

**THE IMPLEMENTATION OF DEBATE TECHNIQUES TO IMPROVE
STUDENTS' SPEAKING ACHIEVEMENT IN MAN 1 PESAWARAN**

(A Script)

By:

Muzandia Atma



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2022**

ABSTRACT

THE IMPLEMENTATION OF DEBATE TECHNIQUES TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN MAN 1 PESAWARAN

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The objectives of this research are to find out the improvement of students' speaking achievements after being taught using debate technique, and what aspect of speaking improved the most. This research is a quantitative research, employed an experimental research method that applies one-group pre-test post-test design. The subjects of this research were thirty students of second year of MAN 1 Pesawaran, The data were collected through the pre and the post tests taken by the students in the form of oral question and answer. Their speaking achievement scores were compared between the pre and the post tests with the significant level 0.05. The result showed that there was statistically significant improvement of students' speaking achievement after being taught using debate technique with the significant level 0.00. this means debate technique are able to help the students to improve their speaking achievement and aspect of speaking which improved the most after being taught using debate technique was grammar aspect.

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A Script

**Submitted in a Partial Fulfillment
of The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
Education and Teacher Training Faculty**



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LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2022**

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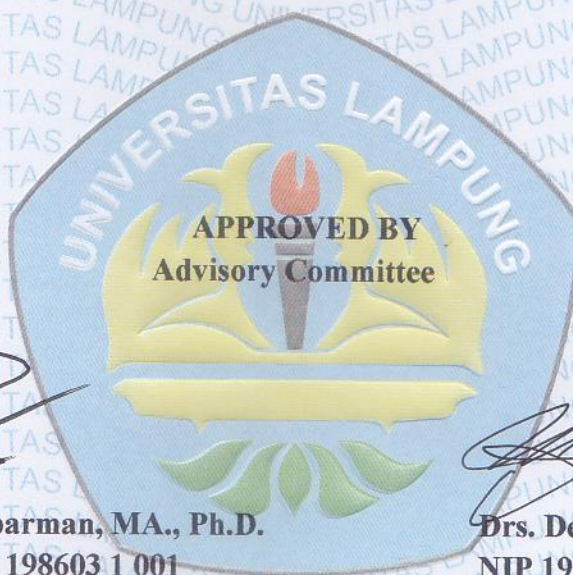
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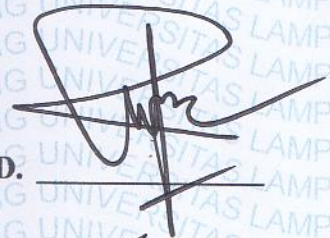
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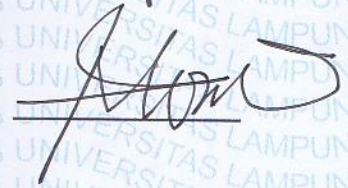
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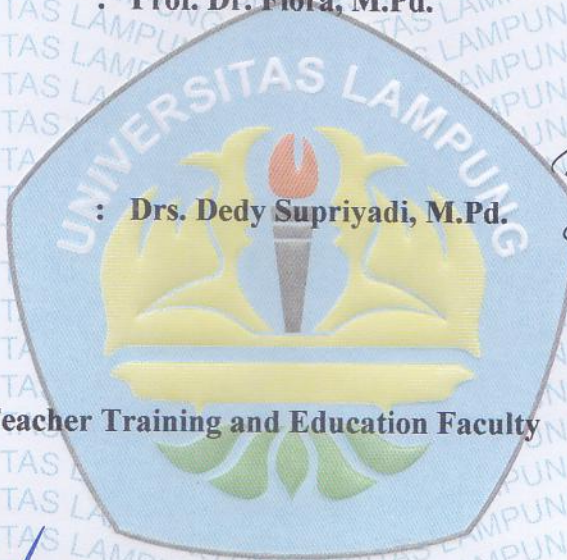
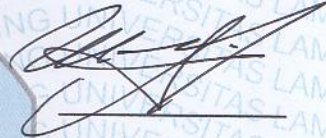
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CURRICULUM VITAE

Muzandia Atma was born on 11th march 1999 in pesawaran. He is the 4th child of Zainuddin and Murdilaili, he has one brother and two sisters named Maaddani, Asmunah, and Wilinda.

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Through SBMPTN, he was accepted in English education study program of teacher training and education faculty in 2016. He joined many types of students' organizations in different levels in Unila; as a staff of Badan Executive Mahasiswa, as a chief department of FPPI, as a president of SEEDS, as a General secretary of FPPI, as a member of HMJPBS, as a chief commission of DPM FKIP, as a chief commission of DPM Unila, as a general secretary of Eternity. He hopes he can manage to use his experiences from those organizations to help the society.

Dedication

This script is entirely dedicated to:

**My beloved mother Murdilaili
My beloved mother Murdilaili
My beloved mother Murdilaili
My father Zainuddin**

**My brother and sisters
Maaddani, asmunah, and wilinda**

**My friends in English department 2016
My friends in LDK Unila**

**My Honorable Lecturers
My Almamater Universitas Lampung**

Motto

Life happily, because we have and believe to the Almighty one

(Muzandia Atma)

**Tidak semua yang dihitung dapat diperhitungkan, dan tidak semua hal yang
diperhitungkan dapat dihitung.**

(Mohammad Hatta)

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The author realized that this script could be done because of the suggestion and help of many outstanding individuals. Therefore, the author would like to express his sincere gratitude and respect for those who have contributed in helping and supporting to finish this script.

1. His beloved parents and siblings, Murdilaili, Zainuddin, Asmunah, Maaddani, and Wilinda.
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Finally, the author believes that his writing is distant from perfection, there might be flaws and errors in this research. Therefore, comments, critics, and suggestions are always acceptable for his better research. The author hopes this research will give positive contribution to the educational development, to the readers and future research.

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I. INTRODUCTION

This chapter discusses the background, identification of the problem, limitation of the problem, formulation of the research question, learning objectives, the significance of the study, and scope of the research

A. Background

English has become one of the most important languages in the world, not only because English is an international language, but also English is an educational and transactional language. 350 million people around the world speak English as their first language and around 430 million people speak English as their second language. It makes English is the most spoken foreign language used in many nationalities including Indonesia, for this reason, we can conclude that learning English is crucial to be learned, the evidence of its importance is the fact that English is put as one of the subjects to be tested in the national examination.

Speaking is one of four English skills besides listening, reading, and writing. Learning speaking will be useful for students because speaking is verbal communication, by learning speaking someone can communicate with a person from other nationalities orally. Ur (1996) claimed that mastering speaking skills are the most important aspect of learning a second or foreign language. In short, learning a language remains incomplete if one does not achieve competence in speaking.

Learning speaking in the implementation faces many difficulties, most reason is that the students are too shy to practice English, afraid of making mistakes, and lack vocabulary. another reason comes from (Nunan, 2003: 48), she said that. First, unlike reading and writing, speaking happens in real-time: usually the person we are talking to is waiting for us to speak right then. Second, when we speak, we cannot edit and revise what we wish to say, as we can if we are writing. In short, speaking happens in real-time, people who practice speaking need to respond as fast as possible to make the conversation get along, that is why speaking is not easy to master.

Those problems above can be resolved by giving the students a lot of chances to practice speaking. Debate is a process of presenting an idea or opinion in which two opposing parties try to defend their idea or opinion. Based on the EJVED Debaters Guidelines (2008:1), Debating is about developing your communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince an adjudicator that your arguments outweigh your oppositions.

Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Furthermore, Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students. Krieger states that Debate is an excellent activity for learning language because it engages students in a variety of cognitive

and linguistic ways. It means that debate is an effective activity to build students' confidence in making arguments.

B. identification of the problem

Identification of the Problem Based on the background above the researcher identified the problem as follows:

1. The students are too shy to speak English
2. The students are afraid of making mistakes
3. The students had difficulties to express their ideas or feelings in speaking
4. The students lack vocabularies
5. Students' motivation is low
6. The technique applied by the teacher is not optimal to help the students

C. Limitation of the Problem

In this research, the researcher focused on solving problems 1, 2, 3, and 4 through the Debate Technique at the first semester of the eleventh grade of MAN 1 Pesawaran Lampung in the Academic Year of 2020/2021.

D. Formulation of the Research Question

The problem of this research was formulated into the following questions:

1. Is there any improvement in students' speaking achievement after being taught using the debate technique?
2. What aspect of speaking that improved the most?

E. The Objective of the Research

Referring to the formulation of the problem above, the objective of the research were as follows:

1. To find out if there is any improvement in students' speaking achievement after being taught using the debate technique.
2. To identify the aspect of students speaking which improved the most in learning speaking through Debate Technique

F. Significances of the study

This study is hoped to be useful to:

1. Theoretical use:
 - a. To verify the previous theory dealing with the theories of Debate Technique to improve speaking achievement.
 - b. To support and extend the previous theory about Debate Techniques to improve students speaking achievement.
2. Practical:
 1. For the teacher
Encourage the English teachers to use debate techniques to improve students speaking achievement.
 2. For the students
Help the students to motivate to practice speaking

G. Scope of the study

The researcher has divided the scope of the research into four parts, they are:

1. The subject of the Research

The subjects of the research are the teacher and students at the second semester of the eleventh grade in MAN 1 Pesawaran.

2. The object of the Research

The object of the research is teaching speaking through the Debate technique

3. Time of the Research

The research will be conducted in the second semester of the eleventh grade students in MAN 1 Pesawaran in the Academic Year of 2019/2020.

4. Place of the Research

The research will be conducted in MAN 1 Pesawaran

II. LITERATURE REVIEW

The research will be conducted based on some theories, those theories involve the concept of Speaking, Aspect of speaking, the concept of teaching Speaking, techniques in teaching speaking, the concept of Debate, Form of debate, procedures of teaching speaking using debate technique, the strength and weaknesses of debate, the review of previous research, and hypothesis

A. Concept of speaking

Speaking is an activity of sharing information or ideas orally, in speaking, we have to build an argument effectively so the listener will easy to get the point. There are many other definitions of speaking, 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 (oxford learners dictionary). Meanwhile, according to Thornbury (2006:79), He stated that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Based on the argument above, could be taken that the most important in communication is the speaking performance between students and their partner. Examples of those activities are such as interviews, dialogue between two students during classroom activities. In line with that, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal aspect

Based on the curriculum 2004 the students are intended to have the English ability in listening, speaking, reading, and writing. Meanwhile, Widdowson defines speaking as the physical embodiment of an abstract system that involves the manifestations either of the phonological system or of the grammatical system of the language of both. For example: in "he speaks clearly" clarity or distinctiveness of speech refers to how the phonetic system of the language is manifested in "he speaks correctly" the meaning is what he says conforms to the accepted reveals for sentences formation. According to Mukminatien (1999: 4), Speaking ability is complicated because it covers various language aspects (Grammar, vocabulary, pronunciation, etc.) It refers not only to the grammatical system of the language but a lexical system. From the theories above, the researcher concludes that speaking is a crucial skill to be mastered by the students because by speaking, students can express their ideas and opinion so that he/she can interact with one another internationally.

B. Aspects of Speaking

According to Harris (1994:81), there are five aspects of language that influence speaking ability. They are:

1. Pronunciation

Pronunciation is very important in speaking if we do not have appropriate pronunciation it can influence the meaning of the word. Hornby (1995: 928)

pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.

2. Grammar Mastery

grammar knowledge will help one in speaking English because he will know how to arrange the word in the sentence, what tense will be used, how to use appropriate utterances. In other words, grammar is an important role to master the spoken of the language.

3. Vocabulary

Mastering vocabulary is the first step to speaking English if we do not master vocabulary, we can be not utterance what is our purpose.

4. Fluency

In speaking, we must speak fluently because listeners can respond to what we say.

5. Comprehension.

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

C. Concept of teaching speaking

Brown stated that the aim of teaching speaking is to develop students' skills that they can use English for communication. Teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In short, teaching is an activity of a person giving instruction to another person on how to do something in an effective way.

According to Bashir, Azeem, and Dogar, there are five stages in teaching speaking. They are:

a. Pre-production stage

This stage is also called the silent period. In this stage, the students just only imitate what the teacher says.

b. Early production stage

in the second stage, the students have just used short language expressions, but they still can not always use them correctly.

c. Speech emergence stage

At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have the initiative to try a short conversation with their classmate.

d. Intermediate fluency

At this stage, the students are able to use more complex sentences in speaking and share their feeling and expression. They can ask questions to clarify what they are learning in class, and they have been able to work with some teacher support.

e. Advanced fluency

In this stage, the students have increasing facility in discussion using his vocabulary without any proper preparation

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners

acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.

Based on the theories above, it means that in teaching English as a foreign language the teacher should know what they do to make the students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques properly. Hence, students can learn speaking effectively.

D. Concept of Debate

Debate is a process of presenting an idea or opinion in which two opposing parties try to defend their idea or opinion.

There are some perceptions about debate techniques, such as:

1. Krieger (2007) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.
2. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another.
3. Maryadi in Khoironiyah (2011:26), states that debate can motivate students' thinking, moreover if they must defend their stand or opinion which is a contradiction with conviction themselves.
4. Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition Debates require students to engage in research, encourage the development of listening and

oratory ability s, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation. (<http://olc.spsd.sk.ca/De/PD/instr/strats/debates/index.html>).

According to Thompson in Inoue (1996), Debate is contrasted with discussion. The distinction in their use in referring to a decision-making process may be outlined as follows:

- a. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem.
- b. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.
- c. Debate is usually regulated by strict rules about the time and order of speeches. Discussion is conducted more freely with less formal rules.
- d. In debate, the decision is made by a third party based on the arguments presented by the affirmative and the negative sides. In discussion, the purpose is to reach an agreement among participants.

Moreover, according to Leo in Azma (2008), there are some objectives to be achieved through debate, there are:

first, encourage students to practice speaking. Second, give students ample opportunities to speak English during their leisure time. Third, increase students' motivation to speak. Four, make them realize that learning English is not as difficult as they think. Five, practice English without thinking much about

grammar. Six, let students realize that they can learn English from their parents, friend, classmate, and others. Seven, make sure that everybody can learn English in their free time. Eight, develop students' courage to speak English. The last, make children be able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the writer concluded that debate is a competition of argument or ideas or opinion involving critical thinking process and speaking ability in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason.

E. Form of Debate

There are many kinds of debates that are used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action.

A debate could also potentially be between two or more competing propositions or actions. Or debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence. Steven (2012:56) states that the kind of debate which familiar in the world can be explained below:

1. Parliamentary (Parli Debate)

Parliamentary Debate (sometimes referred to as “parli” in the United States) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as “government” and “opposition” from the British parliament (although the term “proposition” is sometimes used rather than “government” when debating in the United Kingdom).

2. Mace Debate

This style of debate is prominent in Britain at the schools level. Two teams of two debate an affirmative motion (e.g. "This house would give prisoners the right to vote,") which one team will propose and the other will oppose. Each speaker will make a seven minutes speech in the order; of 1st Proposition, 1st Opposition, 2nd Proposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a 'point of information (POI). If the speaker accepts they are permitted to ask a question. POIs are used to pull the speaker up on a weak point or to argue against something the speaker has said. However, after 6 minutes, no more POIs are permitted. After all four have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each team (traditionally the first speaker), will speak for 4 minutes. In these summary speeches, it is typical for the speaker to answer the questions posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her key points. In the Mace format,

emphasis is typically on ability, entertainment, style, and strength of argument.

The winning team will typically have excelled in all of these areas.

3. Public Debate the International

Public Debate Association (IPDA) offers both team debates where two teams of two debate and individual debate. In both team and individual debates, a list of topics is given to the two sides thirty minutes before the start of the round. A striking negotiation ensues to pick a topic. The sides, one affirming the resolution and one negating the resolution, then prepare an opening speech, a cross-examination of the other side, and closing remarks for the round.

4. Australasia Debate

Australasia-style debates consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "That", for example, "That cats are better than dogs," or "This House", for example, "This House would establish a world government." The subject of topics varies from region to region. Most topics, however, are usually region-specific to facilitate interest by both the participants and their audiences. Each team has three members, each of whom is named according to their team and speaking position within his/her team. For instance, the second speaker of the affirmative team to speak is called the "Second Affirmative Speaker" or "Second Proposition Speaker", depending on the terminology used. Each of the speakers' positions is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams' argument introducing new evidence to add to their position. The last speaker is called the "Team

Advisor/Captain". Using this style, the debate is finished with a closing argument by each of the first speakers from each team and new evidence may not be introduced. Each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: First Affirmative, First Negative, Second Affirmative, Second Negative, Third Affirmative, and finally Third Negative.

5. Presidential Debate

The presidential debates were initially moderated in 1976, 1980, 1984 by the League of Women Voters, but The Commission on Presidential Debates (CPD) was established in 1987 by the Republicans and Democrats to "ensure that debates, as a permanent part of every general election, provide the best possible information to viewers and listeners." Its primary purpose is to sponsor and produce debates for the United States presidential and Vice-presidential candidates and to undertake research and educational activities relating to the debates. The organization, which is a nonprofit, nonpartisan corporation, sponsored all the presidential debates in 1988, 1992, 1996, 2000, and 2004. However, in announcing its withdrawal from sponsoring the debates, the League of Women Voters stated that it was withdrawing "because the demands of the two campaign organizations would perpetrate a fraud on the American voter." In 2004, the Citizens' Debate Commission was formed in the hope of establishing an independent sponsor for presidential debates, with a more voter-centric role in the definition of the participants, format, and rules

6. School Debate,

F. The Procedures of Teaching Speaking Using Debate

Debates technique has the procedures or steps to do orderly. And the teacher was expected to use the procedures accurately in order to obtain the success in teaching and learning process so that the students can get more understanding about the subject being learned.

The form of debate is varied in use. In speaking classroom, as stated by Pederson debate can be taken such the following procedures:

- a. Dividing students into two teams.
- b. Selecting a debate topic and assigning the two teams to debate the topic.
- c. Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
- d. Presenting the topic and format of the debate.

An example format of the debate is as follows:

(a.) Side 1 presents opening arguments, with three members each giving a Statement.

(b.) Side 2 presents opening arguments, with three members each giving a statement.

(c.) Side 1 has a chance for rebuttal.

(d.) Side 2 has a chance for rebuttal.

(e.) Side 1 has a chance for a second rebuttal.

(f.) Side 2 has a chance for a second rebuttal.

(g.) Side 1 takes time for a conclusion.

(h.) Side 2 takes time for a conclusion.

As stated by Barkley, in speaking classroom, debate can be taken such the following procedures:

- a. Making two propositions, pro, and contra
- b. Give explanations to the students about the rules in the debate.
- c. Dividing the students into some groups which consist of four up to six students.
- d. Giving and dividing the times to the students in each team to
 - (a). introduce their group (1 minute)
 - (b). present argument or rebuttal (3 minutes),
 - (c). compete for debate (10 minutes), and
 - (d). making conclusion (2 minutes)

From two previous procedures, the researcher constructed that the procedures or steps of debate technique became:

- a. The Teacher makes the students into two proportions, they are: pro and contra
- b. The teacher gives explanations to the students about the rules
- c. The teacher divides the students into some groups which consist of three students
- d. Teacher selecting the debate topic

- e. The teacher give students time before to prepare for arguments and to collect supporting data to present during the debate in the class, and
- f. The teacher conducts the students to doing the debate format, they are as follows:
 - (a.) Side 1 of the students presents opening arguments, with three members each giving a statement.
 - (b.) Side 2 of the students presents opening arguments, with three members each giving a statement.
 - (c.) Side 1 has the chance to rebuttal the arguments of side 2
 - (d.) Side 2 has the chance to rebuttal the arguments of side 1
 - (e.) Side 1 has the chance for a second rebuttal of the arguments of side 2 to compete in the debate.
 - (f.) Side 2 has the chance for a second rebuttal argument of side 1 in order to complete the debate.
 - (g.) Side 1 takes time for a conclusion.
 - (h.) Side 2 takes time for a conclusion

In conclusion, in the debate technique, both teacher and students need good preparation in applying in the classroom. Because Debate is a teamwork activity, so need good cooperation from the member and also debates are varied in use, sometimes it is used based on the number of students in the classroom and the level of students.

G. Strength and weaknesses of debate technique

Every technique that is applied in process learning and teaching has strengths and weaknesses. It also happened in the debate technique. The debate has much strength. They are:

- a. Train the students to cooperate well with other classmates. In debate, students are trained to work in a team and hoped to have good cooperation with each other.
- b. Train the students to express their opinion. Opinion is very needed in process of debating. Students are encouraged in expressing their opinion to defend their position.
- c. Students are not bored, but very enjoy the debate activity. Every student takes a role in debating, so they can actively join the activity.
- d. Improve the students' speaking ability. Speaking achievement automatically improved when students practice debate because they have a lot of opportunities in practicing speaking.

Although debate has many strengths in the learning process, it has many weaknesses too. The weaknesses are stated as below:

- a. Debate is only used for a certain subject. Debate technique only can be used for a specific subject, such as subjects that are related to agreeing and disagreeing and giving an argument.
- b. Debate needs long times and preparations. Many preparations need in debating in order to make the debate run well. Students should prepare their arguments before the debate to make them easier to attack the opponent's opinion.

- c. Make the students emotional in defending their argument. Many students can't manage their emotions when they defend their argument.

H. Review of the previous research

A researcher named Farisha Andi Basho from Muhammadiyah University of Makassar (2016) has conducted a study "The Implementation of Debate Technique of Improve Students' Ability In Speaking". the researcher concludes that using debate technique improves the students' speaking ability in accuracy and fluency at the second years' students' speaking ability in SMA Perguruan Islam Makassar. It is proved by the mean score of students on pre-test in the accuracy was 4, 83. was categorized as poor category and after post-test was 6.85 become fairly. The mean score on the pre-test in fluency was 5.1. This was categorized as poor and after post-test were 7.5 becomes good.

Moh Haris Firdaus from the English Department of Teacher and Training Faculty Universitas Islam Majapahit Mojokerto conducted research of "The Implementation of Australian Parliamentary Debate Encourages Students' to Speak Communicatively" in SMA Trimurti Surabaya with XII Science 2 as the subject, the finding of the research showed that the implementation of APD encourages students' to speak communicatively. This is proven in the debating activity that all the students were able to deliver their argument in an accepted way. It was also proven that many opinions, rebuttals, and the defense mechanism

can be delivered by the students during the debate. This Means that Debate is effective to students speaking skill

I. Hypotheses

In quantitative research, it is needed to compose the hypothesis based on the problem formulated in the first chapter. According to the problem that is found out in the first chapter, the hypotheses which are proposed in this research are concerned with:

1. There is a significant improvement in students' speaking achievement after being taught by using the Debate technique.
2. There is no significant improvement in students' speaking after being taught by using the Debate technique.

Thus, the framework that has been discussed in this chapter are speaking, teaching speaking, Debate, the form of debate, the procedure of teaching speaking by using Debate, advantages, and disadvantages, and hypothesis. the way of conducting the research is conferred in the next chapter

III. METHODOLOGY

This chapter discusses research methods, such as Setting, research participants, research designs, data collecting technique, research instruments, try out of the instruments, and data analysis.

A. Setting

The research will be taken in March at MAN 1 Pesawaran, Pesawaran region, Lampung province

B. Research Participants

The participants of this research are three English teachers of MAN 1 Pesawaran who have been teaching for years. The researcher choose them because they are certified Senior High School teachers and have many experiences in applying various techniques in teaching English including debate in the classroom.

The researcher will interview the three teachers, they have to answer 10 questions related to debate technique in teaching speaking from their perspective.

C. Research Design

This research employed an Experimental Research Method that applies One-Group Pretest-Posttest Design. This design involved one group that applies pretest and posttest, where the pretest was administered before giving a treatment by using Debate Technique and posttest was administered after giving treatment. The group received treatment by using Debate.

1. Research Design

T1 X T2

T1: Administrating the pretest

X: Debate Technique treatment

T2 : Administrating the posttest

(Hatch and Farhady, 1982; 24)

2. Research Variable

There are two variables of this research. Those are independent and dependent variables: The former is Debate Technique, this technique is expected to improve the students' English speaking achievement. The later variable is the students' speaking achievement.

D. Data Collecting Technique

In collecting the data, the researcher will use the speaking test and recording. The type of test that will be used in this research is Responsive Speaking, question, and answer. Brown (2004: 159) states that "task can consist of one or two questions from an interviewer, or they can make up the portion of the whole battery of questions and prompts in an oral interview". Based on what was said by Brown above, in this case, the researcher ask the students to be an interviewer and an interviewee and do an interview about social issues for the pre-test and an issue that they had been debated for the post-test. The result will be scored using the rubric below.

The scoring rubric of speaking skill based on (Brown, 2004: 172-173)

Grammar	5: Excellent	Equivalent to that of an educated native speaker
	4: Good	Able to use the language accurately in all levels normally pertinent to professional needs
	3: Average	Control of grammar is good; able to speak with sufficient structural accuracy.
	2: Poor	Can handle elementary constructions quite accurately but does not have confident control of grammar
	1: Very poor	Errors are frequent.
Vocabulary	5: Excellent	Speech on all levels is fully accepted by an educated native speaker.
	4: Good	Can understand and participate in any conversation within the range of his experience with high precision of vocabulary.
	3: Average	Able to speak the language with sufficient vocabulary to participate effectively in formal and non-formal conversation
	2: Poor	Has speaking sufficient to express himself simply with some circumlocution
	1: Very poor	Speaking vocabulary inadequate to express anything but the most elementary needs.
Comprehension	5: Excellent	Equivalent to that of a native speaker
	4: Good	Can understand any conversation within the range of experience.
	3: Average	Comprehension is quite complete with a normal rate of speech.
	2: Poor	Can get the gist of most conversations on non-technical subjects.
	1: Very poor	Can get the gist of most conversations on non-technical subjects.
Fluency	5: Excellent	Has complete fluency in the language.

	4: Good	Able to use the language fluently on all levels normally pertinent to professional levels
	3: Average	Can discuss particular interests of competence with reasonable ease.
	2: Poor	Can handle with confidence but not with facility most social situations, including introduction and casual conversations
	1: Very poor	Poor fluency
Pronunciation	5: Excellent	Equally to and fully accepted by educated native speakers.
	4: Good	Errors in pronunciation are quite rare.
	3: Average	Errors never interfere with understanding and rarely disturb native speakers.
	2: Poor	The accent is intelligible though often quite faulty.
	1: Very poor	Errors in pronunciation are frequent

Table 3.1 brown's scoring rubric

The percentage of each points are as follows:

Pronunciation	20%
Grammar	20%
Vocabulary	20%
Fluency	20%
<u>Comprehension</u>	<u>20%</u>
Total	100%

E. Research Instruments

The instrument of this research will be a speaking test, in order to see the ability to speak before and after given treatment. The researcher will use a scoring rubric which is consisting of speaking ability in order to make a clear measurement of speaking performance done by the students.

The procedure of the speaking test are: The students will be given the same topic about a social issue on their surroundings for the pre-test, and the topic from the treatment for the post-test (ex: prohibit the students to bring a smartphone to the school). Then, they will be divided into pairs consisting of two students, they have to play a role as a journalist and the other one has to answer the question from the journalist. The journalist's task is to gain information as much as he can, while the interviewee's task is to answer the journalist's questions using their own arguments. before they start the researcher asks them to record the interview using a sound or video recorder.

Before giving arguments, first thing first they have to introduce their self. Secondly, they have to deliver their argument relating to the topic given. This activity will be done independently and they have to record their partner's performance by sound or video recorder. Each student has 5 minutes to deliver their opinions. This activity will be done alternately with pair and respectively until the last students end their turn. After that, the teacher will collect the record data from students' gadgets. Lastly, the researcher in collaboration with the English teacher assessed the students' speaking ability.

F. Tryout of the instrument (Validity and Reliability of the instrument)

1. Validity

The test can be said valid if the test measures the objective to be measured and is suitable with the criteria, to measure whether the test in this research has a good quality or not. There are several types of validity, but in this research, the

researcher will be using two types of validity, which are content validity and construct validity.

a. Content validity

Content validity means that the test is a

a good reflection of what has been taught and the knowledge that the teacher and researcher want the students to know (Shoham, 1985:74}. Here, the researcher correlates the test with the syllabus and curriculum for Islamic senior high school. If the table represented the material that the researcher wanted to test, it could be said that it had content validity.

b. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring students' speaking ability. It means the test can be measured in a certain aspect based on the indicator and for this research the researcher applying rubric of speaking test from brown.

2. Reliability

An instrument is considered reliable if it consistently shows relatively same results (Setiyadi, 2006:16), Reliability of a test can be defined as the extent to which a test produces consistent results when administered under similar conditions (hatch and farhady, 1982:243). Inter-rater reliability will be applied in this research, it is in an account of the two rows of the score which is gotten

from two correctors. Inter-rater reliability, the scoring can be done equally, where, the students' speaking performance can be evaluated equally by two correctors. Because the tests are corrected by two correctors, generally the result or reliability test can be reliable.

G. Data Analysis Technique

In this step, the researcher will use Paired T-Test, the researcher compares the mean score of aspects of speaking from pretest and posttest to find out whether the speaking skill after being taught by using debate technique any improvement or not.

The mean will be calculated by this formula

$$Md = \sum d / N$$

Md = Mean (Average score)

$\sum d$ = The total number of the student's score

N = The total number of students

V. CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research is to find out if there any improvement in students' speaking scores after the implementation of the debate technique to improve students' speaking skill, from the discussion and findings of research, the researcher concluded that:

1. There was a significant difference in students' speaking achievement after being taught using the debate technique, which means that debate technique is effective to improve speaking achievement, this improvement happened because debate technique gave the students more chance to practice speaking with their classmates
2. The aspects of speaking that improved the most after being given the treatment were grammar (4.00), debate technique improved all aspects of speaking respectively from the highest to the lowest as follows; grammar, comprehension, vocabulary, fluency, and pronunciation. This result happened because the students focused on arranging their materials for the debate while their speaking performances were too short.

B. Suggestions

1. Suggestion for English teacher
 - a. Evidently, the lowest score in this research was pronunciation, it is caused by the students only speaking their materials once, therefore the teachers were suggested to give the students more times to practice repeating words. It could be done by repeating practice reading text, dialogues, or speech.
 - b. In order to reach the maximum improvement, the teachers were suggested to consider the time allocation for the treatment of debate, the teacher also could develop a certain rule which forces the students to not only use simple sentences in the debate.
2. Suggestion for future researchers
 - a. This study was implemented the debate technique to improve students speaking achievement to the second grade of Senior high school, the researcher suggested that future researchers were able to apply debate techniques on different levels such as junior high school and first or second grade of senior high school students.
 - b. This research implemented debate techniques to improve students speaking achievement using analytical exposition text, future researchers are suggested to use other types of text e.g., descriptive text, hortatory exposition or etc.

- c. This research was conducted on a pandemic time, therefore the researcher suggested the next researcher consider the condition of the school in order to apply this technique more efficiently.

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