

**THE IMPLEMENTATION OF ASIAN PARLIAMENTARY DEBATE
TECHNIQUE IN TEACHING SPEAKING AT THE SECOND GRADE
STUDENTS OF SMA NEGERI 5 BANDAR LAMPUNG**

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Abstract

The objectives of the research were to examine the process of the implementation of the Asian Parliamentary Debate technique, to find out the increase of the students' speaking ability after being taught by using the Asian Parliamentary Debate technique, and to identify the students' problems during the implementation of the technique. This research involved 30 students of XI IPA II Class of SMAN 5 Bandar Lampung academic year 2013/2014 and employed the *one group pretest-posttest design*. The result showed that there was a significant increase of the the students' speaking ability after being taught by using the Asian Parliamentary Debate technique. The students' mean score in the pretest was 46.33, the mean score in the posttest was 60.53, and t-ratio is higher than t-table ($10.249 > 2.045$). It can be seen that there was an improvement of the pretest and posttest results in the terms of fluency, grammar, vocabulary, pronunciation, and comprehension. Although there were many problems during the process of the implementation of the technique, overall the process of the implementation ran successfully with the indicator of students' improvement in speaking English. The students' mean score in pretest was 46.33, and the mean score in posttest was 60.53. The statistical calculation showed that the technique used gave a significant increase because t-ratio is higher than t-table ($10.249 > 2.045$). From the students' point of view, learning debate is quite difficult. They found many obstacles during the teaching and learning process such as difficulties in comprehending the role of each speaker, sharing their ideas by using their L1 and arranging arguments systematically. The researcher believes that the factors that can hamper the teaching and learning process are students' mother tongue interference and their confidence. Furthermore, it is suggested that the English teachers should apply this technique in order to improve the students' speaking ability because this technique can make students more confident to speak English and make them accustomed to speaking English.

Keywords: *asian Parliamentary debate technique, hortatory exposition text, speaking ability*