MODIFYING DEBATE AS A TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING SKILL AT SMA N 2 METRO

(A Thesis)

By
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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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BANDAR LAMPUNG
2016

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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree

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Abstract

Banyak pelajar bahasa asing menemukan bahwa berbicara merupakan salah satu hal yang paling sulit dalam pembelajaran sebuah bahasa. Penelitian ini bertujuan untuk mengetahui bagaimana para siswa menerapkan setiap langkah kegiatan menggunakan *modified and non-modified* desain debat, untuk mengetahui perbedaan kemampuan berbicara siswa setelah diajarkan menggunakan *modified and non-modified* desain debat, dan untuk mengetahui aspek-aspek kemampuan berbicara yang meningkat setelah diajarkan menggunakan *modified and non-modified* desain debat. Desain penelitian ini menggunakan dua pendekatan yaitu pendekatan kualitatif dan pendekatan kuantitatif. Penelitian ini dilaksanakan di kelas dua SMA N 2 Metro. Peneliti menggunakan dua kelas, kelas eksperimen dan kelas kontrol

Many foreign language learners find speaking as one of the most difficult in learning a language. This study aimed to find out how the students apply every step of modified and non-modified debate activities, to find out the difference of the students' speaking skill after being taught using modified design and non-modified design of debate as a technique, and to find out the aspects of speaking skill that improves after being taught using modified design and non-modified design of debate. The design used two approaches, qualitative and quantitative approaches. The research was conducted at the second year SMA N 2 Metro. The researcher used two classes, experimental and control groups in which experimental group used modified debate and control group used non-modified debate. The results were that teaching learning using debate motivated the students in learning process in which the students feel relax and happy. Caring for the students also make them comfortable. The students' speaking skill improved after being taught using modified and non-modified debate. On the other hand, there were three aspects improved, they were fluency, vocabulary and comprehensibility but grammar did not improve. It can be concluded that debate can improve the students speaking skill. Then, for the teacher, making good atmosphere is one of the important things in teaching learning process. It also have to consider the students need in learning process since the goal of teaching English is to communicate.

Key words: Debate, Modified Debate, Non-modified Debate, Students' Speaking Skill

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Atas pernyataan ini, apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menangguang akibat dan sangsi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 10 Juni 2016

Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Putri Puspitasari. She was born on July 5st, 1988 in Metro, Lampung. The daughter of Dra. Yusnani, an English teacher of Junior high school, and Drs. Arsyad, an Economic teacher of Senior high school. She has two sisters named Fitria Eliza and Fratiwi Lara Ayu and two brothers named Frans Kurniawan and M. Satria Putra. Her husband's name is Ketut Israeli.

The writer started her formal education at TK Perwanida Metro in 1993. Then, she continued her Elementary School at SD N 1 in Metro. Having graduated from the Elementary School in 2000, she went to SMP N 3 Metro and graduated in 2003. After that, she finished her Senior High School at SMA N 1 Metro in 2006. Then, she continued her study as an D-3 college student of Lampung University at English Department of Training and Education Faculty in 2006 until 2009. In 2011, she continued as an S-1 college student in Muhammadiyah University in Metro and graduated in 2013. Next year, she was registered as an S-2 college student of Lampung University at Master Degree of English Eeducation Study Program of Teacher Training and Education Faculty.

The writer is a teacher in SMA N 2 Metro in 2013 until now. She had followed SEMNASTA National Seminar at Lampung University in 2015. The last, the writer accomplished Teaching Practice Program as one of the requirements for MPBI students in SMA Negeri 2 Metro, Lampung.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

- My beloved parents, Arsyad and Yusnani.
- My beloved husband, Ketut Israeli.
- My beloved sisters and brothers, Frans Kurniawan, Fitria Eliza, Fratiwi Lara Ayu, M. Satria Putra.
- My beloved sister and brothers in law, Nurhidayati, Hery Sugiantoro, and Adi Kisnanto.
- My beloved nephews and nieces, Fatimah Az-zahra, M. Rafiandra Syahputra, Ahza, M. Rafa Adha.
- My fabulous friends of Postgraduate English Education Program, Afini, Mb Nurma, Nanda, Intan, Widi, and Ayie, Wira, Ferdian, Mb Siwi, Amel.
- My Almamater, Lampung University.

MOTTO

There is a way if you have a will (noname)

If you can’t explain it simply, you don’t understand it well enough (Albert Einstein)

You’ll never walk alone (Liverpool)

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Praised be merely to Allah SWT, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this research entitled "The Students' Perceptions of Reciprocal Teaching: Students' Anxiety, and Self Efficacy in Reading." This research is submitted as a compulsory fulfillment of the requirements for Master Degree of English Education Study Program in Language and Arts Education Department of Teacher Training and Education Faculty at Lampung University.

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The writer also wants to extend her appreciation to Drs.Indrianto, the headmaster of SMAN 2 Metro, for giving the writer permit to conduct the research, and Drs. Suprapto and Drs. Darnel, the English teacher of SMAN 2 Metro who has given the full support for this research and for giving chance to conduct this research in his class and the students of class XI MIA 3 and 4 in the even semester, school year of 2015/2016, for their participation as the subject of this research.

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The greatest honor and thankfulness would finally be dedicated to her beloved parents, Arsyad and Yusnani. It is truly undoubted that loves, cares, and timeless prayers during days and nights, patience and willingness to wait for the writer's graduation are very precions for her. Appreciation is also extended to her family

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The writer hopes this research would give a positive contribution to the educational development, and to the reader.

Bandar Lampung, Juni 2016

The writer,

Putri Puspitasari

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LEMBAR PERNYATAAN

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Bandar Lampung, 10 Juni 2016
Yang membuat pernyataan,

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I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, objectives of the research, significance of the research, scope of the research, definition of terms.

1.1 Background of the study

Students learn at school our courses four skills – listening, speaking, reading, and writing, if they are asked which one they have difficulty to perform, speaking is usually hard to perform. When they will call to perform in front of class or teacher asks directly to the students, they are usually silent and afraid to speak something and answer the question from the teacher. Although the students know that speaking is an important skill they should ideally have, many if not most, of them find it difficult. This can result in what it seems as low interest in speaking. This is a burden and a challenge at the same time. A burden since it is psychologically hard to teach the students something they do not really like. A teacher can imagine students with low interest, no smiling faces looking right into his/ her face. It is a burden to make the students learn, let alone to achieve the objectives of the teaching- learning. If that is the case, frustration can come to both teachers and students.

However, teachers should not give up to such situation. There may be something wrong and there must be something that can be done. Questions must be addressed to both sides: teachers and students. Why do students lack interest in speaking? Have the teachers done something to encourage students to speak? Have teachers made good selection of topics and material? Have teachers applied various teaching techniques? Have teachers created low affective filter, that is a low anxiety atmosphere? Have the students come to an awareness of the importance of writing? Are students afraid of making mistakes? And the most essential question is: Have teachers done something for it?

The fact that students' interest is low in speaking should be a point that brings teachers to reflect their teaching. Giving motivation will make students more interested to practice their speaking. Consequently it should take them to a state of curiosity on what might be behind the reality. Looking objectively into the phenomenon is something inevitable to really be able to understand it. Knowing that there are many factors that influence learning, especially in speaking, it is wise to consider every aspect involved in teaching learning. Hence, weakening factors can be minimized and strengthening ones maximized. By doing so, it is expected that better planning, better anticipation and better teaching learning can take place.

Speaking is a productive skill, just like writing, a skill which is more difficult compared to reading and listening. According to Khotimah (2014:51) stated that making students speak English is a difficult job for English teachers. It needs a long process of practice and learning. She also said that students of foreign language learners see that their native language is completely different from

English while an opportunity to learn English and practice it in their real life is very limited in time and space. Therefore, they need more practice to speak English. To be able to produce, students need to be sufficiently equipped with vocabulary, grammar, general knowledge and speaking strategies. In receptive skills –listening and reading- students are to receive, to absorb, and to understand. But in productive skills, in this case speaking, they have to express ideas, to communicate directly.

Many foreign language learners find speaking as one of the most difficult in learning a language. It is difficult because the students seldom practice their skill to speak. At the same time, it is also hard for the teachers to help the students to produce good speaking. They are afraid to produce sentences since they shy if they have a mistake. They are not confident even they have ability to speak, even though speaking is where we share our information and idea to communicate with each other, as cited by Madsa (2014:4) stated that there are two factors to affect the students' speaking skill, one is fail to find suitable words to express themselves and the other is they are afraid of making mistakes. Meanwhile Harmer (1998:9) stated that language is to communication. It can be said that the speaker must consider the person who they are talking to as a listener.

From considering the problem of Madsa above, debate is one of ways to conduct their speaking. In modern societies, individuals critically weigh issues, form opinions, and express their ideas through dialogue and debate. Debate is an easy way to integrate content, language, and strategy objectives, and that students develop an increased motivation and engagement with the

content. Zare and Othman (2013:1506) states: Debate has the potential to improve speaking ability, since the activity requires a lot of speaking practices and verbal discussions among debaters."

Debating is a formal method of interactive and representational argument aimed at persuading judges and audience. It is a rhetoric practice in which different strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue. Debating can be used in EFL classes as a tool to make students practice skills of English language in real-life situations. With debate, the students can be motivated to be confident in their ability. They can express their idea and get the modeling of their learning. The students can increase their ability confidently giving arguments without anxiety to make mistake since they can face many people and briefly share the idea in front of people. They just communicate to give information and arguments briefly.

Furthermore, Alasmari & Ahmed (2012;147) study showed that debate can conduct in EFL classes. They also examined utilities of the modules and exhibited how students while practicing debate can improve their English language. Their study presented the rationale behind using debate in EFL classes and proposes a few modules of debating which, if practiced properly, will make students confident users of English language in academic, social and professional settings. However, in their study, the students were not given opportunities to speak first before the students gave an arguments or opinion based on the topic. The students were also given opportunity to share their opinion about the topic. Scott (2008:39) found that from the result, the students believed that the debates helped them

understand the topic better, learn new knowledge, and gain an understanding of the debate process. She also added that students thought that debates increased their critical thinking. It is similar with Alasmari and Ahmed study that the students were not given opportunity to speak first before the students gave an argument and idea.

On the other hand, in this research, the researcher finds that the original debate still has weaknesses. The Asian-Australian Parliamentary debate in which the researcher chooses in the research does not give opportunity for the students to speak first. It is similar with the Alasmari and Ahmed study, the students only practice their debate. The students practice to give the argument and idea with the topic which is given by the teacher. In fact, the students still have a lack ability to speak. The students' speaking skill are still low. Moreover, the students are not given informal topic that can help the students to share their experience in their life. The opinion's students for determining the topic can motivate the students to speak. If the students are not given practice to speak first and the students cannot share their opinion about the topic which will be given, the researcher assumes that the students will have a difficulty to speak and express their idea and opinion.

From the problem above, the researcher develops the debate in teaching learning process. With the problem in which the students still have lack ability in speaking, the researcher modifies the debate with assuming that the students can speak first using the free theme. Since the goal of teaching English is to communicate, the researcher adds some steps to make students can explore their ability in speaking.

In this research, the researcher modifies the Verner's debate design. The design is the debate which is conducted in classroom.

First, the researcher gives practiced to speak freely for the students. Then, the students practice to give argument and opinion. The formal topic and short time allocation become the problems as well. Therefore, the students lack time and knowledge related to formal topic. To solve them, the researcher also modifies the topic and time. The researcher uses the informal topic in which the students can determine the topic with the researcher. The researcher gives longer time to search the issue with assumption that the students can share many information that the students have in their experience and knowledge. So, by using modified design of debate, the researcher assumes that debate can improve the student's speaking in classroom. With modified design of debate as a technique, the students can also practice their speaking by sharing idea, giving arguments and opinion that can improve their speaking skill. This study is purposed to improve the student's speaking skill using modified design and non-modified design of debate in SMA N 2 Metro.

1.2 Research Questions

The writer would like to formulate the research questions as follows:

1. How do the students apply every step of modified design and non-modified design of debate activities?
2. Is there any significant difference of students' speaking skill after being taught using modified design and non-modified design of debate as a technique?

3. What are the aspects of speaking skill that are improved after being taught using modified design and non-modified design of debate?

1.3 Objectives of Research

1. To know how the students apply every step of modified design and non-modified design of debate activities.
2. To find out the difference of the students' speaking skill after being taught using modified design and non-modified design of debate as a technique.
3. To know the aspects of speaking skill that improves after being taught using modified design and non-modified design of debate.

1.4 Significance of Research

The findings of the research may have two significances, that is, theoretical and practical as elaborated in the following section:

1. Theoretically

The result of this research is expected to support and clarify the previous theories and reference about debate as a technique for the further research.

2. Practically

This finding may give information that can be used as consideration for English teacher. The researcher hopes that this study is more effective way to improve the students' speaking skill.

1.5 Scope

Relating to the significance of debate improves students' speaking skill, the writer would like to investigate further about the benefits of debate for the third grader students of SMA Negeri 2 Metro. There were two classes that were used in this research. First class was the experimental group which used modified debate design. Second class was control group which used non-modified debate design. The modified debate design was the modified design from the original debate.

The reason why the researcher modified debate was because the researcher found some weaknesses of the original debate. There was no practice in the students' speaking skill and the choosing of the right topic that considered the level of students in learning process. The non-modified design was the original debate design taken from Verner's design. There are four types of debate, they are Australian Parliamentary debate, UK Parliamentary debate, American Parliamentary debate, and Asian-Australian Parliamentary debate. However, in this research, the researcher used Asian-Australian Parliamentary debate. The writer focused on the process of debate in the classroom to see whether or not every step in debate would contribute to students' speaking skill in the end of teaching.

In activities, the students practice their speaking to explore their ability in teaching learning process. The students were given pre-test and post-test to see the progress of their speaking skill after being taught using debate. There were four aspects of the speaking skill that the researcher analyzed. They were fluency, grammar,

vocabulary, and comprehensibility. In addition, giving an updated issue is used in the research.

1.6 Definition of Term

In order to avoid misunderstanding, the following terms are defined as follow:

Speaking

Somjai and Jansem (2015:29) defined speaking is interaction between speakers with a listener. They also added that speaking has been defined as making use of words in an ordinary voice.

Speaking Skill

Gani, Fajrina, and Hanifa (2015:20) defined speaking skill is an ability to orally express opinions, thoughts, facts, and feelings to other people. Muslichatun (2013:23) stated that speaking skill is one of the productive skills of language learning. She added that speaking skill is very important to pay attention to the attainment of this skill as by speaking people can communicate with other people orally.

Debate

Debate is a formal method of interactive and representational argument aimed at persuading judges and audience. It is rhetoric practice in which different strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue. Debate can be used in EFL classroom as a tool to make student practice skills of English language in real-life situations. Zare and Othman (2013:1506) states: Debate has the potential to improve speaking

ability, since the activity requires a lot of speaking practices and verbal discussions among debaters."

Modified Design

Modified design is a development design from Asian-Australian Parliamentary debate. The researcher develops the design since the researcher finds the weaknesses of the original design. There are three aspects that the researcher modifies. They are practicing, determining the topic and time. In practicing, the students are given opportunity to speak freely. After that, the students practice to give argument and share idea and opinion. In determining the topic, the students can give opinion to determine the topic together with the teacher. Moreover, the topic is informal topic in which the researcher determines based on the students want. Time is longer than non-modified debate. Time to search the issue is not given at the debate performance but it is given at the previous meeting. So, the students have longer time to search the issue.

Non-modified Design

Non-modified design is the original debate design of Asian-Australian Parliamentary Debate. The design is from Pamela and Sharon that use the Asian-Australian Parliamentary Debate. In non-modified debate, the students are not given opportunity to speak freely. They are not also given opportunity to determine the topic. The researcher gives the topic directly. The topic is informal topic. On the other hand, time to search the issue is given at the time debate performance.

II. LITERATURE REVIEW

This chapter describes the concepts related to the research, such as speaking and debate. This chapter also describes the theoretical assumption and hypothesis.

2.1. Concept of Speaking

In this sub-chapter, the researcher describes the concept of speaking such as definition of speaking, speaking skill, and factors of speaking.

2.1.1 Definition of Speaking

Speaking is one of ways to express our feeling and deliver idea. Argawati (2014:74), Speaking is an activity used by someone to communicate with other(s). Based on this statement, someone is able to deliver the meaning of their mind. Speaking is the main skill in communication than other skill. It means that speaking is the part of the most crucial. On the other hand, Mart (2012:91) defined speaking is being capable of speech, expressing or exchanging thoughts through using language.. Meanwhile, Somjai and Jansem (2015:29) defined speaking is interaction between speakers with a listener. They also added that speaking has been defined as making use of words in an ordinary voice.

2.1.2 Speaking Skill

Speaking skill is productive skill. Speaking skill is the ability to express idea orally with arguments and sharing idea of fluency, grammar, and diction. Gani, Fajrina, and Hanifa (2015:20) defined speaking skill is an ability to orally express opinions, thoughts, facts, and feelings to other people. They also stated that the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. According to Indah Muslichatun (2013:23) stated that speaking skill is one of the productive skill of language learning. She also added that speaking skill is very important to pat attention to the attainment of this skill as by speaking people can communicate with other people.

According to Argawati (2014:74), speaking skill is partly a reflection of someone whether he/she masters this language or not. It means that the speaking process, we try to communicate with each other and use our language to send message to second person. In this case, the speaking process needs at least two people. One is a speaker who produces information ant the other as a rather listener who receive the information. It can be concluded that speaking skill is the ability to express idea orally with argument of fluency, grammar, and diction.

2.1.3 Teaching Speaking

According to Khamkhien (2010:184), teaching and learning in class should not emphasize on speaking phrases or everyday expression, but also we have to focus on communication in the real situation. A speaking lesson as Hadfield (1999) in

Setiyadi (2007:6.11) notices is a kind of bridge for learners between the classroom and the world outside. Therefore, there are three features of speaking activities to bridge the classroom and the real world (1) practice opportunities for (2) purposeful communication in (3) meaningful situations. Hadfield in Setiyadi (2007:6.11) also stated that there are three stages to develop speaking skills that may meet, they are setting up, practice speaking, and feedback. As a teacher, we should prepare what material and topic that we will give the students. And after that, the teacher gives opportunities to practice. Then the students are given feedback as a correction or give conclusion of the material.

As speaking is oral production, it cannot be separated from producing sounds (Setiyadi, 2007:6.13). This implies that pronunciation keeps crucial part in the process of teaching speaking. Learning English in Senior High School focuses on in speaking ability in order that the graduate can get the functional level in speaking. In this level, they are hoped to be able to use their ability for giving speech and talk. And in starting for speaking English, structure and grammar from the sentences mustn't be emphasized because it just makes the students feel difficult to speak English.

2.1.4 Factors of Speaking

Learning to speak is an important aspect of language. Tuan and Mai (2015:18), there are many factors affecting students' speaking as follow: (1) topical knowledge; (2) motivation to speak; (3) teachers' feedback during speaking activities; (4) confidence; (5) pressure to perform well and (6) time for

preparation. Considering the factors above, Ahyak and Indramawan (2013:19) speaking develops to acquire speaking competence students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency. Moreover, Rahman and Deviyanti (2012:3) speaking must fulfill these following aspects, they are fluency, accuracy (grammar and pronunciation), and comprehension.

From the explanation above, the writer focuses only four factors of speaking. In this research, researcher put the pronunciation into fluency factors and content into comprehension. Four factors will become the aspects of speaking skill that will be tested by the researcher to the students. Although the researcher does not focus on grammar, the researcher still tests it for the students only to know the knowledge of the students about grammar.

a. Vocabulary

One of the linguistic factors in which it is a number of words with the role combining them to make up language in speaking. Vocabulary is a very essential but it is not the first thing to be considered if speaking takes place is a very early stages. Vocabulary is a total number of words, which a make up a language.

b. Grammar

Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronounciation, morphology and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But in this time the writer does not discuss about the grammar so far.

c. Fluency

It shows that people are able to communicate well because it consists of the caseand speed of the flow speech. Someone who can communite fluently but she may be able to use the language fluently. Someone can be said fluent if she can require some criteria or categories those are the students can say the words fluently with a good pronounciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it is not use grammatical language.

d. Comprehension

In speaking the speaker and the listener must have a good understanding, so that the converstion certainly requires a subject to response to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.

The researcher tested the fluency because according to Fulcher (2013:1), fluency has always been challenging to define and operationalize in speaking test. Brumfit (1984:56) cited in Fulcher (2013:1) characterized fluency as existing in a relationship of polarity with ‘accuracy’, describing it as ‘natural language use’. Meanwhile, in real situation, fluency is one the problem of the students when they start to speak. The students are sometimes silent and only answer ‘yes’ or ‘ya’ when the teacher ask something. Considering it, Nunan (1995:52), it is possible to build on the fluency by giving opportunities to engage in communicative interaction.

Besides fluency, the researcher also focuses on vocabulary. Mart (2012:93), vocabulary is understanding the meaning of a word, so communication does not occur if there are no words. Adapted from Mackey (1975:240-253) in Setiyadi (2007:2.17) stated that there are four procedures of techniques in teaching vocabulary, one of them is ostensive procedures, in which they may be appropriate to be presented through actions. And the spoken form of vocabulary may be practiced. So, in this case, the researcher will create the activity to make students practice their skill in vocabulary. And the researcher will use the technique to support the activity. Techniques that are believed to be affective for beginners may be reconsidered or redesigned when it is used to teach more advanced students in order for our students to learn vocabulary optimal (Setiyadi, 2007:2.31).

Besides that grammar is not the major priority in this research, but it is still seen to know the students' knowledge. Mart (2012:93), grammar helps learners to build comprehensible sentences in speaking. However, according to Setiyadi (2007:3.2), the learners may become fluent in the structures they have been taught, but may not be able to use them appropriately in genuine communication outside the classroom. In fact, when the students can write in diary or notes about something, but when the teacher ask about what they write in their diary or notes, they cannot explain clearly like when they write. It is the reason why the researcher does not truly focus on grammar.

And the last is comprehensibility. Derwing and Munro (2009:478) defined comprehensibility as "the listener's perception of how easy or difficult it is to

understand a given speech sample". Their study showed that the comprehensibility of a speech sample coincided with the amount of time and effort spent deciphering the utterance. Rahman and Deviyanti (2012:3). If a person can answer or express well and correctly, it shows that he/she comprehends or understanding well. Therefore, comprehensibility is one of the important things in communication. If the students can comprehend the spoken produce, it will make them to communicate and interact well. Nunan (1995:115), in term of teaching goals, the shift has been focus on the development of communicative effectiveness rather than on development of native-like pronunciation.

It means that the researcher will test the students speaking skill with four aspects, they are fluency, vocabulary, grammar, and comprehensibility. With tested it, the researcher will see the ability of the students and determine the technique to create good activity in classroom.

2.2 Concept of Debate

In this sub-chapter, the researcher describes the concepts of debate such as definition of debate, types of debate, use of the debate at school, the advantages of debate, the parts of debate, research debate, non-modified debate design, and modified debate design.

2.2.1 Definition of Debate

Debating is a formal method of interactive and representational argument aimed at persuading judges and audience. Burek and Losos (2014:50) defines debate is an organize public argument on a specific topic. It is a rhetoric practice in which different strategies of logic building as well as delivery are used to pull in the target audience to a conclusion on a controversial issue. Debating can be used in EFL classes as a tool to make students practice skills of English language in real-life situations. Krieger (2005) comments:

> Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. (p. 25)

Debate offers English language teachers a way to combine practices of these important skills. Quoting Davidson (1995), Krieger (2005) said that with practice, many students had obvious progress in their ability to express and defend ideas in debate and they often quickly recognized the flaws in each other's arguments. Zare and and Othman (2013:1510), debate has the potential to improve speaking ability, since the activity requires a lot of speaking practices and verbal discussions among debaters. On the other hand, according to Somjai and Jansem (2015:28), debate is speaking situation in which opposite of view are presented and argued. Freeley and Steinberg (2013:6), debate is the process of inquiry and advocacy, a way of arriving at reasoned judgment on a proposition. They also stated that individuals may use debate to reach a decision in their own minds, alternatively, individuals or groups may use it to bring

others around to their way of thinking.

When debating is used in EFL classes, all four skills of English language (e.g. listening, speaking, reading, and writing) are practiced. Moreover, debaters need to master pronunciation of words, stress, vocabulary, brainstorming, script writing, logic building, argumentation and refutation. So practicing debate in English requires many skills which ultimately lead them to learn English. In an EFL setting, where learners have inadequate opportunities for practicing English in real-life situations, debating opens up opportunities for them to use the language in the form of expressing their opinions with logic. Darby (2007:2), debates offer the opportunity to practice analytical and communication skills and debating is an effective pedagogical strategy. This is a single practice where students need to use all English skills along with skills in delivery, presentation and vocabulary building. Kennedy (2007:183), in class debates cultivated the active engagement of students, yet participation in debate is often limited to the students involved in debate teams. He also included mastery of the content and the development of critical thinking skills, emphaty, and oral communication skills.

English language teachers and practitioners have already proved debating as an effective tool in teaching English which is a strong source of motivation for teachers who are yet to use debate in their classes. Burek and Losos (2014:49), participation in debating can boost students self-confidence, accelerate learning across the curriculum, and improve oral communication skills. Scott (2008:39) found that from the result, the students believed that the debates helped them

understand the topic better, learn new knowledge, and gain an understanding of the debate process. She also added that students thought that debates increased their critical thinking. This suggests that, although debate is quite challenging, non-native speakers can develop the debating skills which are described in this paper.

Debate is an important educational tool for learning analytic thinking skills and forcing self-conscious reflection, the writer uses debate to improve students' speaking. Debate is a technique to motivate the students to be able to argue and to express their feeling. The students are also trained to perform in front of class to fight their self-conscious to be confident. Using debate, the students can also share their idea and argument freely and it can give security in the students' feeling. Therefore, the design of debate was conducted to help students to practice their speaking skill and be confident to speak in front of class.

2.2.2 The types of Debate

There are some types of debate; Australian Parliamentary Debate, UK Parliamentary Debate, American Parliamentary Debate, and Asian-Australian Parliamentary Debate.

2.2.2.1 Australian Parliamentary Debate

In this Parliamentary debate, a debate is held between two teams of three members each. These two teams will be referred to as the Affirmative and the Negative. Members of each team are assigned positions as 1st, 2nd, and 3rd

speakers. For each debate, a motion is given. After the motion is given, teams are given time to prepare for each debate. Each of the speakers will deliver a substantial speech of some minutes duration and either the 1st or the 2nd speaker on both sides will deliver the reply speeches for their teams

2.2.2.2 UK Parliamentary Debate

The UK Parliamentary Debate format differs from many other formats because it involves four teams rather than two. Two teams, called the First Proposition and the Second Proposition teams, are charged with the responsibility of supporting the proposition while two others teams, First Opposition and Second Opposition, are charged with opposing it.

2.2.2.3 American Parliamentary Debate

American Parliamentary style debates have two teams of two speakers. It is a common style of debate through many parts of the world, particularly North America. The four speaker debate is more convenient format when the dynamic nature of parliamentary debating is sought, but there is not enough time (or speakers) to arrange a four team parliamentary debate. This style contains elements of traditional parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting.

The following description of American parliamentary style is based on the Rules of the American Parliamentary Debate Association (rules). These rules differ from other rules discussed in this guide, particularly in relation to speaking times,

definitions, permitted interruptions and marking.

2.2.2.4 Asian-Australian Debate

Asian-Australian Parliamentary Debate is almost the same with Australian Parliamentary Debate. However, Asian-Australia debate uses POI (Point of Information) and interruption. The goal is to support a motion for affirmative team and refuse an argument for negative team.

Therefore, the researcher decides to choose Asian-Australian in this research. The researcher assumes that Asian-Australian Parliamentary Debate is easy to be conducted in school and practice the students to support or refuse the arguments.

2.2.3 The Use of Debate at School

Debating in English is a practice that requires all English language skills along with the skills of presentation and delivery. Debaters need updated information about current issues and concepts of different fields. Moreover, they need to conduct research on various issues. While presenting their logic and argument, debaters require standard delivery skills to convince judges and audiences. When practiced in an EFL class, debating makes students use language and presentation skills. The discussion that follows dwells on the utility of debating in learning the skills of English language.

1. Ice Breaking

Debating helps in several ways to ice-break in EFL classes. Sometimes, especially in the first classes where students are very often found anxious about

using English language, ice breaking turns to be very difficult for teachers. In such classes, students are found reluctant to speak in English. Sometimes, in the very first class, teachers ask students to come in front of the classroom and speak which rather increases students' fear and they grow hatred towards English. But if teachers introduce simple but controversial topics to the class and ask them to comment on those topics while sitting in their respective seats, students will feel encouraged to take part in discussion. Eventually, they will be encouraged to speak in English. Teacher's role should be encouraging as well as motivating.

2 Listening

Through practicing debate, students can improve their listening skills. By using listening aids like radio, tape recorder, CD player and PC, learners will listen to audio clips e.g. conversation, speech, debate, talk shows and reports. They will watch video clips of debate sessions, speeches of famous speakers, talk shows, round table discussions, reports, and news. Teachers will give feedback on the discussion. In the feedback, teachers should focus on sounds, pronunciation, accent as well as use of words, technical words and jargons. In this case, teachers can use their notes on students' difficulty teaching learning process.

3 Speaking

Debating can be used brilliantly to boost up students' speaking in English. Practices can be organized in various ways. A few of them have been discussed in this paper. In many EFL settings, students are found scared of speaking in learning process. In most of the cases, their poor background knowledge and

practice in English are responsible for this. Use of debate, speech and conversation in EFL classes will first of all drive out students' fear about English language. Moreover, regular practice of debate, speech and conversation will improve their fluency, vocabulary and comprehensibility. Thus while practicing debate, speech and conversation in the class, students will practice many skills, learn many new words and collect information about many areas which all together will enrich their spoken English and ultimately make them confident speakers.

4 Reading

Debating requires knowledge of many interrelated disciplines and areas which entails extensive study of current issues as well as social, economic and political theories and concepts. Studies into these disciplines enrich students' level of knowledge, enhance their reading habit and develop their vocabulary. If debate topics are announced earlier, students can collect information and discuss in groups. Thus, in the pretext of preparing for debating, students develop reading habit. Debating clubs organize study circles to discuss topics and theories that are relevant with debating. Students use many sources to gather data and information. Teachers also introduce them to different sources of information e.g. local and international newspapers, magazines, books and websites. Students can collect information and make wall-magazines based on different issues and occasions. Through these practices, students prepare themselves for taking part in debating.

5 Writing

Practice of debating develops learners' writing skills too. While writing debate scripts, students practice writing composition in an organized way. To make debate scripts, they need to brainstorm on the topics and jot down points. Thus, they learn how to think about a topic in a systematic manner and also to link between points. Moreover, they learn the process of prioritizing the points. If students get debate topics one or two days earlier, they usually collect information and write the whole script. Debate-scripts are like argumentative essays. Thus they learn writing argumentative paragraphs and essays. Furthermore, students practice limiting topics and making them controversial enough for arguments and counter-arguments. When students make the final debate-script, they retain only the main points, not the details. In this way, they master limiting topics, writing topic sentences and also making outlines. To sum up, debating entices students to write composition in English. Debate can be used in EFL classroom as a tool to make student practice skills of English language in real-life situations.

2.2.4. The Advantages of Debate

It can add that debate has advantages to the teaching and learning process. Furthermore, Bellon (2000) in Somjai and Jansem (2015:28) stated that debate has some benefits in the teaching learning process, they are:

1. Debate equips students to learn and cope with both success and failure within both the social and the academic context.
2. Students are able to make and defend informed choices about complicated issues outside of their own area of interest.

3. Debate is not only a way to connect students with academic subjects; it can also connect the students to public life.
4. The policy that is used in debate specifically, can teach the students to adapt to multiple perspectives, which is described as one of the most important problem solving skills.

Moreover, Barkley, et al (2005) in Somjai and Jansem (2015:29) stated that there are three benefits of debate for students, they are:

1. Debate can improve students' motivation to practice their spoken language.
2. It can embolden students' critical thinking and develop students' speaking ability in oral communication.
3. It grows and develops students' tolerance and recognition of their friends' opinion.

This considered, it can be concluded that debate can be used to improve students' speaking skill within in the classroom.

2.2.5 The Parts of Debate Technique

In Debate Technique, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

   The topic debated is called a motion.

2) Definition

   Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the general

definition.

3) Theme Line

To agree or disagree toward a motion, the reason must lie on a strong ground that could cover the whole organization. Theme line is the underlying reason which answers the big question "why" one side of house supports or opposes a motion. Theme line is what a team need to prove, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite of defends their own case. The praise worthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why rebuttal is one of the key to get the crown of victory.

6) Sum-up/ closing

Closing is simply concluding what has been through. A nice summary is preferable.

Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success. The debate process involved planning and considerable time spent preparing the students for the formal debates. Students need to understand the debate process and terminology.

On the other hand, in this research, the writer will use all of the parts of debate to conduct the activity of students in learning process. The parts of debate will be formulated to arrange a model design that consists of motion, definition, theme line, argument, rebuttal, and closing. And a model design will be develop by the writer to improve the students' speaking skill.

2.2.6 Non-modified Debate

Some models have applied to conduct debate in classroom. Verner's model is one of ways model to apply debate in learning process. The steps are:

1) Introducing the topic

All debates start with a *topic*, or *resolution*. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which your students can relate and perhaps one with practical application. You can make the topic less serious (*the cafeteria should include more international dishes on the daily menu*) or more serious (*the U.S. government should reform its visa application process*). In any case, be sure that your students understand the issue and any specialized vocabulary that goes with it (Verner, 2014).

2) **Assign the Affirmative and Negative**

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With ESL students, it is best to group your students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the

other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you will want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group will argue for the issues being presented. The other two groups will be the negative and will argue against the resolutions. During the debate, the other groups will serve as the *judges* and decide which side presented a stronger case voting for the *winners* of the debate at its *conclusion* (Verner, 2014).

3) Give Time for Research

Your students will need **time to research the issue**. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the *rebuttal*, your students should discuss with their teams the points the opposition made and decide how to refute them (Verner, 2014).

4) Keep Track of Time

If you are unfamiliar with *formal debate*, the speakers follow a set order. The following is the most basic of debate structure.
First, the affirmative group receives two minutes to present their case to the audience. The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a*re buttal* and *summary*. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes. The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded (Verner, 2014).

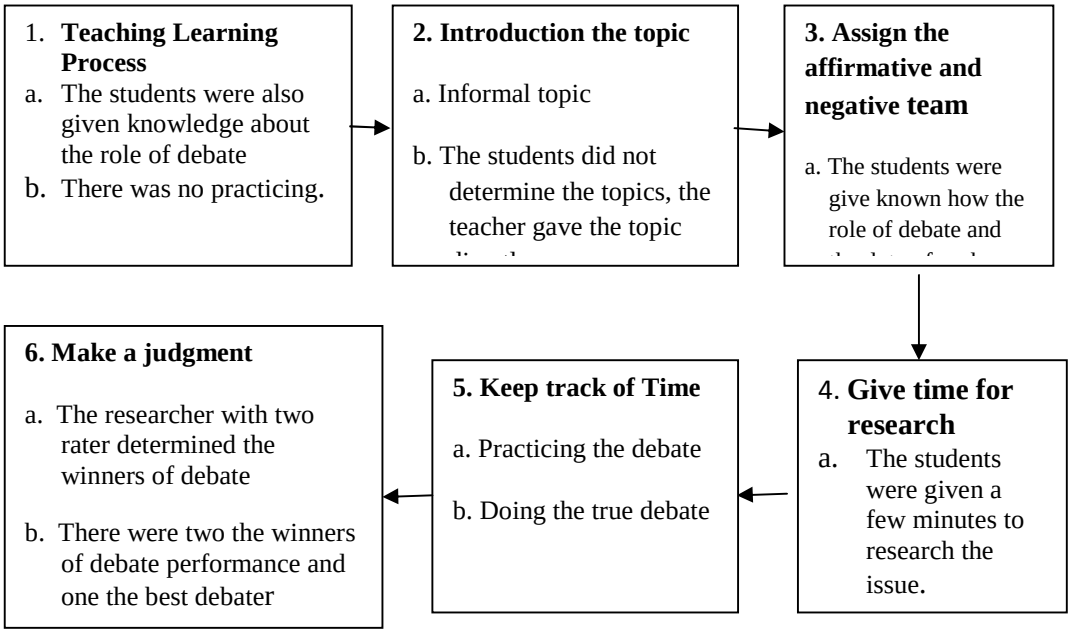
There are other structures that you can follow for debate, and they may be useful once your class is familiar with the process and strategy of debate, but if this is the first time your students are formally debating, keeping things simple is the best.

5) Make a Judgement

Usually in debate, the *winner* is the one who has presented the strongest case. For ESL classes, the overall purpose of **speaking** is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the *winner*, have the *audience* vote on which team they thought made the most convincing *argument*. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners (Verner, 2014).

From the explanation above, it can be seen clearly how the process of debate activity in non-modified debate design in diagram below:

Diagram 1. Non-modified Design of Debate



(Asian-Australian Parliamentary Debate; Verner's design)

The diagram above shows that in non-modified debate design, the researcher does not give practicing in speaking. The researcher gives informal topic but the students do not determine the topic. The time is also appropriately based on the original design.

2.2.7 Modified Debate

From the non-modified debate design that is designed by Verner's design in Asian-Australian Parliamentary for Debate, the writer finds the weaknesses of the design. They are:

1) Teacher does not give brainstorm about concept, setting and format debate.
2) Teacher does not show an example of doing debate
3) Teacher does not give a chance for students to practice before they do debate.

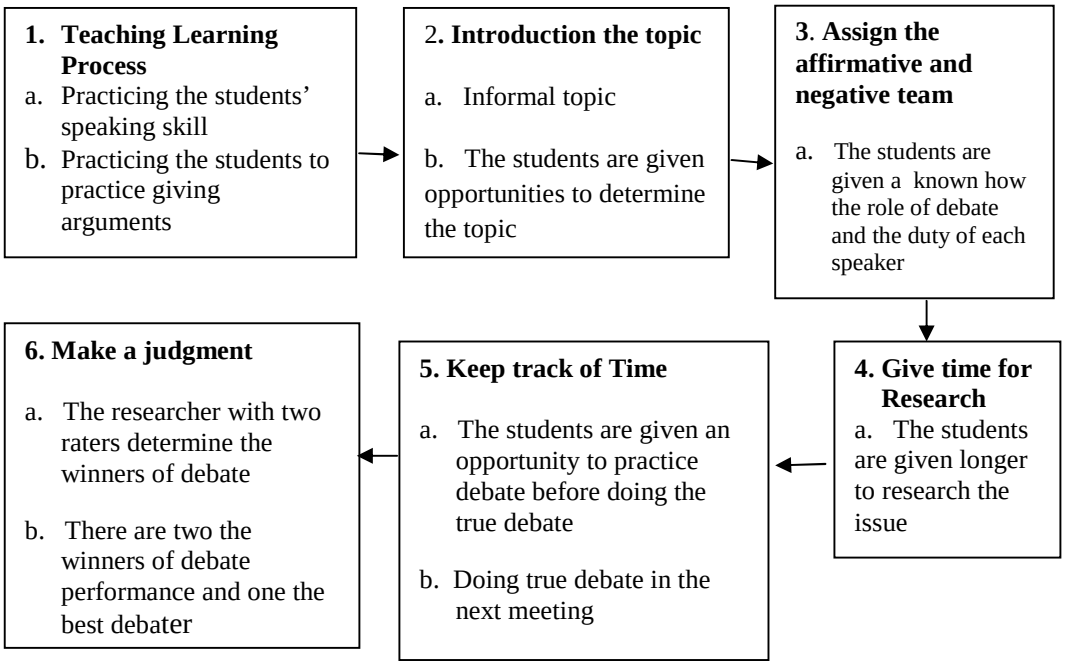
Since this model still has weaknesses, the writer tries to develop this model with

adding the design in his model. The steps are added:

1) Teacher gives knowledge about concept, setting and format debate
2) Teacher gives opportunities for students to differ debate and discussion
3) Teacher shows the sample of debate from the video of true debate to students to brainstorm them how debate applies in classroom.
4) Teacher gives opportunities for students to practice their speaking by giving arguments or opinion before the students do the true debate.
5) Teachers give long time for each group to find more material about the motion.

From the modified design, it can be seen clearly in the diagram below:

Diagram 2. Modified Design of Debate



(Modified design of debate by the researcher)

From the diagram and the activities above, it can be seen that there are three the differences between both of designs. The first different is in teaching learning process. In modified design, the students have opportunities to practice their speaking skill. The students also give their argument and shared their idea. Tuan and Mai (2015:18), teacher should give students more opportunities to speak English in class by using some speaking activities that require students to speak. However in non-modified design, the researcher does not give practicing to the students. The researcher does not also practice the students to share their idea and arguments because in non-modified design, the researcher does not develop the design. All the activity is appropriate in the original design.

The second different, the students can share together with the researcher to determine the topic. TESS-India OERs (2012:5), if you are looking for more topics to discuss in your classes, you could ask your students what they would like to talk about. On the other hand, Alonso (2012:64) stated that giving students a chance to speak about interesting topics, which can result easy for them and for their level. And they can choose the informal topic in performing debate. However, in non-modified design, the students do not join to determine the topic. The researcher gives directly the topic. The last different, in modified design, the students are given longer time to research than in non-modified design. The researcher gives long time because the students have lack of the knowledge of the topic.

In considering the two model design, the researcher conducts the two designs of debate, in which the designs are different. The researcher develops the design of debate from Asian-Australian Parliamentary debate design. The researcher

develops three parts, they are in teaching learning process, determining the topic, and giving longer time. It assumes that modified design can explore the students' ability in comprehending their speaking skill.

2.3 Previous Study

There are some journal articles dealing with the use of debate and students' speaking skill. Alasmari and Ahmed (2013:147) conducted a study about Using Debate in EFL Classes. The study presented the rationale behind using debate in EFL classes and proposes a few modules of debating which, if practiced properly, will make students confident users of English language in academic, social and professional settings. The paper also examines utilities of the modules and exhibits how students while practicing debate can improve their English language as well as presentation skills.

On the other hand, Aclan and Hashima (2015:1) conducted a study about Exploring Parliamentary debate as a pedagogical tool to develop English communication skills in EFL/ESL classroom. This study found that debate can, indeed, develop communication skills in particularly in English. The participants of this study described the use of the pre-debate stage for the research and brainstorming tasks that engage the team members with each other, the actual debate for the arguments, POI and rebuttals that actively engage debaters with their opponents, and the post- debate stage that engage all the debaters with the adjudicators, their team-mates and their opponents. However, the weakness in this study was that the students were not given an opportunity to know their

speaking skill since debate is the technique which uses the good skill to interact and communicate.

Then, Muslichatun (2013) conducted a study about improving the students' speaking practice in describing people by using contextualized card game. The students felt fun, enthusiastic, and confident as they were practicing speaking in groups while playing game and the object of description was within their knowledge. Besides, they described people better than before because in playing the game they learned from their friends and the teacher had facilitated them with sufficient and step-by step exercises. But the weakness of this study was that the students have not spoken like in their life. They just memorized and repeated the sample of describing people. The students have not also showed the interaction for the other students since the goal of speaking is to communication.

The previous studies above, the researcher find the way to minimize the weaknesses. The students are not given practice speaking first to know the ability of the students first. Since debate makes the students to communicate, the students should be prepared their speaking to interact with the other students. In this research, the researcher makes the students to practice their speaking. Moreover, to conduct debate in classroom, the researcher gives opportunity to speak and determine the right topic to explore the students' knowledge and experience. The researcher assumes that practicing can make the students develop the students' speaking skill and determining the right topic can motivate the students to explore their knowledge and experience in their life.

2.4 Theoretical Assumptions

In speaking activities, debate is a formal method of interactive argument aimed at persuading judges and audience. It is rhetoric practice employing different strategies of logic building and delivery to lead the students a conclusion on a controversial issue. Moreover, the teaching learning process through debate can also build up the students' ability by interacting with others to learn and develop greater ability in speaking. Meanwhile, based on the literature review, Debate in teaching speaking has proved that it can improve the students' speaking skill and also gives positive motivation to the students. More importantly, Debate also gives advantages and simulation activities, such as motivating debate, developing the fluency in communication using the target language that can possibly help the students interact with the other students. In the other hand, debate can improve the students' speaking skill in the speaking aspects. The aspects are fluency, vocabulary, grammar and comprehensibility. Finally, it is assumed that Debate can facilitate the students' speaking skill well and improve their speaking skill.

2.5 Hypotheses

In conducting this study, the writer will try to prove the following hypotheses:

1. Debate can promote the students' speaking skill by practicing their speaking and knowing the students' feeling and problems in teaching learning process.
2. There is no a difference in students' speaking skill after being taught by using modified design and non-modified design of debate as a technique.

There is a difference in students' speaking skill after being taught by using modified design and non-modified design of debate as a technique.

3. Debate can improve the students' speaking skill in seeing the aspect of speaking skill.

III. RESEARCH DESIGN.

This chapter describes the design of the research, how to collect the data from the subject of the research and how to analyze the data. This chapter also describes research procedure, schedule of the research, validity and reliability of the test instrument, data treatment, and hypothesis testing.

3.1 Research design

This study used two approaches in which the approaches were qualitative and quantitative approaches with as design of true experimental research. To investigate how the students applied every step of modified and non-modified debate activities, whether there was a different of students' speaking skill after the implementation of debate as a technique, to know the aspects of speaking skill which increase after being taught using debate as a technique.

The researcher used two classes in this research, they were experimental and control groups and the researcher took the sample purposively. The experimental group was the class who used modified debate in teaching learning process. However, the control group used non-modified debate in teaching learning process. The researcher used pre-test and post-test in the process of collecting data. The pre-test used to measure the students' speaking skill before given the treatment. After the students got the treatment from the researcher, they would test

in post-test to found the differences of students' speaking skill by comparing the average result between pre-test and post-test. It was used to find out differences before and after the treatments in two classes. The design of this research is described as follow:

G1	**T1**	**X**	**T2**
G2	**T1**	**X**	**T2**

G1 : Experimental group.
G2 : Control group.
T1 : Pre-test.
X : Treatment.
T2 : Post-test.

(Hatch and Farhadi, 1982).

This research would be conducted in eight meetings with the presentation as follows, the first meeting was for pre-test, the second to seventh was for treatments, and the eight meeting was for post-test.

3.2 Variables

In this research, there were two kinds of variables, they were independent and dependent variables. According to Setiyadi (2006:106) independent variable is the major variable that a researcher hopes to investigate. Then, dependent variable is the variable that researcher observes and measures to determine the effect of independent variable. The researcher proposed three variables in this research, as follows:

1. Speaking skill as dependent variable (Y)

2. Modified design of debate as independent variable (X1)
3. Non-modified design of debate as independent variable (X2)

3.3 Population and Sample

The population involved in the research is eleven grader students from SMA Negeri 2 Metro. There were two classes in which each of them consists of about 26 students. The classes as samples were selected by using purposive sampling because it was impossible to take sample randomly in true experimental. Then, the samples were XI IPA 3 and XI IPA 4. The researcher taught XI IPA 3 by using design of debate which developed by the researcher (modified design of debate). Then, the researcher taught XI IPA 4 by using Asian-Australian debate (non-modified design of debate).

3.4 Data Collecting Technique

The instrument of this research was a set of speaking test. The researcher used two kinds of test, i.e. pre-test and post-test. The tests were in the form of oral test. It used scoring rubric to give a score. The topic of test was about informal topic that happened in real life and around the students. And the researcher observed the activity of debate in teaching learning process.

3.5 Research instrument

Research instruments are tools used in the research for obtaining relevant data to research project and there are many alternatives from which to choose. The data

were collected to answer research questions of the research. There were two research instruments utilized in the research, namely t-test. From those instruments, the data collections were analyzed to determine whether or not debate can enhance students' speaking skill.

3.5.1 Speaking Test

The instrument comprised oral performance in which learners' oral language abilities are graded. The aim of oral performance was to observe if learners improved their speaking skill by debate in their speaking classroom. The writer used rubric score that includes fluency, vocabulary, grammar, and comprehensibility with score 1, 2, 3, and 4 based on the theory of Akhyak and Indramawan (2013:19) and Rahman and Deviyanti (2012:3). Score 1 and 2 meant that the students still had lack ability. Score 3 and 4 meant that the students had good ability. This test would be done to find the increase of students' skill before and after the students are taught using debate as a technique. Meanwhile, the inter raters gave a score in speaking test.

3.5.2 Observation

The observation was employed during the implementation of debate in the classroom. It was aimed to know the way teacher implements debate in the classroom. In addition, it also aimed to know what problems students face in learning process. In observation, the writer used observation sheet to know the activity of students in learning process. The researcher used the blank observation sheet and wrote down all the activity in learning process. The researcher focused

on the response of the students when they are learning English using debate as a technique.

3.6 Research procedures

Experimental group and control group had different procedures in teaching. Both of the groups will be given a treatment. Experimental group was given a modified design and control group was given a non-modified design. In conducting the research, the procedure used these following steps:

3.6.1. Conducting the pre-test.

The pre-test was conducted before the treatment of debate as a technique. The test was in speaking test. The speaking test would be done to be compared later with the result of speaking test in post-test between experimental and control group and to see whether the two classes have same skill.

3.6.2. Conducting debate as a technique.

There are five steps in conducting debate in learning process by Susan's design that is developed by the writer. First, introducing the topic that has a a proposed course of action that one team will argue for and another will argue against. Second, assign the affirmative and negative. It will be done to make each team easily research and argue the issue rather than expecting one student to do all the work. Third, give time to research. The students will need time to research the issue. The fourth, keep track of time. If the students are not familiar with formal debate, the students follow a set order. The following is the most basic in debate

structure. And the last, making a judgment. It aims to know the winner although the overall purpose is speaking is more important than the specific outcome of debate.

In this research, the teaching of using debate as a technique will focus on the process of debate includes: topic selection, outlining, developing debate in practicing speaking, practicing, revising, correcting, and finally publishing.

3.6.3. The Post-test.

The post-test will be conducted after taught through debate using the same test given in the pre-test. The result will be compared and analyzed to find how debate can improve the students' speaking skill. The speaking test will also be conducted to later be compared to the result of the pre-test between experimental and control group.

3.7 Schedule of the Research.

The Research is scheduled to be conducted from September to October 2015.

1. The first meeting, the pre-test will be conducted for students' speaking test.
2. The second meeting, treatment on using debate as a technique on Planning, topic selection and outlining.

3. The third meeting, treatment on debate, developing the outline into explaining the concept, showing simple debate, monitoring the process, checking, correcting, evaluating the progress.
4. The fourth meeting, treatment on debate: giving brainstorm basic debate on setting class, explaining the format of debate, checking, reflecting.
5. The fifth meeting, treatment on debate: showing the true debate, monitoring the process, checking, correcting, revising, evaluating the progress.
6. The sixth and seventh meeting. Assigning the students a debate project. Selecting the topic and group to be done by students. The project should be completed in a week. The students perform their true debate in classroom to see their speaking skill.
7. The eighth meeting. The post-test and interview will be conducted to find the improvement students' speaking skill after they are taught using debate.

3.8 Validity and Reliability

A test is considered valid if the test measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982:250). According to the Hatch and Farhady (1982:281), there are two basic types of validity, such as content validity and construct validity. Therefore, to measure whether the test has a good validity, this research used content and construct validity.

3.8.1 Validity

The instrument is considered valid if it measures the object to be measured and it is suitable with the criteria Bahrani (2011:295), validity means that the assessment should test what it is supposed. According to them, there are two basic types of validity and construct validity. Therefore, in order to measure whether the instruments are valid, those two types of validity were be analyzed.

3.8.1.1 Speaking Test

In speaking test, the researcher used two validity, they were content and construct validity. Therefore, in order to measure whether the speaking test are valid, those two types of validity were be analyzed.

3.8.1.1.1 Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. Therefore the material was taken from the students need through sharing together with the students.

3.8.1.1.2 Construct Validity

Construct validity is concerned with whether the test is actually in line with theory. It would be examined whether the instrument given actually reflect what it means to know the language being measured. In this research, the scoring rubric of speaking test was modified from Akhyak and Indramawan (2013:19) and

Rahman and Deviyanti (2012:3). Meanwhile, to measure the students' speaking test, scoring criteria was based on the four aspects of speaking skill, namely contents, fluency, grammar, vocabulary, and comprehensibility (Akhyak and Indramawan,2013:19 and Rahman and Deviyanti, 2012:3).

3.8.1.2 Observation

In observation, the researcher used two validities. They were content validity and construct validity.

3.8.1.2.1 Content Validity

The researcher fulfilled the content validity through observation sheets, in which the items taken in observation sheet were related to the students' utterances.

3.8.1.2.2 Construct validity

In this research, the researcher used observation sheet to know the activities. The observation sheet related to students' need suggested by Casper (2003) in Ampa et all (2013:171) and Ampa et all (2013:171). But in this research, the researcher only observed the students' learning needs, wants, wishes, activities of learning, and interesting topic.

3.8.2 Reliability

Reliability refers to the consistency of the scores. In this research, the researcher used reliability for speaking test and observation.

1.8.2.1 Speaking Test

In order to ensure the reliability of the data and to avoid the subjectivity of the research, inter-rater reliability was also conducted. It was used when score on the test is independently estimated by two or more judges or inter-raters.

Before scoring the students' speaking skill, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Heaton (1991).

Besides, in order to find the coefficient of the correlation between the two raters, the formula of *rank-orders correlation* was employed. It was as follows:

$$\rho = 1 - \frac{6.\sum D^2}{N\left(N^2 - 1\right)}$$

(Hatch and Farhady, 1982)

ρ : Coefficient of Rank Correlation

N : Number of the Students

D : The Difference of Rank Correlation

$1- 6$: Constant Number

Next, in order to interpret the correlation obtained from the above formula, the standard criteria below were used:

0.0000 – 0.2000 = Very Low

0.2000 – 0.4000 = Low

0.4000 – 0.6000 = Medium

0.6000 – 0.8000 = High

0.8000 – 1.0000 = Very High

The result of the calculation showed that the reliability coefficients were acceptable. The coefficients were 0.65 and 0.82 for speaking skill (see Appendix 7). Based on the standard criteria list, both coefficients are considered as highly reliable and can be used in this research.

To measure the reliability of test, the researcher used Cronbach's Alpha's Test since the instrument that was used by the researcher is speaking test. After analyzing the reliability of test using Cronbach Alpha in SPSS, it was found that the reliability of the test was very high because the value was 0.895. It is based on the criteria of reliability, that is:

0.80 up to 1.00 is very high.
0.60 up to 0.79 is high.
0.40 up to 0.59 is average.
0.20 up to 0.39 is low.
0.0 up to 0.19 is very low.

Table 1. Result of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.895	2

Based on the table above, the researcher found that the result of reliability of the test is 0.895. It means that the test of this researcher was very high reliability. Although the test was adopted by the researcher from the theory, but it is important to test the reliability of the test again since it may have different result if the researcher uses in different subject. Therefore, it can be concluded that the reliability of the test was very high.

3.8.2.2 Observation

In order to find the reliability of the observation, the theory of students' need was conducted. The theory come from Casper (2003) in Ampa et al (2013:171) and Ampa et al (2013:171) about the students' learning needs, wants, wishes, activities of learning, and interesting topic.

3.9 Data analysis

The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of the research problem can be studied. In order to analyze the differences of the students' speaking skill, the data were analyzed by using two kinds of data analysis. They were T-Test and ANOVA. T-test used to analyze the mean of data in pre-test and post-test. Then, ANOVA was used to analyzed the significant different of data in two classes.

3.10 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The researcher used SPSS. Based on the research questions, there are three hypotheses derived such as 1) Debate can promote the students' speaking skill by practicing their speaking and knowing the students' feeling and problems in teaching learning process. 2) Ho1 : There is no a difference in students' speaking skill after being taught by using modified design and non-modified design of debate as a technique. Ha1 : There is a difference in students' speaking skill after being taught by using modified design and non-modified design of debate as a technique. 3) Debate can improve the students' speaking skill in seeing the aspect of speaking skill.

Then, the data were analyzed by using T-test and ANOVA formula through SPSS 20 for Windows. The third step is comparing the result with the significance level. If the result ≥ 0.05, the null hypothesis (H_o) is rejected which means there is a significant difference of mean between modified design and non-modified design class. In contrast, if the result < 0.05, the null hypothesis (H_o) is accepted which means there is a no significant difference of mean between modified design and non-modified design class.

In summary, this chapter had discussed research method in order to answer the research question and achieve the objectives of the research which included research design, variables, population and sample, data collecting technique, research instrument, research procedures, schedule, validity and reliability, data analysis, and hypothesis testing.

VI. CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sub-sections, they are conclusion and suggestion.

6.1 Conclusions

In reference to the results and discussions of the research, the conclusions are drawn dealing with the students' activity in applying debate design, the improvement of students' speaking skill and knowing the aspects of speaking skill which increase after being taught using debate.

1. Firstly, the students apply two debate designs. The designs are modified debate design and non-modified debate design. The researcher developed teaching learning process in modified debate, in which the students were given opportunities to practice their speaking. The researcher also developed the topic, in which the researcher and the students could determine the topic. The topic which was chosen was informal topic. The time was also developed in modified design. The students were given longer time than non-modified design to make students be able to understanding more deeply. In modified debate, the students also seem more comfortable and relax in teaching learning process. The students are also given a solution of their problem in learning process with caring from the researcher to reduce their anxiety. However, the correction and punishment are the important concerning in learning process. The students sometimes feel awareness when they ask in classroom. Creating

the students' feeling secure is one of the most in teaching learning process to motivate the students in exploring their skill.

2. Secondly, the effect of debate for the students' speaking skill shows the high significant value. The students' speaking skill improves with significant value 0.000. It shows that the students have an improvement after being taught using debate. With practicing, the students can practice their speaking and explore their knowledge. They practice to be fluent in speaking. With practice, the students can get many vocabularies to add their knowledge in making utterances. Comprehending is also created when the students often practice their speaking in interaction. By debate, the students can practice their speaking with expressing their idea and responding the other expression by express their opinion. The students are more confident to speak since they often practice their speaking.

3. Thirdly, concerning the data analysis of ANOVA taken from the mean of the aspects of speaking skill scores, it shows that the mean of the aspects of speaking skill after being taught using debate improves. Debate also increases some aspects of the students' speaking skill. Only grammar does not increase in this research because the researcher does not teach grammar directly. And the fluency, vocabulary, and comprehensibility increase well in research in both of class. It assumes that using debate in teaching learning process, it can motivate the students to practice their speaking and comprehending in interacting with the other learners. However, we also consider the grammar where grammar is one of the step for the students start to speak.

6.2 Suggestions

In line with the result and conclusions of the research, the researcher would like to propose some suggestions both for teachers and further researcher:

a. For the Teachers

1. The approach used in this research was really effective to teach students using the technique. It can be used as an alternative approach for teacher to teach using the techniques, especially debate technique. It provides clear directions and steps to teach students about the speaking skill.

2. In implementing the approach, teachers are suggested to not only give the clear instruction about how to apply the technique but also teacher should give knowledge which support to apply the technique. By giving the appropriate topics, students can try to implement the technique by using those topics.

b. For the Further Research

By looking at the limitation of the research, several suggestions for further research identified. First, since in this research the debate was modified to be appropriate to teach speaking skill. It seems that it would be interesting for the future researchers to implement this technique to different steps or skills. Second, it is better for the further research to be conducted in a school which has students with low or good ability of English in order to get the best result of the research. In addition, it is also suggested for the next researcher to implement debate in long term research to see the different effect of debate to students' speaking skill.

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