series of arguments; and
- 4) be well-timed in accordance with the time limitations and-the need to prioritize and apportion time? to matter.

4. Assessing manner

Adjudicators should assess the elements of manner together in order to determine the overall effectiveness of the member's presentation. Adjudicators should assess whether the member's presentation is assisted or diminished by their manner.

Adjudicators should not allow bias to influence their assessment Members should not be discriminated against on the basis of religion, sex, race, color, nationality, language, sexual preference, age, social status or disability.

g. Adjudication

The debate should be adjudicated by a panel of at least three adjudicators, where this is possible. At the conclusion of the debate, the adjudicators should confer and rank the teams, from first placed to last place.

There will be verbal adjudication of the debate after the first six preliminary rounds of the tournament, (this be valid just in tournament)

a. The role of adjudicators

The adjudicator must:

- 1) Confer upon and discuss the debate with the other adjudicators;
- 2) Determine the rankings of the teams;
- 3) Determine the team grades;

- 4) Determine the speaker marks;
- 5) Provide a verbal adjudication to the members; and
- 6) Complete any documentation required by the tournament

The adjudication panel should attempt to agree on the adjudication of the debate. Adjudicators should therefore confer in a spirit of cooperation and mutual respect.

Adjudicators should acknowledge that adjudicators on a panel may form different or opposite views of the debate. Adjudicators should therefore attempt to base their conclusions on these rules in order to limit subjectivity and to provide a consistent approach to the assessment of debates.

b. Ranking teams

Teams should be ranked from first place to last place. First placed teams should be awarded three points, second placed teams should be awarded two points, third placed teams should be awarded one point and fourth placed teams should be awarded zero points.

Teams may receive zero points where they fail to arrive at the debate more than five minutes after the scheduled time for debate. Teams may receive zero points where the adjudicators unanimously agree that the Member has (or Members have) harassed another debater on the basis of religion, sex, race, color, nationality, sexual preference or disability.

Adjudicators should confer upon team rankings. Wherean unanimous decision cannot be reached after conferral, the decision of the majority will determine the rankings. Where a majority decision cannot be reached, the Chair of the panel of adjudicators will determine the rankings.

c. Grading and marking the teams

The panel of adjudicators should agree upon the grade that each team is to be awarded. Each adjudicator may then mark the teams at their discretion but within the agreed grade. Where there is a member of the panel who has dissented in the ranking of the teams, that adjudicator will not need to agree upon the team grades and may complete their score sheet at their own discretion.

Team grades and marks should be given the following interpretation:

Table 2.1: Team scoring of the Debate

Grade	Marks	Meaning
A	180-200	Excellent to flawless. The standard you would expect to see from a team at the Semi Final / Grand Final level of the tournament. The team has much strength and few, if any, weaknesses.
B	160-179	Above average to very good. The standard you would expect to see from a team at the finals level' or in contention to make to the finals. The team has clear strengths and some minor weaknesses.
C	140-159	Average. The team has strengths and weaknesses in roughly equal proportions.
D	120-139	Poor to below average. The team has clear problems and some minor strength.
E	100-119	Very poor. The team has fundamental weaknesses and few, if any, strengths.

d. Marking the members

After the adjudicators have agreed upon the grade that each team is to be awarded, each adjudicator may mark the individual members at their discretion but must ensure that the aggregate points of the team members is within the agreed grade for that team.

Individual members' marks should be given the following interpretation:

Table 2.2: Individual Scoring of the Debate

Grade	Marks	Meaning
A	90-100	Excellent to flawless. The standard of speech you would expect to see from a speaker at the Semi Final / Grand Final I level of the tournament. This speaker has much strength and few, if any, weaknesses.
B	80-89	Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.
C	70-79	Average. The speaker has strengths and weaknesses and roughly equal proportions.
D	60-69	Poor to below average. The team has clear problems and some minor strength.
E	50-59	Very poor. This speaker has fundamental weaknesses and few if any, strengths.

e. Verbal adjudications

At the conclusion of the conferral, the adjudication panel should provide a verbal adjudication of the debate. The verbal adjudication should be delivered by the Chair of the adjudication panel, or where the Chair dissents, by a member of the adjudication panel nominated by the Chair of the panel.

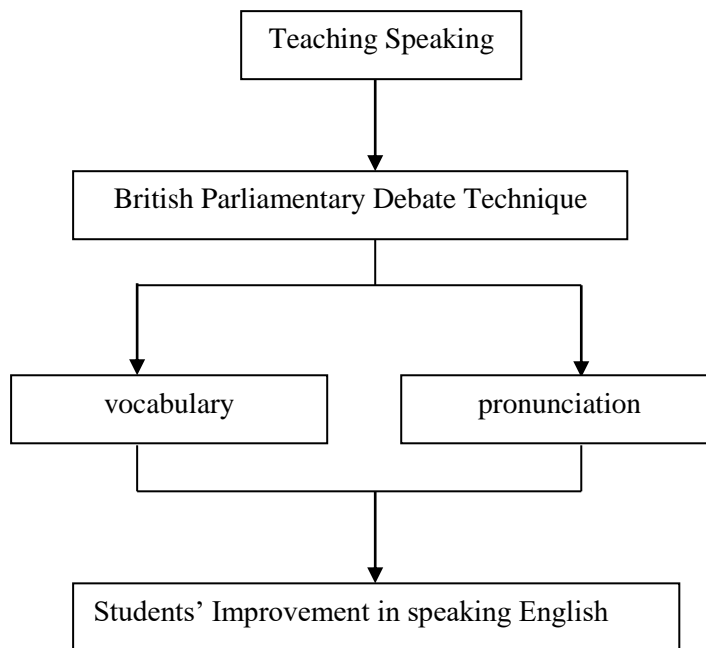
The verbal adjudication should:

- 1) The verbal adjudication should not exceed 10 minutes.
- 2) The members must not harass the adjudicators following the verbal adjudication.
- 3) The members may approach an adjudicator for further clarification following the verbal adjudication; these inquiries must at all times be polite and non-confrontational.

(Rizky Nova, 2014: 1)

E. Conceptual Framework

Figure 2.1: Conceptual framework



The conceptual framework shows that the researcher used pre-experimental during the research. The pre experimental used as a kind of research to enhance students' vocabulary and pronunciation. To implement the experimental research the researcher used British Parliamentary Debate Technique. Furthermore British Parliamentary debate technique was used to increase students' speaking skill.

Hypothesis

The hypothesis of this research are:

H_0 (Null Hypothesis): There is no a significant effect of British Parliamentary Debate Technique toward students' speaking skill at at the second grade students of SMA Muhammadiyah Disamakan Wilayah Ratulangi.

H_1 (Alternative Hypothesis): There is a significant effect of British Parliamentary Debate Techniquetoward students` speaking skill at the second grade studentsof SMA MuhammadiyahDisamakan Wilayah Ratulangi.

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved. The researcher proposes the hypothesis that there is improvement on students' speaking skill achievement after being taught by using debate.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied Pre-experimental research as its design in running the research. Specifically, the researcher took One Group Pretest-Posttest design which consisted of three stages: *pretest*, *exposure/treatment*, and *posttest*.

The design is described as follows:



Where:

O1 : pretest

O2 : posttest

X : treatment

Gay (1981: 225).

B. Research Variables

In this research, the researcher used two variables: *independent variable* and *dependent variable*. Independent variable was English debate and dependent variable was the students' speaking skill.

C. Population and Sample

1. Population

Population of this research was the second grade of SMA Muhammadiyah Disamakan Wilayah Ratulangi which consisted of one class and 35 students

2. Sample

This research used Purposive Sampling technique where the researcher only took 8 students of the class as the sample of this research.

D. Research Instruments

The instrument of this research was a kind of speaking test such as giving them a topic to be debated about to assess and examine the students' speaking skill. The students were asked to present about a debate motion given for five or seven minutes and then the researcher recorded the presentation process

E. Technique of Collecting Data

1. Pre-test

Before doing a treatment, the students was given a speaking pre-test to see their level of difficulties in speaking English . The students spoke about THW Ban Home work in the School given by researcher. They had two up to three minutes to deliver their speech.

2. Treatment

After given a pre-test, the students were being treated by using British Parliamentary Debate Technique based on the procedure used. The treatment was conducted for four meetings.

Here are the procedures of teaching speaking using debate techniquec as follows :

1. The researcher introduced all about the British Parliamentary debate (roles of each speaker, speaker duration and others) to students
2. The researcher divided the students into two groups namely government and opposition
3. The reseacher gave motion to be debated about and then gave them 15 minutes to concept their argumentation(case bulding)

4. The researcher invited four people from both government and opposition to directly debate about the topic given
5. The researcher gave feedbacks to the students

3. Post-test

After applying the treatment, the researcher gave post-test to the students to obtain data, whether was any improvement of the sample after applying treatment or not. The post-test was debate simulation (British Parliamentary). It was only conducted in one meeting. It also resulted the significant difference between pre test. The motion for this test was “THW Ban Corporal Punishment to Students”

F. Technique of Analyzing Data

According to Brown (2004:173) The data of the students` speaking skill in fluency and accuracy (covered vocabulary and pronunciation) was analyzed using the following procedures

1. Vocabulary

The assessment for students` vocabulary in speaking English:

Table 3.2: Vocabulary Scoring

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

5	Very Poor	1	They speak very hasty and more sentences are not appropriate using vocabulary and little or no communication.
---	-----------	---	---

2. Pronunciation

The assessment for students' pronunciation in speaking English:

Table 3.3: Pronunciation Scoring

No	Classification	Score	Criteria
1	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
2	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
4	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
5	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence

			of having mastered any of the language skills.
--	--	--	--

Classifying the students' score, the researcher used this classification table as follows:

Table. 3.4: Classification Table

Score Range	Classification
4.6 - 5.5	Very Good
3.6 - 4.5	Good
2.6 - 3.5	Average
1.6 - 2.5	Poor
0 - 1.5	Very Poor

Finding the students' improvement score, the researcher used some formulas as follows:

1. Calculating the mean score of the students' speaking test by using the following formula:

2.
$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = mean score

$\sum X$ = sum of all scores

N = total number of the sample

2. Finding out the significant differences between pre-test and post-test, the researcher used the t-test formula:

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

Where:

t = test of significance

\bar{D} = the mean score

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

$\sum D^2$ = the square of the sum score of difference

N = total number of the sample

Gay in Zulkarnaen Edy (2014: 31).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussions. Finding consists of the ability to identify the vocabulary and pronunciation through British Parliamentary Debate. The discussion of the research covers further explanation of the findings.

A. Findings

In findings section, there were several sections that would be explored. They were pre test and post test results. Each section was presented in detail as follows.

1. Students' Speaking Competence

1. a) Vocabulary in Pre-test

1.a) The data in Table 4.1 showed the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. It also described the various scores on the table of the students' pretest. The table showed that from 20 students and none of them got a good score in the classification because they were very weak in vocabulary. There were four students (22.22%) classified into very poor score, 13 students (66,67%) were classified into poor score and three students (11.11%) were classified into 'average' score. The data was presented in table 4.1 below:

Table 4.1

Rate Percentage and Frequency in Pretest of Vocabulary

Pre-test				
No	Classification	Score	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	0	0%
3	Average	3	3	15.00%
4	Poor	2	13	65.00%

5	Very poor	1	4	40.00%
Total			20	100%

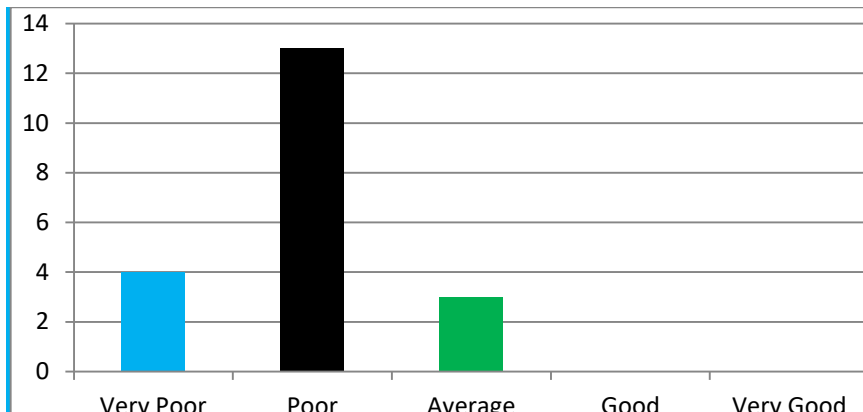


Chart 4.1 : Rate Percentage and Frequency in Pre test of the Speaking Accuracy in Vocabulary Form

1. b) Vocabulary in Post-test

The data in Table 4.2 showed the rate percentage and frequency of the students' vocabulary in speaking gained from post test. The table pictured variant scores on the table of the students' post test. The table showed that from 20 students, the classification showed the improvement of students in their speaking ability in vocabulary. There were two students (10.00 %) classified into 'good' score, 15 students (75.00 %) classified into 'average' score and three students (15.00 %) were classified into poor. The data was presented in table 4.2 below:

**Table 4.2
Rate Percentage and Frequency in Post test of Vocabulary**

Post-test				
No	Classification	Score	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	2	10.00%
3	Average	3	15	75.00%
4	Poor	2	3	15.00%
5	Very poor	1	0	0%
Total			20	100%

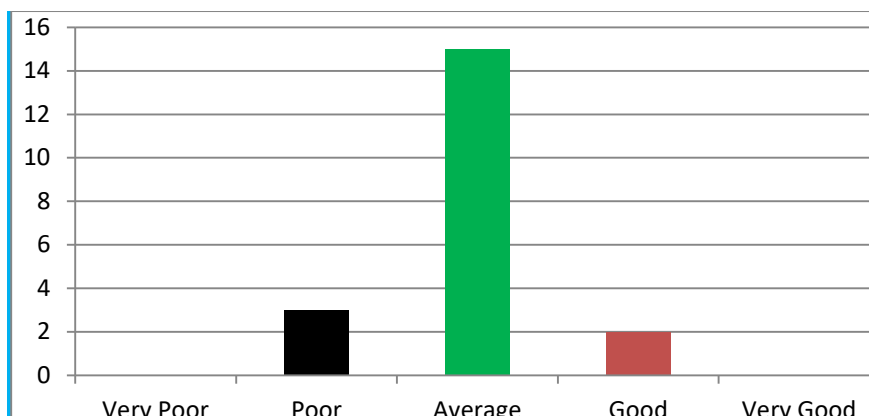


Chart 4. 2: Rate Percentage and Frequency in Posttest of the Speaking Accuracy in Vocabulary Form

1.c) Pronunciation in Pre-test

The data in the table 4.3 showed the rate percentage and frequency of the students' pronunciation in speaking gained from pretest. There were variant scores on the table of the students' pretest. The table showed that from 20 students and none of them got good score in the classification because they were very low in pronunciation. There were 12 students (40.00%) classified into 'very poor' score and 8 students (60,00%) were classified into 'poor' score. The data was presented in table 1 below:

**Table 4.3
Rate Percentage and Frequency in Pre test of Pronunciation**

Pre-test				
No	Classification	Score	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	0	0%
3	Average	3	0	0%
4	Poor	2	8	40.00%
5	Very poor	1	12	60.00%
Total			20	100%

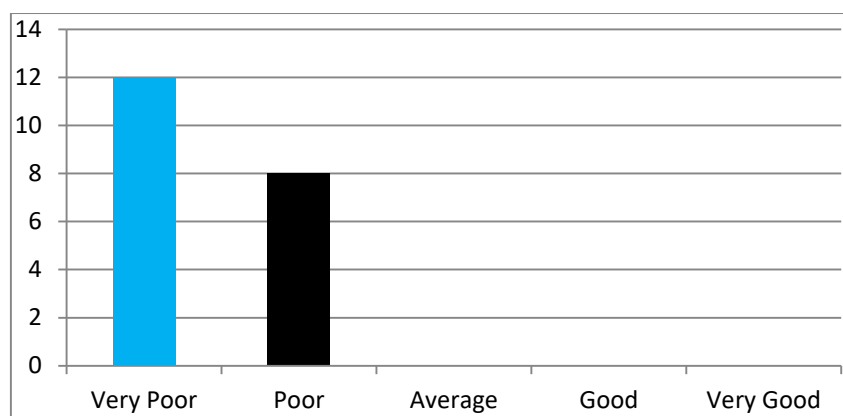


Chart 4.3:Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Pronunciation Form

1.d) Accuracy of Pronunciation in Post-test

The data in Table 4.4 showed the rate percentage and frequency of the students' pronunciation in speaking gained from posttest. There were variant scores on the table of the students' post test. The table showed that from 20 students, in the classification showed that the students could improve their pronunciation. There were 13 students (65.00%) classified into 'average' score, 7 students (35.00 %) were classified into poor. The data was presented in table 4.4 below:

**Table 4.4
Rate Percentage and Frequency in Posttest of Pronunciation**

Post-test				
No	Classification	Score	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	0	0%
3	Average	3	13	65.00%
4	Poor	2	7	35.00%
5	Very poor	1	0	0%
Total			20	100%

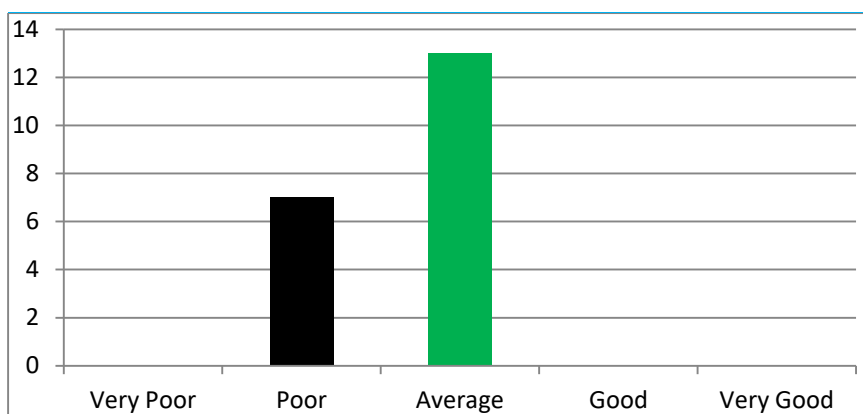


Chart 4.4: Rate Percentage and Frequency in Post test of the Speaking Accuracy in Pronunciation Form

2. The Improvement of Students' Accuracy in Speaking Competence

The improvement of students' vocabulary and pronunciation through British Parliamentary Debate at the second grade students of SMA MUHAMMADIYAH DISAMAKAN could be seen clearly based on the following table:

Table 4.5

The Improvement of Students' Accuracy in Speaking Ability

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Vocabulary	1.9	2.95	55.26%
2	pronunciation	1.4	2.65	89.28 %
Total score		3.3	5.6	69.69 %

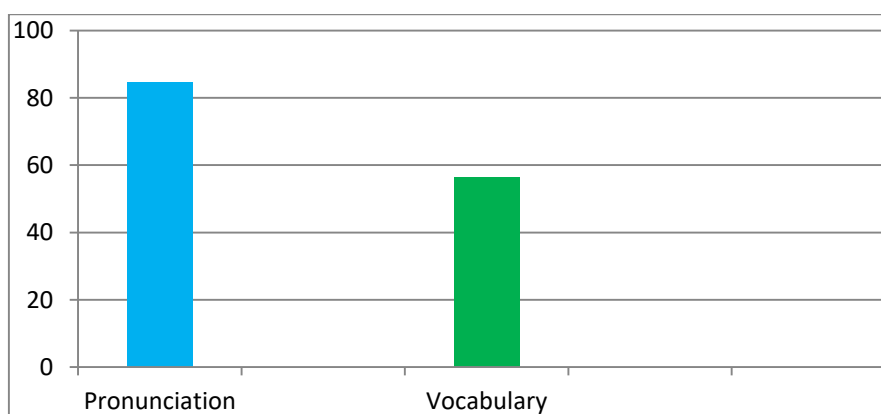


Chart 4.5: The Improvement of Students' Accuracy in Speaking Competence

The improvement of pronunciation between pre-test and post-test is 89.28 %, showed that British Parliamentary Debate Technique could improve the students' speaking ability in pronunciation. The vocabulary showed that the improvement between pre-test and post-test was 55.26 %. Total score improvement of the students' accuracy in speaking ability was 69.69%.

4.5 T-test of Value

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where N = Number of subject (20 students) then the value of t-table was 2.093. The t-test statistical, analysis for independent sample was applied. The following table showed the result of t-test calculation:

Table 4.6
The T-test of Students' Improvement

Components	t-test value	t-table value
Speaking	8.70	2.093

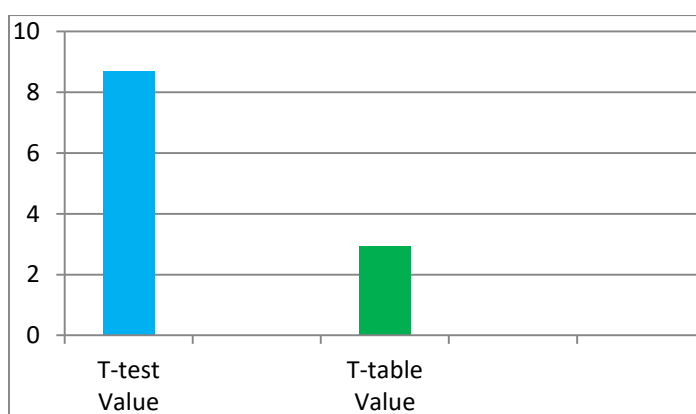


Chart 4.6: The T-test of Students' Improvement

The Table 4.6 above showed that t-test value for speaking ability was higher than t-table $8.70 > 2.093$. It indicated that there was significant difference between the students' speaking in the class before and after using British Parliamentary Debate

Technique in speaking process at the second grade students of SMA MUHAMMADIYAH DISAMAKAN

The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) would be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = n-1$$

$$df = 20-1$$

$$df = 19$$

For the level of significance (p) = 0.05 and $df = 19$, the value of the t-table = 2.093

The result t-test value of the speaking $8.70 > 2.093$.

The results of the t-test value of accuracy in pronunciation and vocabulary form in speaking were used to determine the hypothesis that occurred in this research.

The Null Hypothesis (H0) was rejected and the Alternative Hypothesis was accepted (H1) where the t-test value of Speaking Ability 8.70 were higher than t-table 2.093. Therefore, there was a significant difference between the result of the students' pretest and posttest in speaking ability through the implementation of British Parliamentary Debate

B. DISCUSSION

1). Students' Speaking Competence

The researcher gave the students a test in pre-test to find out the students' speaking ability, the kind of test was speaking test. After pre-test, the researcher gave treatment by using British Parliamentary Debate. According to Widdowson, (1985:125) speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who receives the message in other words, the communication involves the productive skill of listening. This research showed that the use of British Parliamentary Debate could improve students' speaking ability especially in vocabulary and pronunciation

1.a) Vocabulary

In terms of delivering speech, the Students were restricted by using vocabulary most of them still combined Indonesian or even their local languages. Here are the given data about the students' vocabulary. The pre-test showed that none of 20 students got good score. Based on the problem, the researcher gave some treatments to the students to improve their speaking ability in vocabulary, the score in pre-test from 20 students was poor and very poor score it was different in the post-test which consists of 20 students, there were 2 students who got good score, 15 students got average score and 3 students got poor score. In the case of improving the students' vocabulary, the researcher implemented British Parliamentary Debate Technique.

In achieving the result above the researcher wrote down the unknown vocabularies in the students' debate processes due to most of students were still lack of vocabularies. In other words most of them kept using mix languages namely Indonesian and English. When the students used Indonesian the researcher directly

wrote that languages and their meanings in English. Furthermore, those Indonesian vocabularies and their meanings would be memorized by the students. In every single meeting the students were encouraged to memorize those vocabularies as a pass word to continue to the next debate process.

1.b) Pronunciation

Pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Pronunciation, intonation and stressed are learnt by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

It is the manner of pronunciation something articulate utterance, Webster in Tompkins (1998 : 10) one of students' problem was that they were so difficult in producing every word in English language, so actually the researcher gave British Parliamentary Debate Technique to reduce the difficulty. In pre-test, the students were very low in speaking. From 20 students, none of them got a good score, there were 8 students only got poor score and 12 students got very poor score.

After treatment, the students could improve their speaking ability in the term of pronunciation. From 20 students, there were 13 students got average score and only 7 students got poor score.

The statements above gave information about the significant improvement of using British Parliamentary Debate Technique. During the debate the researcher wrote the mispronunciation used by the students. In terms of improving the pronunciation the researcher reviewed the mispronunciation used by the students in the last material and also reviewed them in the next meeting. These reviews continuously used by the researcher in every meetings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion of the research result, it could be concluded that the use of British Parliamentary Debate Technique significantly improve speaking ability in the term of vocabulary and pronuncitaion at the Second Grade Students of SMA MUHAMMADIYAH DISAMAKAN. The mean score of students' Vocabulary in pre-test was 1,9 conversely it was higher in post-test. The mean score was 2,95. The mean score of the students' pronunciation in pre-test was 1,4, whereas it was 2,6 in post-test. This study result indicates that there were any significance escalations in students' mean score after treatment

B. SUGGESTION

Based on the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. Firstly the Suggestions are directed to English teachers. The teachers should take advantage of British Parliamentary Debate in speaking text not only to teach but also to escalate students' motivation, interest and achievement. The teachers especially those who teach English as a foreign language should be recognized about the benefits of using British Parliamentary Debate Technique
2. Secondly to the next researchers, it is suggested that this study will be a reference to conduct other research on the same field. The next researchers may use true experimental research design to know whether or not the use of British Parliamentary Debate is effective in improving students' abilities in speaking.

3. Thirdly to the readers who want to take the advantage of the use of British Parliamentary Debate such as English Department students and Senior High School students. It is recommended to use British Parliamentary Debate in order to enrich their technique to enhance students' speaking skills.

BIBLIOGRAPHY

- Barkley, Elizabeth E, Et al. 2005. *Collaborative Learning Techniques*. Translated by Narulita Yusron. Bandung: Nusa Media.
- Brown, H. Dauglass. 2004. *Language Assessment Principle and Classroom Practice*. San Francisco: State University
- Buckley, Francis J. 2008. *The Advantages And Disadvantages Of Debate*. (Online), <http://education.stateuniversity.com/pages/2493/Team-Teaching.html> accessed 1 JuneR 2013).
- Fulcher, Glenn. 2003. *Testing second language speaking*. London. Pearson ESL.
- Gene, W. 2007. Debate: A Teaching-Learning Strategy for Developing in Communication and Critical Thinking. School of Dental Hygiene, Old Dominion University, Norfolk, Va., USA. (Online) (<http://www.ncbi.nlm.nih.gov/pubmed/18173892>, accessed 20 May 2013).
- Gay, L.R. 1996. *Educational research*. New jersey. Prentice –Hall,inc.
- Hornby. 2000. *Oxford Advanced Learners of Current English*. New York: Oxford University Press.
- Luckett, Joseph W. 2006. *Basic Concepts for Teaching and Learning Debate*. *Japanese Journal*, (Online), Vol. 43, No. 2, ([http:// mmursyidpw. files. wordpress. com/ 2009/ 05/ teaching speaking. Pdf](http://mmursyidpw.files.wordpress.com/2009/05/teaching-speaking.Pdf), accessed 21 May 2013).
- Muttaqinin, Zainul. 2008. *Teaching Conversation Gambits to Enhance Students' communicative competence in English debate (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009)*. Thesis. Walisongo. IAIN Walisongo.
- Nunan, David. 1991. *Research Methods in Language Learning*. Cambridge. Cambridge: Cambridge University Press.
- Rubiati, Richa.2010.*Improving students' speaking skill through debate technique*.Walisongo State Institute for Islamic Studies.
- Somjai, Satit & Janssem, Anchalee. 2015. *the use of debate technique to develop speaking ability of grade ten students at bodindecha (sing singhaseni) school*. Srinakarinwirot University. *International journal of Technical Research and applications*. www.ijtra.com:27-31 .
- Uno, Hamzah B. and Mohamad Nurdin. Belajar dengan pendekatan PAIKEM. Jakarta: Bumi Aksara.
- Wiwitanto, Carna. 2009. *The Use of Australasian Parliamentary Debate System as An English Interactive Program Based on Disciplined Eclecticism Approach to Implement KTSP in Teaching Speaking (an action research of the year eleven of*

science program of senior high school Semarang in academic year 2009/2010).
Thesis. Malang.

Widdowson, H.G. 1985. *Teaching Language as Communication*. Oxford. Oxford University Press.

Yonsisno. 2015. *The Effect Of Using Debate Technique Toward Students' Speaking Skill At The Eleventh Grade Students Of SMA Negeri 2 Kota Sungai Penuh*.

Zare, Pezman & Moomala Othman 2015 *Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication*. Canadian Centre of Science and Education

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: Ke-1 (Pre-test)
Skill	: Berbicara

I. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)

V. Materi Pembelajaran

Make affirmative and negative team and practice debate under the topic:

- THW Ban Home work in the School.

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

VII. Strategi Pembelajaran

1. Langkah-langkah Kegiatan

Pertemuan ke-1

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	A. Kegiatan Awal <ul style="list-style-type: none">➤ Berdoa. (NK: Religius)➤ Menyapa siswa. (NK: santun dan sopan)➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu)➤ Menyampaikan tujuan pembelajaran.	<i>5'</i>
<i>2</i>	B. Kegiatan Inti Explorasi <ul style="list-style-type: none">➤ Siswa dibagi menjadi dua kelompok besar yaitu kelompok opposition dan government➤ Siswa diberikan sebuah tema debate untuk diperdebatkan➤ Siswa yang berada pada kelompok opposition wajib mempertahankan argumentnya tentang topic yang diperdebatkan demikian pula kelompok government Elaborasi <ul style="list-style-type: none">➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition➤ Pada saat penyampaian argumentasi oleh kelompok government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting	<i>70'</i>

	<ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik ➤ Semua siswa (masing masing member kelompok)diberikan kesempatan untuk memberikan argumentasi tentang topic yang diberikan <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap jawaban siswa. 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-Kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)	Speaking Test	Debate

b. Instrumen Penilaian

1. Rubrik Penilaian Berbicara

a. Vocabulary

The assessment for students' 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.

b. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.

			A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25th of october 2016
 Researcher

Ahmad Rumaf
 10535 5149 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 2 (Treatment)
Skill	: Berbicara

II. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- THW Ban Smoking

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

VII. Strategi Pembelajaran

1. Langkah-langkah Kegiatan

Pertemuan ke-2

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> ➤ Berdoa. (NK: Religius) ➤ Menyapa siswa. (NK: santun dan sopan) ➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu) ➤ Menyampaikan tujuan pembelajaran. 	<i>5'</i>
<i>2</i>	<p>B. Kegiatan Inti</p> <p><i>Explorasi</i></p> <ul style="list-style-type: none"> ➤ guru menjelaskan tentang british parliamentary debate ➤ guru menjelaskan tentang regulasi debate ➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang ➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok 	<i>70'</i>

	<p>government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting</p> <ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu	Speaking Test	Debate

berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)		
---	--	--

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

c. Vocabulary

The assessment for students` 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 butfairly 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.

d. Pronunciation

The assessment for students` pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.

2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25th of october 2016

Researcher

Ahmad Rumaf
10535514912

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 4 (Treatment)
Skill	: Berbicara

III. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- THW Ban National Examination at School

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate technique

VII. Langkah-langkah Kegiatan

Pertemuan ke-4

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> ➤ Berdoa. (NK: Religius) ➤ Menyapa siswa. (NK: santun dan sopan) ➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu) ➤ Menyampaikan tujuan pembelajaran. 	<i>5'</i>
<i>2</i>	<p>B. Kegiatan Inti</p> <p>Explorasi</p> <ul style="list-style-type: none"> ➤ guru menjelaskan tentang british parliamentary debate ➤ guru menjelaskan tentang regulasi debate ➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang ➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok government, kelompok opposition harus menyimak 	<i>70'</i>

	<p>argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting</p> <ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	15'
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat	Speaking Test	Debate

saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)		
--	--	--

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

a. Vocabulary

The assessment for students` 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 butfairly 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.

b. Pronunciation

The assessment for students` pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother

			tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25th of October 2016

Researcher

Ahmad Rumaf
10535514912

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 3(Treatment)
Skill	: Berbicara

IV. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- THW Ban Dating for Students

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

VII. Langkah-langkah Kegiatan

Pertemuan ke-3

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> ➤ Berdoa. (NK: Religius) ➤ Menyapa siswa. (NK: santun dan sopan) ➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu) ➤ Menyampaikan tujuan pembelajaran. 	<i>5'</i>
<i>2</i>	<p>B. Kegiatan Inti</p> <p>Explorasi</p> <ul style="list-style-type: none"> ➤ guru menjelaskan tentang british parliamentary debate ➤ guru menjelaskan tentang regulasi debate ➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang ➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok government, kelompok opposition harus menyimak 	<i>70'</i>

	<p>argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting</p> <ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life X
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat	Speaking Test	Debate

saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)		
--	--	--

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

c. Vocabulary

The assessment for students' 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.

d. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother

			tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25th of October 2016

Researcher

Ahmad Rumaf
10535514912

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 6 (post-test)
Skill	: Berbicara

V. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- THW Ban Corporal Punishment at School

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

1. Langkah-langkah Kegiatan

Pertemuan ke-6

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> ➤ Berdoa. (NK: Religius) ➤ Menyapa siswa. (NK: santun dan sopan) ➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu) ➤ Menyampaikan tujuan pembelajaran. 	<i>5'</i>
<i>2</i>	<p>B. Kegiatan Inti</p> <p><i>Explorasi</i></p> <ul style="list-style-type: none"> ➤ guru menjelaskan tentang british parliamentary debate ➤ guru menjelaskan tentang regulasi debate ➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang ➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok 	<i>70'</i>

	<p>government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting</p> <ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)	Speaking Test	Debate

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

e. Vocabulary

The assessment for students' 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.

f. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25th of October 2016
Researcher

Ahmad Rumaf
10535514912

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 5 (treatment)
Skill	: Berbicara

VI. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- Television is the Leading Cause of Violence in Today's Society.

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

VII. Langkah-langkah Kegiatan

Pertemuan ke-5

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	A. Kegiatan Awal <ul style="list-style-type: none">➤ Berdoa. (NK: Religius)➤ Menyapa siswa. (NK: santun dan sopan)➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu)➤ Menyampaikan tujuan pembelajaran.	<i>5'</i>
<i>2</i>	B. Kegiatan Inti <i>Explorasi</i> <ul style="list-style-type: none">➤ guru menjelaskan tentang british parliamentary debate➤ guru menjelaskan tentang regulasi debate➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <i>Elaborasi</i> <ul style="list-style-type: none">➤ Kelompok pertama yang memberikan argument tentang	<i>70'</i>

	<p>topic terkait adalah kelompok government sementara kelompok kedua adalah opposition</p> <ul style="list-style-type: none"> ➤ Pada saat penyampaian argumentasi oleh kelompok government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)	Speaking Test	Debate

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

a. Vocabulary

The assessment for students` 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 butfairly 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.

b. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.









Makassar, 25th of october 2016




Researcher

Ahmad Rumaf
10535514912





Pre- test vocabulary

No	Nama	used Vocabularies	Very poor	Poor	average
1	FIKI HAEKAL	<ul style="list-style-type: none"> • Speak nothing 		✚	
2	ANSRIYANTI OHAG	<ul style="list-style-type: none"> • Speak nothing 		✚	
3	ARTO RITO SOURIPET	<ul style="list-style-type: none"> • Speechless 		✚	
4	DEWI MUH.SIDIK	<ul style="list-style-type: none"> • speechless 		✚	
5	FERI ANGGARA	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I dissagree with I am friend “pendapat” • The students “hanya nyontek” 		✚	
6	ICAL	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I dissagree with I am friend “pendapat” • The students “hanya nyontek” 		✚	
7	IRFAN AZMI RIDWAN	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I dissagree with I am friend “pendapat” <p>The students “hanya nyontek”</p>		✚	
8	HON ROIS	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I dissagree with I am friend “pendapat” <p>The students “hanya nyontek”</p>		✚	
9	KARMILA	<ul style="list-style-type: none"> • According to I • The student know they “tanggung jawab” • The student “akan 		✚	






		belajar dengan giat”			
10	KURNIA	<ul style="list-style-type: none"> • According to I • The student “acuh tak acuh” pada tugasnya • They lupa study di rumah 			
11	M. RAGIL RAMADHAN	In my according “kebijakan pemerintah ini” good for quality education krn the students akan know jati dirinya sebagai student and they akan study dg serious			
12	MARDAN	According to I teacher harus memberikan homework to student because the teahcer can mengevaluasi tingkat pemahaman they student to materi yang diberikannya			
13	MUH. FADLI RAHMAT	This topic is good			
14	NURAINI	I disagree to opinion i friend he say it is not good untuk menghapuskan this kebijakan but according I it’ s good untuk student because they will focus to they study			
15	PUTRI MAWAR	I setuju dengan pendapat teman saya because student will focus on they study lagian doing homework is responsibility of student jie juga			
	WANA INDAHSAARI H.	Menurut saya, ban homework punya positif effect because sometimes students stres klo banyak tugasnya			
16	RAHMAT	I setuju dengan pendapat teman saya because student will focus on they study lagian doing homework is responsibility of student jie juga			






17	REZA ALMUIN	According to I “kebijakan pemerintah ini” bad for student krn the students akan menghabiskan banyak time diluar sekloah only for play games or others			
18	RISKA	In my mind, students will a student diligent because they always give tugas from their teacher, they will have many time to study hard dibandingkan to do not give them tugas.			
19	SINTA MARIA YENDI R.D.	In my opinion, the student in elementary and junior high school may not get homework karena they sometimes menghabiskan waktu untuk play dibandingkan with doing home work			
20	RAMLI	I think this kebijakan is good because the students will mengatur they time, when they atur they time for study and when they atur for play, so it is very very very good for student			




Pronunciation Pre-Test

No	Nama	Pronounced Vocabularies	Poor	Very Poor	Phoneme
1	FIKI HAEKAL	• Speak nothing			
2	ANSRIYANTI OHAG	• Speak nothing			
3	ARTO RITO SOURIPET	• Speechless			
4	DEWI MUH.SIDIK	• speechless			

5	FERI ANGGARA	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I disagree with I am friend “pendapat” • The students “hanya nyontek” 		✚	<ul style="list-style-type: none"> • My/mai/ = Mey • Disagree /,dise'gri/= Disigri • With/wiə/ = wait • Students/stju;d(e)nts/ = student
6	ICAL	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I disagree with I am friend “pendapat” • The students “hanya nyontek” 		✚	<ul style="list-style-type: none"> • Why/wai/ = wei • Disagree /,dise'gri/= Disigri • Friend/frend/ = Frin
7	IRFAN AZMI RIDWAN	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I disagree with I am friend “pendapat” • The students “hanya nyontek” 		✚	<ul style="list-style-type: none"> • Students/stju;d(e)nts/ = student • Why/wai/ = wei
8	HON ROIS	<ul style="list-style-type: none"> • In my according • Why “pemerintah menghapus” • I disagree with I am friend “pendapat” • The students “hanya 		✚	<ul style="list-style-type: none"> • According/a'kc;(r)d/ = akording • Disagree /,dise'gri/= Disigri

		nyontek”			
9	KARMILA	<ul style="list-style-type: none"> • According to I • The student know they “tanggung jawab” • The student “akan belajar dengan giat” 			<ul style="list-style-type: none"> • According/a'kc;(r)d/ = according • The /di//de/= the
10	KURNIA	<ul style="list-style-type: none"> • According to I • The student “acuh tak acuh” pada tugasnya • They lupa study di rumah 			<ul style="list-style-type: none"> • Student/stju;d(e)nt/ = student • They/dei/ = they • Study /stΛdi/ = studi
11	M. RAGIL RAMADHAN	In my according “kebijakan pemerintah ini” good for quality education krn the students akan know jati dirinya sebagai student and they akan study dg serious			<ul style="list-style-type: none"> • Good/gud/ = Gad • Education/edju'keis(a)n = edukasion • Know/nau/ = Now • Student/stju;d(e)nt/ = student • Serious/siarias/ serious
12	MARDAN	According to I teacher harus memberikan homework to student because the teahcer can mengevaluasi tingkat pemahaman they student to materi yang diberikannya			<ul style="list-style-type: none"> • According/a'kc;(r)d/ = akording • Teacher/ti;tche(r)/ = Tecer
13	MUH. FADLIR RAHMAT	This topic is good			<ul style="list-style-type: none"> • Is/iz/ = is







14	NURAINI	I disagree to opinion i friend he say it is not good untuk menghapuskan this kebijakan but according I it' s good untuk student because they will focus to they study		<ul style="list-style-type: none"> • Disagree /,dise'gri/= Disigri • Opinion/a'pinjan/ = opinion • Is/iz/ = Is • According/a'kc;(r)d/ = akording • Because/bi'kaz/ = bikaus • Study /stΛdi/ = studi
15	PUTRI MAWAR	I setuju dengan pendapat teman saya because student will focous on they study lagian doing homework is responsibility of student jie juga		<ul style="list-style-type: none"> • Student/stju;d(e)nt/ = stadent • Focus/faukas/ = fokus • Study /stΛdi/ = studi • Responsibility/ri,spansa'bilati/ = responsibiltai
	WANA INDAHSAARI H.	Menurut saya, ban homework punya positif effect because sometimes students streski klo banyak tugasnya		<ul style="list-style-type: none"> • Effect/i'fekt/ = efek • Because/bi'kaz/ = Bikos • Student/stju;d(e)nt/ = student
16	RAHAMT	I setuju dengan pendapat teman saya because student will focous on they study lagian doing homework is responsibility of student jie juga		<ul style="list-style-type: none"> • Focus/faukas/ = fokus • They//dei/ = they • Homework/haum,w3;(r)k/ = hamwok • Is/iz/ = is
17	REZA ALMUIN	According to I "kebijakan pemerintah ini"		<ul style="list-style-type: none"> • Bad/baed/ = Bed • Time/taim/ = tim






		bad for student krn the students akan menghabiskan banyak time diluar sekloah only for play games or others			<ul style="list-style-type: none"> • Play/plei/ = plai
18	RISKA	In my mind, students will a student diligent because they always give tugas from their teacher, they will have many time to study hard dibandingkan to do not give them tugas.			<ul style="list-style-type: none"> • Mind/maind/ = Mein • Because/bi'kaz/ = bikaus • Have/haev/ = hep • Many/'meni/ = mani
19	SINTA MARIA YENDI R.D.	In my opinion, the student in elementary and junior high school may not get homework karena they sometimes menghabiskan waktu untuk play dibandingkan with doing home work			<ul style="list-style-type: none"> • Opinion/a'pinjan/ = opinion • Play/plei/ = plai
20	RAMLI	I think this kebijakan is good because the students will mengatur they time, when they atur they time for study and when they atur for play, so it is very very very			<ul style="list-style-type: none"> • Think/əhink/ = tink • Is/iz/ = is

		good student	for			
--	--	--------------	-----	--	--	--

Post - test Vocabulary





No	Nama	Vocabularies used	good	Average	poor
1	FIKI HAEKAL	In my mind banning corporal punishment is good for students because sometimes the students get trauma of their teachers' punishment	+		
2	ANSRIYANTI OHAG	i think ban corporal punishment is bad because the students will be more naughty	+		
3	ARTO RITO SOURIPET	In my mind the teacher use corporal punishment to stop student s' wrong attitude		+	
4	DEWI MUH.SIDIK	I agree about my friend statement because sometimes teacher also use corporal punishment to educate their students to be more discipline		+	
5	FERI ANGGARA	I think ban corporal punishment is not good because the students lazy will tetap lazy, they will acuh tak acuh pada assigment yang diberikan oleh teachernya		+	
6	ICAL	I agree about this motion because, parents students will have conflict with teacher, because the parents is not want they student get corporal punishment		+	
7	IRFAN AZMI RIDWAN	I disagree about my opinion friend because corporal punishment right of the teacher to educate they student,		+	
8	HON ROIS	In my mind, the students will not can become students diligent because they teacher give corporal punishment to		+	




		they, because they will more afraid to they teacher			
9	KARMILA	I do not believe methode corporal punishment because this methode hanya tergantung pada the students, sometimes good for other students but not good for other students			
10	KURNIA	no I dont think schools should use corporal punishment, kids need discipline not punishment, so teaher just teach they student about discipline , just it			
11	M. RAGIL RAMADHAN	No because it would be wrong. Kids now won't take punishment. They will balas dendam and there will many chaos			
12	MARDAN	I personally believe that schools should not use corporal punishment, like my mother say, you are my son and i never memukulimu, so if you teacher memukulimu, tanyaka nah			
13	MUH. FADLIR RAHMAT	i strongly disagree with corporal punishment. i think if children hit'' by teacher then they tumbuh besar they will do corporal punishment too to they son teacher			
14	NURAINI	i think schools should can use corporal punishment. we we would have have students stronger and little cry baby			
15	PUTRI MAWAR	I think corporal punishment should bannfrom every state. Students shouldn't get pukulan in school when they parent don't even hit them at home. Teacher can give the corporal			




		punishment to parents student			
16	WANA INDAHSARI H.	Corporal punishment is just another to menakut nakuti students. Teacher not set punishment what's so ever. Responsible Parent's should already be take care of that, not teacher. Teacher should only focus on they job, teaching			
17	RAHAMT	No they shouldn't allow to use corpral punishment! Because it's not that serious for the students,some kids will talk back and not listen or even fight back. I think it's not right you should let it to the parent for behaviour child			
18	REZA ALMUIN	Students should give a physical punishment. If the pain hard and they melanjutkan ke next attitude , it will help they learn to bertindak di masyarakat			
19	RISKA	I do not think that would be good Because if a teacher not like a student just beause they could punish student for no reason and make something.My answer is no they should not can to have corporal punishment.			
20	RAMLI	YES some students need punishment kebanyakan dari mereka don't need this.kids dont want listen so warn they if a teacher memukuliku I will hit back.			

No	Nama	Pronounced Vocabularies	Poor	average	Phoneme
1	FIKI HAEKAL	In my mind banning corporal punishment is good for students because sometimes the students get trauma of their teachers' punishment	✚		<ul style="list-style-type: none"> Mind /maind/ = mein Corporal /ko;(r)p(a)ral/ = Corporal Punishment /pʌnɪʃmənt/ = Punishment Is /ɪz/ = is
2	ANSRIYANTI OHAG	i think ban corporal punishment is bad because the students will be more naughty	✚		<ul style="list-style-type: none"> Corporal /ko;(r)p(a)ral/ = Corporal Because /bi'koz/ = bikos Will /wɪl/ = wel Naughty /'nɔ:tɪ/ = nakti
3	ARTO RITO SOURIPET	In my mind the teacher use corporal punishment to stop student s' wrong attitude	✚		<ul style="list-style-type: none"> Use /ju;z/ = as Student /stju;d(ə)nt/ = student Attitude /'æti,tju:d/ = atitut
4	DEWI MUH.SIDIK	I agree about my friend statement because sometimes taecher also use corporal punishment to educate their students to be more discipline	✚		<ul style="list-style-type: none"> Agree /ə'gri/ = agre My /maɪ/ = mey Also /'ɔ:lsoʊ/ = aslo Educate /'edʒəkeɪt/ = edukaet
5	FERI ANGGARA	I think ban corporal punishment is not good because the	✚		<ul style="list-style-type: none"> Think /θɪŋk/ = tink Ban /baen/ = Ban Punishment /pʌnɪʃmənt/ = Punishment Lazy /leɪzi/ = Lesi

		students lazy will tetap lazy, they will acuh tak acuh pada assigment yang diberikan oleh teachernya			
6	ICAL	I agree about this motion because, parents students will have conflict with teacher, because the parents is not want they student get corporal punishment	✚		<ul style="list-style-type: none"> • Agree /ə'gri/ = agre • Punishment /pʌnɪʃmənt/ = Punisment
7	IRFAN AZMI RIDWAN	I disagree about my opinion friend because corporal punishment right of the teacher to educate they student,	✚		<ul style="list-style-type: none"> • Opinion /ə'pɪnjən/ = Opinion • Right /raɪt/ = Reigh • Students/stju:d(e)nts/ = student
8	HON ROIS	In my mind, the students will not can become students diligent because they teacher give corporal punishment they, because they will more afraid to they teacher		✚	<ul style="list-style-type: none"> • Become /bi'kʌm/ = bikaem • Diligent /'dɪlɪdʒ(ə)nt/ = dilijen • Afraid /ə'freɪd/ = afraid

9	KARMILA	I do not believe that schools should use corporal punishment, because this method is only a burden for students, sometimes good for other students but not good for other students			<ul style="list-style-type: none"> • Method /'meəd/ = method
10	KURNIA	no I don't think schools should use corporal punishment, kids need discipline not punishment, so teacher just teach them about discipline, just it.			<ul style="list-style-type: none"> • Student /stju:d(e)nt/ = student • Discipline /'disəplɪn/ = Disiplin
11	M. RAGIL RAMADHAN	No because it would be wrong. Kids now won't take punishment. They will retaliate and there will be many chaos			<ul style="list-style-type: none"> • Would /wʊd/ = wuld • Many /'meni/ = mani
12	MARDAN	I personally believe that schools should not use corporal punishment, like my mother says, you are my son and I never			<ul style="list-style-type: none"> • Believe /bi'li:v/ = beliv

		memukulimu, so if you teacher memukulimu, tanyaka nah			
13	MUH. FADLIR RAHMAT	i strongly disagree with corporal punishment. i think if children hit” by teacher then they tumbuh besar they will do corporal punishment too to they son teacher			<ul style="list-style-type: none"> Children /'tʃɪldrən/ = caildren
14	NURAINI	i think schools should can use corporal punishment. we we would have have students stronger and little cry baby			
15	PUTRI MAWAR	I think corporal punishment should bann from every state. Students shouldn't get pukulan in school when they parent don't even hit them at home. Teacher can give the corporal punishment to parents student			<ul style="list-style-type: none"> Them /dəm/ = dem
	WANA	Corporal			<ul style="list-style-type: none"> Student/stju;d(e)nt/ = student

	INDAHSARI H.	<p>punishment is just another to menakut nakuti students.</p> <p>Teacher not set punishment what's so ever.</p> <p>Responsible Parent's should already be take care of that, not teacher.</p> <p>Teacher should only focus on they job, teaching</p>			<ul style="list-style-type: none"> • Already /ɔ;l'redi/ = alridi • Job /dʒɒb/ = Job
16	RAHAMT	<p>No they shouldn't allow to use corpral punishment!</p> <p>Because it's not that serious for the students, some kids will talk back and not listen or even fight back. I think It is not right you should let it to the parent for behaviour child</p>			<ul style="list-style-type: none"> • Is /iz/ = Is
17	REZA ALMUIN	<p>Students should give a physical punishment. If the pain hard and they melanjutkan ke next attitude, it will help they learn to bertindak di</p>			<ul style="list-style-type: none"> • Pain /pein/ = Pain • Attitude /'æti,tju;d/ = atitud

		masyarakat			
18	RISKA	I do not think that would be good Because if a teacher not like a student just beause they could punish student for no reason and make something.My answer is no they should not can to have corporal punishment.		✚	<ul style="list-style-type: none"> • Because/bi'kaz/ = bikaus • Punishment / 'pʌnɪʃmənt/ = Punishment
19	SINTA MARIA YENDI R.D.	some students ed punishment banyakan dari reka don't need s.kids dont want en so warn they a teacher mukuliku I will back.		✚	<ul style="list-style-type: none"> • Some /sʌm/ = saem • Listen /'lis(ə)n/ = Listen
20	RAMLI			✚	

APPENDIX 1
The Students' Total Score in Pre-Test
Score of the Students' Vocabulary and Pronunciation

No	Respondents	The Students' Speaking Result			
		vocabulary	Pronunciation	Total	Classification
1	S-1	1	1	2	Very poor
2	S-2	2	2	4	Poor
3	S-3	1	1	2	Very poor
4	S-4	2	1	3	Very poor
5	S-5	2	1	3	Very poor
6	S-6	3	2	5	Poor
7	S-7	2	2	4	Very Poor
8	S-8	1	1	2	Very poor
9	S-9	2	2	4	Poor
10	S-10	3	2	5	Poor
11	S-11	2	1	3	Very poor
12	S-12	2	2	4	Poor
13	S-13	2	1	3	Very poor
14	S-14	1	2	4	Poor
15	S-15	1	1	2	Very poor
16	S-16	2	1	3	Very poor
17	S-17	2	1	3	Very poor
18	S-18	2	1	3	Very poor
19	S-19	2	1	3	Very poor
20	S-20	2	2	4	Poor
N=20	Total	36	26	66	Very Poor
	Mean	1.9	1.4	3.3	

APPENDIX II
The Students' Total Score in Post-test
Score of the Students' Vocabulary and Pronunciation

No	Respondents	The Students' Speaking Result			
		Vocabulary	Pronunciation	Total	Classification
1	S-1	2	2	4	Poor
2	S-2	3	3	6	Fair
3	S-3	3	2	5	Poor
4	S-4	3	2	5	Fair
5	S-5	2	3	5	Fair
6	S-6	4	3	7	Fairly good
7	S-7	3	3	6	Fair
8	S-8	3	2	5	Fair
9	S-9	3	3	6	Fair
10	S-10	4	3	7	Fairly good
11	S-11	3	2	5	Poor
12	S-12	3	3	6	Fair
13	S-13	2	3	5	Fairly good
14	S-14	3	3	6	Fair
15	S-15	3	3	6	Fair
16	S-16	3	2	5	Poor
17	S-17	3	2	5	Poor
18	S-18	3	2	5	Fair
19	S-19	3	3	6	Fair
20	S-20	3	4	7	Fairly good
N= 20	Total	59	53	112	Fairy
	Mean	2.95	2.65	5.6	

APPENDIX III
The Students' Rating Score in Pre-test and Post-test
Rating Score of Students' Vocabulary and Pronunciation

No	Respondents	Tests		D (X ₂ -X ₁)	D ²
		Pre Test	Post Test		
1	S-1	2	4	2	4
2	S-2	4	6	2	4
3	S-3	2	5	3	9
4	S-4	3	5	2	4
5	S-5	3	5	2	4
6	S-6	5	7	2	4
7	S-7	4	6	2	4
8	S-8	2	5	3	9
9	S-9	4	6	2	4
10	S-10	5	7	2	4
11	S-11	3	5	2	4
12	S-12	4	6	2	4
13	S-13	3	5	2	4
14	S-14	4	6	2	4
15	S-15	2	6	4	8
16	S-16	3	5	2	4
17	S-17	3	5	3	9
18	S-18	3	5	2	4
19	S-19	3	6	3	9
20	S-20	4	7	3	9
N= 20	Total	66	112	47	109
	Mean	3.3	5.6	2.35	5.45

The Students' Mean Score and Percentage in Pre-test and Post-test

➤ **vocabulary form:**

1. Mean score of the students' vocabulary in pre-test

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

$$\bar{X} = \frac{38}{20} = 1.9$$

2. Mean score of the students' vocabulary in post-test

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

$$\bar{X} = \frac{59}{20} = 2.95$$

3. The percentage of the students' improvement in vocabulary

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} 100\% \\ &= \frac{2.95 - 1.9}{1.9} \times 100\% \\ &= \frac{1.05}{1.9} \times 100\% \\ &= 55.26\% \end{aligned}$$

➤ **pronunciation form:**

1. Mean score of the students' pronunciation in pre-test

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

$$\bar{X} = \frac{28}{20} = 1.4$$

2. Mean score of the students' pronunciation in post-test

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

$$\bar{X} = \frac{53}{20} = 2.65$$

3. The percentage of the students' improvement in pronunciation

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} 100\% \\ &= \frac{2.65 - 1.4}{1.4} \times 100\% \\ &= \frac{1.25}{1.4} \times 100\% \\ &= 89.28\% \end{aligned}$$

➤ Speaking ability (Final Score):

1. Mean score of the students' speaking ability in pre-test

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{66}{20} = 3.3 \end{aligned}$$

2. Mean score of the students' speaking ability in post-test

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{112}{20} = 5.6 \end{aligned}$$

3. The percentage of the students' improvement in speaking ability (Final score)

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} 100\% \\ &= \frac{5.6 - 3.3}{3.3} \times 100\% \\ &= \frac{2.3}{3.3} \times 100\% \\ &= 69.69\% \end{aligned}$$

APPENDIX V
The Attendance List of VIII B Class Students’
“SMA MUHAMMADIYAH DISAMAKAN ”

Numb	Reg. Numb	Name	TR 1	TR 2	TR 3	TR 4	Ket.
1	152002	FIKI HAEKAL	A	P	P	P	
2	151028	ANSRIYANTI OHAG	P	P	P	P	
3	151029	ARTO RITO SOURIPET	P	P	P	P	
4	151030	DEWI MUH.SIDIK	P	A	P	P	
5	151031	FERI ANGGARA	P	P	P	A	
6	151032	ICAL	P	P	P	P	
7	151033	IRFAN AZMI RIDWAN	P	P	P	P	
8	151034	HON ROIS	A	P	P	P	
9	151035	KARMILA	P	P	P	P	
10	151036	KURNIA	P	P	P	P	
11	151038	M. RAGIL RAMADHAN	P	P	P	P	
12	151039	MARDAN	P	P	P	P	
13	151040	MUH. FADLIR RAHMAT	P	A	P	P	
14	151041	NURAINI	P	P	P	A	
15	15380	PUTRI MAWAR	P	P	P	P	
16	151042	WANA INDAHSAARI H.	P	P	P	P	
17	151043	RAHAMT	P	P	A	P	
18	151044	REZA ALMUIN	A	P	P	P	
19	151045	RISKA	P	P	P	P	
20	151046	SINTA MARIA YENDI R.D.	P	P	P	P	

Note :

1. TR (Treatment)
2. P (Present)
3. A (Absent)

APPENDIX VI
T-test Value and T-table Value

➤ **T-Test Value**

1. **T-test of Students' speaking ability**

$$D = \frac{\sum D}{N} = \frac{47}{20} = 2.35$$

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

$$t = \frac{2.35}{\sqrt{\frac{\sum 109 - \left(\frac{47}{20}\right)^2}{20(20-1)}}$$

$$t = \frac{2.35}{\sqrt{\frac{109 - (2.35)^2}{20(19)}}$$

$$t = \frac{2.35}{\sqrt{\frac{109 - 5.52}{380}}}$$

$$t = \frac{2.35}{\sqrt{\frac{103.48}{380}}}$$

$$t = \frac{2.35}{\sqrt{0.27}}$$

$$t = \frac{2.35}{0.27} = 8.70$$

APPENDIX VII

The Distribution of T-Table

Df	α (level of significant)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.845	3.850
20	1.725	2.086	2.831	3.819

21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

The Instrument

a) Instrument of pre test.

Make affirmative and negative team and practice debate under the topic:

- THW ban Home work in the school

b) Instrument of Treatment

- THW Ban Smoking
- THW Ban Dating for Students
- THW Ban National Examination
- THBT Television is the leading cause of violence in today's society.

c) Instrument of post test.

- THW Ban Corporal Punishment to Students

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 5 (Treatment)
Skill	: Berbicara

I. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:

- THBT Television is the leading cause of violence in today's society

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate Technique

1. Langkah-langkah Kegiatan

Pertemuan 10

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	A. Kegiatan Awal <ul style="list-style-type: none">➤ Berdoa. (NK: Religius)➤ Menyapa siswa. (NK: santun dan sopan)➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu)➤ Menyampaikan tujuan pembelajaran.	<i>5'</i>
<i>2</i>	B. Kegiatan Inti <i>Explorasi</i> <ul style="list-style-type: none">➤ guru menjelaskan tentang british parliamentary debate➤ guru menjelaskan tentang regulasi debate➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <i>Elaborasi</i>	<i>70'</i>

	<ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen
Pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)	Speaking Test	Debate

--	--	--

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

a. Vocabulary

The assessment for students' 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.

b. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.

3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25 October 2016

Peneliti

Ahamd Rumaf

10535514912

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)
Pertemuan Ke	: ke 6 (post-test)
Skill	: Berbicara

II. Standar Kompetensi

Berbicara

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

II. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati dan memberi saran

III. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

IV. Indikator

Pada akhir pembelajaran siswa dapat berbicara secara lancar dan akurat saat berdebat (mengucapkan kosa kata bahasa Inggris yang baik dan benar serta menguasai kosa kata bahasa Inggris)

V. Materi Pembelajaran

Make government and opposition team and practice debate under the topic:
 THW Ban Corporal Punishment to Students

VI. Metode Pembelajaran/Teknik

- British Parliamentary Debate technique

VII. Langkah-langkah Kegiatan

Pertemuan VI

<i>No</i>	<i>Kegiatan</i>	<i>Alokasi Waktu</i>
<i>1</i>	<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> ➤ Berdoa. (NK: Religius) ➤ Menyapa siswa. (NK: santun dan sopan) ➤ Tanya jawab mengenai materi sebelumnya dan mengaitkannya dengan materi yang akan diberikan. (NK: Rasa ingin tahu) ➤ Menyampaikan tujuan pembelajaran. 	<i>5'</i>
<i>2</i>	<p>B. Kegiatan Inti</p> <p><i>Explorasi</i></p> <ul style="list-style-type: none"> ➤ guru menjelaskan tentang british parliamentary debate ➤ guru menjelaskan tentang regulasi debate ➤ Guru membagi team debate yang terdiri dari delapan team, masing masing team terdiri dari empat orang ➤ Guru menjelaskan tentang peran dan fungsi masing debater dari masing masing team <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> ➤ Kelompok pertama yang memberikan argument tentang topic terkait adalah kelompok government sementara kelompok kedua adalah opposition ➤ Pada saat penyampaian argumentasi oleh kelompok 	<i>70'</i>

	<p>government, kelompok opposition harus menyimak argumentasi-argumentasi dari team lawan dan memberikan POI jika dianggap penting</p> <ul style="list-style-type: none"> ➤ Masing-masing kelompok hanya memiliki maksimal waktu berbicara 7 menit 20 detik <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan siswa selama Debate. ➤ Guru memberikan tanggapan terhadap verbal kepada masing pembicara 	
3	<p>C. KEGIATAN AKHIR</p> <ul style="list-style-type: none"> ➤ Menyimpulkan materi pembelajaran. ➤ Menugaskan siswa untuk membuat argument pendek berdasarkan situasi yang diberikan. 	15'

VIII. Sumber Belajar/Alat/ Bahan Ajar

Sumber Belajar:

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. The introduction of British Parliamentary Debate.

Alat : Board maker, marker, camera

Bahan ajar : The first principle of debate

IX. Penilaian

a. Kisi-kisi penilaian

Indikator	Jenis tes	Bentuk Instrumen

Pembelajaran siswa mampu berbicara secara lancar dan akurat saat berdebat(mengucapkan kosa kata bahasa inggris yang baik dan benar serta menguasai kosa kata bahasa inggris)	Speaking Test	Debate
--	---------------	--------

b. Instrumen Penilaian

Rubrik Penilaian Berbicara

a. Vocabulary

The assessment for students' 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.

b. Pronunciation

The assessment for students' pronunciation in speaking English

No	Classification	Score	Criteria
1	Excellent	6	Pronunciation is only very slightly influenced by

			the mother tongue. Two or three grammatical and lexical errors.
2	Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
3	Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
4	Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors.
5	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down in communication. Many `basic` grammatical and lexical errors.
6	Very Poor	1	Serious pronunciation errors as well as many `basic` grammatical and lexical errors. No evidence of having mastered any of the language skills.

Makassar, 25 October 2016

Peneliti

Ahamd Rumaf

10535514912

ABSTRACT

RISKA,J, 2016. *The Implementation of British Parliamentary Debate Technique to Improve Students' Speaking Skill (An Experimental Research at the Second Grade Students of SMA Muhammadiyah Disamakan)*. Thesis. English Department, the Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Sulfasyah and Maharida

This research aimed to find out whether the implementation of british parliamentary debate technique improves students vocabularies and pronunciation in learning SMA English at *at the Second Grade Students of SMA Muhammadiyah Disamakan*

This research involved one class of the second grade students of SMA Muhammadiyah Disamakan. The instrument to collect the data was recording. In this research, the researcher analyzed the data based on the students' speaking skill. The record held in two steps namely pre test and post test. The researcher asked the students to debate using british parliamentary debate. The researcher used (t) test to analyze the data.

The result of analysis showed (1) the use of british parliamentary debate technique can escalate students' speaking skill specially in vocabulary and pronunciation. It also can be seen in the table pre test and post test mean score. The table 4.5 gives information that the pre test mean score was 3,3 and post test was 5.6

Key words : Speaking, bebate, vocabulary and pronunciation

A. DISCUSSION

1). Students Speaking Competence

The researcher gave the students some tests in pre-test to find out the students' speaking ability, the kind of test was interview. After pre-test, the researcher gave treatment by using British Parliamentary Debate. According to Widdowson, (1985) speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who receives the message in other words, the communication involves the productive skill of speaking and the receptive skill of listening. This research showed that the use of British Parliamentary Debate could improve students' speaking ability especially in vocabulary and pronunciation

1.a) Vocabulary

Students did not have a good confidence when they said something because they were afraid to make a mistake, the pre-test showed that none of 20 students got a good score. Based on the problem, the researcher gave some treatments and motivations to the students to be confident to improve their speaking ability in vocabulary, the score in pre-test which 20 students was got 'poor' and 'very poor score' it is different in the post-test which 20 students, 2 students was got 'good' score, 15 students was got 'average' score and 3 students was got 'poor'.

Which one example of the students got from 'very poor' score to average score is IRF, the score is 1 (very poor) in pre-test and 3 (average) in post-test. It is relevant with (Harmer, 2005), states that someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

In achieving the above result the researcher wrote down the unknown vocabularies in the students' debate processes owing to most of students were still lack of

vocabularies. In other words most of them kept using mix languages namely Indonesia and english. When the students used Indonesia language the researcher directly wrote that languages and their meaning in english. Furthermore, those indonesian vocabularies would be memorized by the students and their meanings. In every single meeting the students were insisted that vocabularies as a pass word to continue the next debate proses.

1.b) Accuracy in Pronunciation

Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Pronunciation, intonation and stressed are learnt by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

It is the manner of pronunciation something articulate utterance, Webster in Tompkins (1998).Which one the problem of students is they are have not differentiate in produce every word in English language, so actually the researcher was gave some technique to find the different of word. In pre-test, the students were very law in speaking. From 20 students, none of them got a good score, there were 8 students only got 'poor' score and 12 students got 'very poor' score.

After treatment, the students could improve their speaking ability in the term of pronunciation. From 20 students, there were 13 students got 'average' score and only 7 students got 'poor' score.

The above statements give information about the significant improvement of using British Parliamentary Debate Technique. During the debate the resesrcher writes the mispronuncing used by the students. In terms of escalating the pronunciation the researcher reviews the mispronuncing used by the students in the

last material and also reviews them in the next meeting. These reviews countinously used by the researcher and the reviews work well for the escalation of students' pronunciation

CURRICULUM VITAE



The researcher, Ahmad Rumaf was born on 30th June 1992 Tayando Yamtel, South East Maluku. He is the fourth son of the marriage of Abdul Rauf Rumaf and Rahma Rumaf. He began his study at SD INPRES Tayando Yamtel and graduated in 2005. Then he continued at SMPN 6 Tayando Yamtel and graduated in 2008. Afterwards, he continued his study in SMAN 1 Tayando Yamtel and graduated 2011. In 2012, he was registered as a student of English Education Department of Teacher Training and Education of Muhammadiyah University of Makassar. During his study at university, he joined organization, namely MEC, EDSA, IR (Ielts Republic) and UKM Bahasa. At the end of the study, he could finish his thesis under the title *The Implementation of British Parliamentary Debate Technique to Improve Students' Speaking Skill* (An Experimental Research at the Second Grade of SMA Muhammadiyah Disamakan)

Email: ahmadrumaf@gmail.com

Cp: +6282394427942