

AN UNDERGUATE THESIS

**INCREASING THE STUDENTS' SPEAKING ABILITY
THROUGH DEBATE TECHNIQUE AT THE ELEVENTH
GRADERS OF VOCATIONAL HIGH SCHOOL 1 METRO**

By:

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Tarbiyah Department

English Education Study Program

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO**

1437 H/2015 M

**INCREASING THE STUDENTS' SPEAKING ABILITY
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GRADERS OF VOCATIONAL HIGH SCHOOL 1 METRO**

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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It has been agreed, so it can be continued to The Tarbiyah Department in order to be examined on the Munaqosah. Thank you very much.

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**PENINGKATAN KEMAMPUAN BERBICARA SISWA DENGAN
MENGUNAKAN TEHNIK DEBAT TERHADAP KELAS XI SMK
NEGERI 1 METRO**

ABSTRAK

Oleh:

NUR MUNTAWA TIYAS AGDARI

Tujuan penelitian ini adalah untuk mengetahui apakah tehnik debat dapat meningkatkan kemampuan berbicara siswa pada kelas XI SMK Negeri 1 Metro. Dalam penelitian ini, peneliti memberikan test berupa pre-tes untuk mengetahui kemampuan siswa dalam berbicara bahasa inggris dan test pada setiap siklus untuk mengetahui hasil siswa dalam test berbicara setelah menggunakan tehnik debat.

Penelitian ini adalah sebuah penelitian tindakan kelas, dimana seseorang yang ingin melakukan penelitian ini harus secara langsung mengamati proses terjadinya kegiatan belajar mengajar di dalam kelas, kemudian mengambil kesimpulan dari penelitian yang telah dilakukan. Penelitian tindakan kelas ini di lakukan dalam 2 siklus. Ada 4 tahap dalam setiap siklus yaitu perencanaan, tindakan, observasi, dan refleksi. Peneliti memberikan pre test, 2 kali tindakan, dan test pada akhir setiap siklus. Penelitian ini diadakan di SMK Negeri 1 Metro.

Berdasarkan penelitian yang telah dilakukan, peneliti dapat mengetahui bahwa dengan menggunakan tehnik debat sebagai tehnik pembelajaran kemampuan berbicara dapat meningkatkan kemampuan berbicara siswa. Faktanya, hal ini dapat terlihat dari nilai rata-rata mereka dalam pre-test 46.67, 65.62 pada tes siklus 1 menjadi 71.67 pada tes siklus 2. Ini menunjukkan bahwa siswa dapat mencapai sasaran yakni 70% siswa mendapatkan nilai 70.

**INCREASING THE STUDENTS' SPEAKING ABILITY THROUGH
DEBATE TECHNIQUE AT THE ELEVENTH GRADERS OF
VOCATIONAL HIGH SCHOOL 1 METRO**

ABSTRACT

By:

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The purpose of this research is to know whether debate technique can improve the students' speaking ability at the eleventh graders of Vocational High School 1 Metro. In this research, the researcher gave pre-test to know the students' speaking ability and test at each cycle to know the result of the students' ability in speaking after using debate technique.

This research is classroom action research design, where the people who want using this research must be seeing processing of teaching and learning directly, then taking the conclusion of the research was done. The classroom action research was conducted in 2 cycles. There are four steps in each cycle; they are planning, acting, observing and reflecting. The researcher gave one pre test, two treatments, and test on the end of each cycle. The subjects of this action research are the eleventh graders of Vocational High School 1 Metro.

Based on the research that was done, the researcher can know that by using debate technique as technique of teaching speaking skill can improve the students' speaking ability. In fact, it can be seen from their average score in pre-test 46.67, 65.62 in test of cycle 1 become 71.67 in test of cycle 2. It means that the students could achieve the target; the target was 70% students gained score 70.

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MOTTO

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ خَلَقَ الْإِنْسَانَ ۚ عَلَّمَهُ الْبَيَانَ ۚ

(God) is the most merciful, who taught the Al Qur'an, He creates human, taught them capable to speak.

(Q.S Ar Rahman: 1-4)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved almamater STAIN Jurai Siwo Metro.
2. My beloved mother Mrs. Sudariyah and my father Mr. Agnowo Sumajaya who always support, protect and advice me in my life and my study, thank you very much for your everlasting love.
3. My beloved sponsor, Mr. Masykurillah S. Ag., MA and Co-Sponsor Mrs. Syahreni Siregar, M.Hum who always guide me.

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Praise thanks to Allah, The cherisher and sustainer of the worlds; God who has been giving His blessing and mercy to the writer to complete her undergraduated thesis entitled “Increasing the Students’ Speaking Ability through Debate Technique at the Eleventh Graders of Vocational High School 1 Metro”.

Send our regard to our beloved prophet Muhammad SAW who has guided us from the darkness to the lightness and we wait his syafa’at in the day after. Amin.

First of all, the writer would like to express her thanks to: Mr. Masykurillah, S.Ag., MA. as the first advisor who has contributed his expertise and idea to assist the writer. The writer also wishes to express this thank fullness to Miss Syahreni Siregar, M. Hum. as the second advisor who has given her knowledge and experience in finishing this undergraduated thesis. The writer also gives her thanks to all of her family and friends who have given support and give spirit, so the writer could finish this undergraduated thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 18th, 2015
The Writer,

NUR MUNTAWA TIYAS A.
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LIST OF CONTENTS

	Pages
COVER	i
TITLE	ii
RATIFICATION	iii
NOTA DINAS	iv
APPROVAL PAGE	v
ABSTRAK	vi
ABSTRACT	vii
HALAMAN ORISINALITAS PENELITIAN	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGEMENT	xii
LIST OF CONTENTS	xiii
LIST OF TABLES	xiv
LIST OF FIGURE	xv
LIST OF APPENDIXES	xvi
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. Problem Identification.....	5
C. Problem Formulation	5
D. Problem Solving.....	5
E. Objectives of the Study	6
F. Benefits of the Study	6
CHAPTER II REVIEW OF THE RELATED THEORIES	7
A. Theoretical Review	7
1. The Concept of Speaking Ability	7
a. The Definition of Speaking Ability	7
b. Types of Speaking Activity	10
c. The Importance and the Functions of Speaking	12
d. Factors Influence Students' Speaking Ability	14
2. The Concept of Debate Technique	16
a. The Definition of Debate Technique	16
b. The Part of Debate	20
c. The Procedure of Debate Technique	22
d. The Purposes of Debate Technique	23
e. The Advantages and Disadvantages of Debate.....	24
3. Debate Technique to Increase Speaking Ability	25
B. Action Hypothesis	26

CHAPTER III RESEARCH METHODOLOGY

A. Setting and Subject of the Study	27
B. Object of the Study.....	27
C. Action Plan.....	28
D. Data Collection Technique.....	35
E. Data Analysis Method.....	37
F. Indicator of Success	38

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. The Profile of the Research Setting	39
1. A Brief History of SMK N 1 Metro	39
2. The Profile of the School	40
3. The Buildings of the School.....	40
4. The Quantity of Students of SMK N 1 Metro.....	41
B. Result of the Research.....	42
1. Action and Learning Activity at Cycle 1	42
2. Action and Learning Activity at Cycle 2	57
C. Discussion	65
a. The Increasing of the Students' Speaking Ability through Debate Technique	65
1. The Result of the Students' Learning in Cycle 1	65
2. The Result of the Students' Learning in Cycle 2	67
3. Result of the Study	69
b. The Increasing of the Observation Sheet on Cycle 1 and Cycle 2	71
1. The Result of the Students' Observation Sheet.....	71
2. The Result of the Teacher's Observation Sheet.....	73
D. Interpretations	74

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclussion.....	77
B. Suggestion.....	78

BIBLIOGRAPHY

APPENDIXES

CURRICULLUM VITAE

LIST OF TABLES

1. The Students' English Daily Test Score	3
2. The Performance of Learning Action in Cycle 1.....	32
3. The Illustration of Cycle 1 and Cycle 2	34
4. The Sketch Location in SMK N 1 Metro	40
5. The Quantity of the students of SMK N 1 Metro	41
6. The Result of the Students' Score in Pre Test.....	42
7. The Frequency of the Students' Score in Pre Test.....	43
8. The Result of the Students' Score in Post Test I.....	50
9. The Result of the Students' Activities Observation in the Learning Process of Cycle 1	52
10. The Result of Teacher's Activities Observation at Cycle 1	54
11. The Result of the Students' Score in Post Test II	59
12. The Result of the Students' Activities Observation in the Learning Process of Cycle 2	61
13. The Result of Teacher's Activities Observation at cycle 2	62
14. The Result of the Students' Score in Pre Test and Post Test I	65
15. The Frequency of the Students' Score in Pos Test I.....	66
16. The Result of the Students' Score in Post Test I and Post Test II	67
17. The Frequency of the Students' Score in Pos Test I	68
18. The Recapitulation of the Students' Improvement in Speaking Score	69
19. The Result of the Students' Activities in Cycle 1 and Cycle 2	72
20. The Comparison of the Teacher's Activities in Cycle 1 and Cycle 2	73

LIST OF FIGURES

1. The Cyclical Process of Classroom Action Research	29
2. The Comparison of the Students' Activities at Cycle 1	54
3. The Comparison of the Teacher's Activities at Cycle 1	56
4. The Comparison of the Students' Activities at Cycle 2	62
5. The Comparison of the Teacher's Activities at Cycle 2	64
6. Chart of the Students' Result in Pre Test and Post Test I	67
7. Chart of the Students' Result in Post Test I and Post Test II	69
8. Chart of the Students' Result in Pre Test, Post Test I and Post Test II	71
9. Chart of the Comparison of the Students' activities at cycle 1 and cycle 2	72
10. The Comparison of the Teacher's Activities at Cycle 1 and Cycle 2..	73

LIST OF APPENDIXES

1. Syllabus
2. Lesson Plan of Cycle I & II
3. Speaking Competence Test 1 & 2
4. The Students' Score of Cycle 1 & 2
5. Observation Sheet of the Students' Activity
6. Observation Sheet of the teacher's Activity
7. Self Assessment Sheet of the Students
8. Partner Assessment Sheet of the Students
9. The Field Note
10. Surat Bimbingan Skripsi
11. Surat Izin Research
12. Surat Tugas Penelitian dari STAIN
13. Surat Keterangan Penelitian dari SMK Negeri 1 Metro
14. Kartu Konsultasi Bimbingan Skripsi
15. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the four skills in English that need to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, give opinion, etc. speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if one able to communicate well he or she will be able to interact with the society, go to many places without having any obstacles, etc.

Speaking seems to be an important skill that a learner should acquire. In addition, speaking is very important to enable students to communicate effectively through oral language because disability of the students to speak may result in the inability to express their ideas even in simple form conversation. Therefore, the teaching of speaking is also very important because it is clearly and efficiently contributes to the success of the learners in school and success in their life. Thus, it is essential that language teachers pay great attention to the teaching of speaking. Since speaking is very important, the government emphasizes speaking to be taught at school.

Based on official regulation of National Education Minister in year 2006 No. 23; the objectives of teaching speaking for Senior High School is in order that the students are able to express meaning orally in

interpersonal and transactional, formal and informal in form of recount, narrative, procedure, descriptive, news items, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily life. It is hoped that the students are able to speak and tell a story in English, to produce the English speech sound, to select appropriate words and sentences, to organize their thoughts in meaningful and logical sequence, to use the language fluently and confidently. However, the fact shows that many students are not able to show their speaking ability.

In the classroom during the teaching and learning process the students are passive, they just listen to the teacher explaining the material without understanding the meaning and they just keep silent without any response when the teacher asked questions to them or when their friends were having conversation. Besides that, they can hardly use English for communicate even in the simple form, they always use their mother tongue for communication, etc.

This fact can be proved by looking data of pre survey at the eleventh graders of Vocational High School 1 Metro in academic year 2015/2016 from the result of English daily test is shown in the table below. The researcher got data of pre-survey on August 3rd, 2015 as bellow:

Table 1

The Students English Test Score at the Eleventh Grade Students of Vocational High School 1 Metro

No	Score	explanation	Frequency	Percentage (%)
1	≥ 70	Passed	8	33.33%
2	< 70	Failed	16	66.67%
Total			24	100%

Source: *The English Test Score of the Eleventh Grade Students of Vocational High School 1 Metro, Taken on the Pre-Survey on August 5th, 2015.*

From the table above, it shows that many students had failed in speaking test. It can be known that 24 students (100%) at the eleventh graders of Accounting 2 of Vocational High School 1 Metro; 16 students (66.67%) got failed score; only 8 students (33.33%) passed the test. The standard score is 70; from the pre-survey could be known that the students' speaking ability is very low.

Moreover, there are some students' problems which prohibit the students to develop their speaking skill; first, the students have low motivation in learning since English is not used all the time in the classroom or at school or at their environment outside the school. Second, the students are lack of prior knowledge especially deal with vocabularies and grammar. Third, the students were passive in the classroom and only using their mother tongue when they talk in the English class. Fourth, when the students want starting to speak English they feel shy and afraid to be laughed by their friends.

Based on the problems and the causes above, the researcher proposes Debate Technique as a solution to develop the speaking ability of the eleventh graders of Vocational High School 1 Metro.

Debate is a strategy that promotes students' interaction and involvement in course topics. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Besides, debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with their conviction. This strategy can involve all students to be active, not only the debate performers.

Therefore, to overcome the problems above, the researcher decided to conduct a research focusing on using debate technique to increase the students' speaking ability.

According to the explanation above, the researcher assumes that to improve students' motivation in speaking ability, the researcher is interested in using debate technique to increase the students' speaking ability. The researcher uses this technique in order to encourage students to learn English and also can be more interested and motivated especially in speaking class. Thus, the researcher wants to find out whether debate technique can increase the students' speaking ability. Therefore, the researcher decides to carry out a research entitled "Increasing the Students' Speaking Ability through Debate Technique at the Eleventh Graders of Vocational High School 1 Metro".

B. Problem Identification

Based on the background above the problem can be identified as follows:

- 1) The students were not interested in learning speaking.
- 2) The students had low motivation in increasing their achievement in speaking ability.
- 3) The students were lack of vocabulary.
- 4) The students were shy and afraid to speak English in the class.
- 5) The students were lack of prior knowledge especially deal with grammar.
- 6) The students were passive in the class and only used their mother tongue when they talked in the English class.

C. Problem Formulation

Regarding to the background of the study above, the researcher formulates the problem in this research is “can the use of debate technique increase the students’ speaking ability at the eleventh graders of Vocational High School 1 Metro?”

D. Problem Solving

Based on the problem formulation above, the researcher extends to use debate technique to solve the problem of students’ speaking ability at the eleventh graders of Vocational High School 1 Metro.

E. Objective of the Study

The objectives of this research are:

- 1) To know the students' speaking ability.
- 2) To describe the use of debate technique.
- 3) To increase the student's speaking ability through debate technique at the eleventh graders of Vocational High School 1 Metro.

F. Benefits of the Study

a. For the students

- 1) To enable the students to have good speaking ability.
- 2) To develop students' speaking ability.
- 3) To motivate the students' to have good speaking ability.

b. For the teacher

- 1) To enable the teacher to teach speaking by using debate technique.
- 2) To enable the teacher to know the advantages of using debate technique for developing the students' speaking ability.

c. For the headmaster

It can be a source for the headmaster in conveying the teachers in teaching speaking and in order to get the best result in learning process.

d. For the Researcher

It can be as an input to the researcher in order to research about teaching English better in the future and we can know that advantage the using suitable technique in teaching learning.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking Ability

a. The Definition of Speaking Ability

There are many experts explain about definition of speaking. Speaking is a productive language skill.¹ It means that speaking is a person's skill to produce sound that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

A S Hornby has explained that speaking is "to say exactly what you think, in every direct way".² It means that speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking is a way to say what you feel now, and it is appears from our mind.

Speaking is very complex skill, including vocabulary, grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities.³ In other word, if someone have many words, good in grammar, right in pronunciation and fluent when he or she talk, it means that he or she has a good ability in speaking.

¹Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 95.

²A S Hornby, *Oxford Advanced Learner's Dictionary (8th Ed.)*, (New York: Oxford University Press, 2010), p. 1428.

³Mirosław Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition*, (Great Britain: MPG Books Group, 2011), p. 149

According to Sandra Cornbleet and Ronald Carter, speaking is combining sounds in a recognized and systematic way, according to language specific principles to form meaningful utterances.⁴ Thus, in speaking, one needs to know how to articulate the sound in a comprehensible manner and needs an adequate vocabulary and also needs to have mastery of syntax.

J. Charles Alderson and Lyle F. Bachman in their book state that speaking is as meaningful interaction between people.⁵ While According to Sayed, he defines speaking as “an interactive process two persons or more are involved in a real-life situation they exchange talk or use the language so as to fulfill a certain communicative purpose or accomplish a certain social function.” Radwan defines speaking as the oral fluent productive mastery of L2 in different context as one component of the oral communication skill.⁶ In short, speaking can be as the way to carry out feeling through words, even conversation for talking, communication and interaction to others. In their speaking, human use words and phrases in interactive process of constructing meaning and of course, speaking is the key for people to communicate and interact with others.

⁴Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Routledge, 2011), p.18

⁵Sari Luoma. Series Editor: J. Charles Alderson and Lyle F. Bachman, *Assesing Speaking*, (United Kingdom at the University Press, Cambridge, 2004), p.27

⁶Ashraff Atta M. S. Salem, *The Impact of Multiple Intellegence-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English*, (Canadian Center of Sience and Education, 2013), Vol. 6, No. 9, p.56

Moreover, SanggamSiahaan noted in his other book that speaking is the skill of the speaker to communicate information to a listener or a group of listeners.⁷

In line with the definitions above, it can be implied that speaking is the ability of people to convey something in their mind to others.

Etymologically, ability is the fact that somebody/something is able to do something.⁸ It means that every student has capability to speak English well.

The term ability in this study refers to the competence like as that is used in the students' English book. While in the curriculum 2004, competence is defined as knowledge, skill, behavior and values which accustom to be applied in habitual though and action. McAshan stated that competence: "... is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactory perform particular cognitive, affective, and psychomotor behaviors".⁹ It is the person's ability, power, authority, skill, knowledge to do what is needed.

According to the explanations above, it can be concluded that speaking ability is someone's capability to talk and communicate with others not only about fluent speaking, good pronunciation, good grammar but also conversation skill. If someone has all them in their

⁷SanggamSiahaan, *The English Paragraph*, (Yogyakarta: GrahaIlmu, 2008), p.2

⁸A S Hornby, *Oxford Advanced.*, p.2

⁹E. Mulyasa, *KurikulumBerbasisKompetensi: Konsep, KarakteristikdanImplementasi*, (Bandung: PT RemajaRosdakarya, 2002), p.37-38

selves so they have a good speaking ability like Brown wrote in his book, when someone asked you “Do you speak English?” they usually mean: can you carry on a conversation reasonably competently? The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.¹⁰ If someone has a good speaking ability or in other words conversation skill, he or she will not be confused wherever they go and whenever they want to interact with others. Thus, it is very important to master speaking ability or speaking competence for everyone especially here for students.

b. Types of Speaking Activity

According to Brown there are six types of speaking activities as follows:

1) Imitative

One of the types of speaking performance is ability to imitate a word or phrase possibly a sentence. Imitation of this kind is carried out not for the purpose of meaningful interaction but just focusing on pronunciation and oral production.

2) Intensive

Intensive speaking goes one step beyond imitative. Any speaking performance is included which is designed to practice

¹⁰H. Douglas Brown, *Teaching by Principles: An interactive Approach to Language Pedagogy (2nd Ed.)*, (New York: Addison Wesley Longman, San Francisco State University, 2000), p. 267

some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language. For example: direct respond task, reading aloud, sentence and dialogue completion; limited picture.

3) Responsive

Responsive assessment tasks include interaction between teacher and student or student and another student but at the somewhat limited level of very short conversation do not extend into dialogue.

4) Transactional (dialogue)

Transactional is prolongation of responsive language which carried out for the purpose of conveying or exchanging specific information. Conversations for example, may have more negotiation or deliberation nature to them than does responsive speech.

5) Interpersonal (dialogue)

In this conversation form oral production can become pragmatically complex with the need to speak in casual register, the use of colloquial language, ellipsis, slang, humor, and other sociolinguistics conversations.

6) Extensive (Monologue)

Extensive oral production tasks include speech, oral presentation, and storytelling. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologue such as casually delivered speech (for example: my vacation in the mountain).¹¹

c. The Importance and the Functions of Speaking

Jack C. Richards wrote in his book that:

Speaking is skill in English which become a priority for many second languages or foreign language learners. As a consequence, they very take not of increasing their spoken language proficiency as the evaluation of their success in language learning. Though how best to approach the teaching of oral skills has long been the focus of methodological debate, that's all because oral skills have difficult been passed up in EFL/ESL courses. Making oral interaction conditions in the learning process is the thing that always tries to be created through group work, task work, and other strategies.¹²

Therefore, Jones sustains the importance of speaking or oral skill in language by comment "In speaking and listening we tend to be

¹¹*Ibid.*, p.271-273

¹² Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (USA: Cambridge University Press, 2008), p.19

getting something done, exploring ideas, working out some aspects of the world, or simply being together”. Furthermore, Richards designed three functions of speaking in human interaction as below¹³:

1) Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2) Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

¹³*Ibid.*, p.21

d. Factors Influence Students' Speaking Ability

Mariam Bashir, M. Azeem and Ashiq Hussein Dogar wrote on their journal some stages of language learners and some factors affect the students' English speaking skill as follows:

1) Stage I: Pre-Production

This is the silent period. Beginners only listen but rarely speak. In this stage there is very little real speaking ability. In real communication situations the learner has to depend on memorized survival phrases to meet the most immediate needs.

2) Stage II: Early Production

At this stage students try to speak some words. The students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listen more their talkative classmates and extend his vocabulary.

3) Stage III: Speech Emergence

At this stage students have a good vocabulary of words and uses simple phrases and sentences in his communication with others. They are able to ask some simple questions which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

4) Stage IV: Intermediate Fluency

In this stage the students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. At the stage of intermediate fluency, English language learners are able to use more complex sentences in their speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in the class. Learners are able to work with some teacher support. Comprehension of all subjects' content is increasing.

5) Stage V: Advanced Fluency

Student at this stage will be near native in their ability to perform in content area learning. The students have needed continuous support from classroom in reading writing and speaking.¹⁴

Here are some factors influence students' speaking ability based on the explanation above:

- 1) Competence of the teachers in teaching speaking.
- 2) Students' memorizing survival phrases.
- 3) Students' listening comprehension.
- 4) Students' culture.

¹⁴Mariam Bashir, M. Azeem and Ashiq Hussein Dogar, *Factor Affecting Students' English Speaking Skills*, (British Journal Publishing, Inc. 2011), p.36-38

- 5) Students' motivation.
- 6) The communication situation.
- 7) The level of the students' stage.

2. The Concept of Debate Technique

a. The Definition of Debate Technique

One of the teaching speaking techniques is debate. Debate is a flexible learning tool that meets a number of educational goals. It develops communication and speaking skills by providing students with an opportunity to deliver prepared presentations as well as to practice impromptu speeches in response to the arguments of others. Educational debate is a formal contest of argumentation between two teams during which one team support, while the other team opposes a given proposition. A debate begins with a resolution, a simple statement about a topic that both teams subject to critical analysis.¹⁵

According to Ali Alasmari and SayedSalahuddin Ahmed, debate is a formal method of interactive and representational argument aimed at persuading judges and audience. Debate is excellent activity for language learning because it engages students in a variety of cognitive and linguistics ways. In addition, to providing meaningful listening,

¹⁵Nancy Claxton, Ed.D, *Deliberating Across the Curriculum: Using Deliberative Techniques to Teach Financial Literacy*, (New York: International Debate Education Association, Idebate Press, 2008), p.8-9

speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing.¹⁶

In line with the statements above, debate is about developing communication skills. It is about assembling and organizing effective arguments, persuading and entertaining the audience, and using voice and gestures to convince the adjudicator that the arguments outweigh our position. Debate is not about personal abuse, irrational attacks or purely emotional appeals.

Then Alfred Snider and Maxwell Schnurer stated in his book that a debate is a communication event, where the mode of operation is oral or written communication and serves as performance as well as a method of transmitting ideas and arguments. A debate should be defined as an equitably structured communication event about some topics of interest, with opposing advocates alternating before an opportunity is given for making decision.¹⁷ It means that debate is a competition between some students in two opposing teams makes speeches to support their argumentation and disagree with those of the other team.

After knowing the meaning of debate, we have to know what the technique itself is. There are some definitions of technique from many experts, as follows:

¹⁶ Ali Alasmari and SayedSalahuddin Ahmed, *Using Debate in EFL Classes*, (Canadian Center of Science and Education, 2013), Vol. 6, No. 1, p.147

¹⁷ Alfred Snider and Maxwell Schnurer, *Many Sides: Debate Across the Curriculum*, (New York: The International Debate Education and Association, 2002) , p.19

Technique is a particular way of doing something, especially one in which you have to learn special skill.¹⁸ In the learning and teaching itself technique means a way in teaching in order to make the process of teaching and learning run well.

According to Antony states that technique was the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.¹⁹ Then, technique is the way that used by the teacher in the classroom to ease the teaching activity. Whatever method that the teacher used, teacher should use technique to support and implement the method in the leaning teaching process.

According to Brown recover the statements from many terms states that technique is any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives.²⁰ The statement can be implied that to make the process of the teaching run well, the teacher is not only using the method but also she/he uses a suitable technique. By technique, the students will interest in learning so, the students will think that studying is very nice and interesting moment. If the students enjoy the process of the teaching, the process of transfer knowledge will run efficiently and effectively.

¹⁸A S Hornby, *Oxford Advanced.*, p.1534

¹⁹H. Douglas Brown, *Teaching By.*, p.14

²⁰*Ibid.*, p.16

Moreover, BambangSetiyadi wrote in his book that technique is implementation; a technique is something that actually takes place in language teaching or learning in the classroom.²¹Something that is done both by the teacher and students in the teaching learning process is called as technique.

Based on several definitions above, it can be concluded that debate is used to make speaking situation in which opposing opinion and argument as possible solutions to a problem and question. Technique is a particular way of teaching. It means that debate technique is a particular way of teaching speaking that organizes and creates the students to use their full potential brain capacity more efficiently and effectively to have good speaking ability. It helps the students to focus on the topic and help to perform their speaking ability without any shy.

Debate technique requires students to analyze a proposition, investigate its implications, develop cases both for and against the resolution, collect and organize the evidence, think rationally and argue logically on their feet and speak and act in a convincing manner.

²¹BambangSetiyadi, dkk., *Tefl 1*, (Jakarta: Universitas Terbuka, 2007), 1st Ed., p.1.17

b. The Parts of debate

People who involved in debate process as below:²²

- 1) Chairperson / time keeper
- 2) Panel / members of two teams
- 3) Audience

In debate technique we will get some items which relate to debate process. The following are some items related to debate:

1) Motion

Motion also known as topic, is full propositional statement that determinant what a debate shall be about. In the debate, affirmative team must argue to defend the motion while the negative team must argue to oppose it.

Examples:

- a) That should not be allowed bring mobile phone to school.
- b) That English is the most important tool in globalization era.

2) Definition

Debaters should down to earth or see the current issue happened in society so they could know what the debate will be about.

²² Nicholas Corder, *Learning to Teach Adult*, (London: Routledge Farmer, 2002), p.50-51

3) Argument

A debate is like battles of argument, in which each team stands on their positions, attack the opposite or defend their own case.

4) Rebuttal

Rebuttal is responses toward the other team's arguments. The rebuttal should prove that the other team's arguments are not as important as they claim to be. Good rebuttal should explain the reasoning and evidence of why those arguments are inferior.

5) POI

Points of information are brief interruptions (preferable in form of question) between the 1st and 7th minute of the speech. The speaker delivering a speech has full authority to accept or reject POI. POI should not exceed 15 seconds and the speaker must answer that POI right after it is given. The speaker does not answer POI more than 30 seconds.

In order to offer POI, person must stand up, hold out his/her hand and say "on that point, Sir/ma'am" or "on that point of information". POI should be offered politely, not used to hackle the speaker. When offered POI, the speaker having the floor has full authority to either reject or accept the POI. If a person is rejected the POI, he/she should sit down again.

POI should be offered regularly and throughout the course of the debate. Offering POI shows that they understand the issues being discussed during the debate.

6) Sum up / Closing

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

Before start debating, the debaters should know these parts of debate in order to be a good debater. It also hoped that the debate process will run success.

c. The Procedure of Debate Technique

In speaking classroom, debate can be taken such as the following procedures:²³

- 1) Dividing the students into groups. Each group consists of 5-6 persons.
- 2) Selecting debate topic and assigning the groups to debate the topic.
- 3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
- 4) Presenting the debate and format the debate.
- 5) Examples of formatting debate as following:
 - a) Side one presents opening arguments, each member give a statement.

²³ [http://www.wikipedia.com/Debate_\(parliamentary_procedure\).htm](http://www.wikipedia.com/Debate_(parliamentary_procedure).htm)., Download on February 10th, 2015.

- b) Side two presents opening arguments, each member give a statement.
- c) Side one has chance for rebuttal.
- d) Side two has chance for rebuttal.
- e) Side one has chance for second rebuttal.
- f) Side two has chance for second rebuttal.
- g) Side one takes time for a conclusion.
- h) Side two takes time for a conclusion.

Furthermore, here is the description of debaters' task:²⁴

<p style="text-align: center;">The task of Affirmative Team:</p> <ul style="list-style-type: none"> -To argue for the resulation. -members of the affirmative team will provide contantions and arguments and evidence in support of the resulation. -if the affirmative's team is on balance, more credible than the negative team, then Affirmative team wins the debate. 	<p style="text-align: center;">The task of Negative Team:</p> <ul style="list-style-type: none"> -To argue against the resulation. -members of the negative team will provide contantions and arguments and evidence and opposition to the affirmative team and support of the negative position. -if on balance, the negative's team position is more credible than the affirmative team, then Negative team wins the debate.
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²⁴http://www.ijonte.com/step_by_step_guide_to_debate.pdf., Download on January 27th, 2015.

d. The Purposes of Debate

Martha and Arlene, in their book, have noted several purposes of debate as follows:²⁵

- 1) To persuade the audience toward a clearly identified position.
- 2) To debate an issue is to consider or discuss it from opposing positions or arguments.
- 3) As opportunities for candidates to make their perspectives known on key issues.

e. The Advantages of Debate

Learning English using debate technique has the following advantages:²⁶

- 1) Debate expands the students' perspective on a given issue, creates doubt about the existence of one clear answer, and requires much thought and further evidence before deriving a solution.
- 2) Debate increases awareness of opposing viewpoints.
- 3) Debate develops technique of persuasion, serves as a means by which students confront a controversial issue, and promotes collaborative efforts and negotiation skills among peers.
- 4) Debate promotes independence and participation in the decision-making process, as well as enhancing writing and organizational skills.

²⁵Martha J. Bradshaw and Arlene J. Lowenstein, *Innovative Teaching Strategies in Nursing and Related Health Professions*, (Canada: Jones and Bartlett Publishers, 2011), Fifth Edition, p.163

²⁶*Ibid.*, p.171

5) Critical thinking is enhanced by the scrutiny of more than one position on the issue.

6) Debate allows the students a wider forum than writing a paper does and it may give a greater sense of accomplishment.

f. Debate Technique to Increase Speaking Ability

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the prerequisites for effective oral communication. What make the classroom activity useful for speaking practice? The most important feature of classroom activity is to provide an authentic opportunity for the students to get individual meaning across and utilize every area of knowledge they have in the second language. They should have opportunity and be encourage becoming flexible users of their knowledge, always keeping the communicative goals in mind. One of the ways to encourage students to improve their speaking is by using debate technique.

Debate technique can present opportunities for the students to engage in using extended chunks of language for a purpose; to convincingly defend one side of an issue. Debate requires extensive preparation by learners, call for interaction in groups and make use of at least the following language function; describing, explaining, giving and asking information, agreeing and disagreeing.

Debate technique in speaking class is aimed to increase the students' critical thinking and their oral communication. By performing debate technique, they have a lot of opportunity in practicing speaking. Students' involvement is very important in implementing of debate technique.

B. Hypothesis

In line with the frame of theories and assumption the researcher formulates the hypothesis "by using debate technique the students will be able to increase their speaking ability at the eleventh graders of SMA N 1 Sekampung".

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research methodology. The topics which will be discussed in this chapter are setting and subject of the study, object of the study, action plan, data collection technique, data analysis method and indicator of success.

A. Setting and Subject of the Study

The setting of this research is Vocational High School 1 Metro, Which is located at Jl. Kemiri 15A Iring Mulyo, East Metro, Lampung. This research is about increasing the students' speaking ability through debate technique at the eleventh graders of Vocational High School 1 Metro in academic year 2015/2016. It is one of the schools which have not been used debate technique yet.

The subject of this research is the eleventh grade students of Vocational High School 1 Metro. They are twenty four students of class XI Accounting 2 of Vocational High School 1 Metro. The researcher chooses the students of the eleventh grade of Accounting 2 after getting information from the English teacher that the students' speaking ability is very low.

B. Object of the Study

The object of this study is something will be measured. The object of this research is the students' speaking ability through debate technique at the eleventh graders of Vocational High School 1 Metro.

C. Action Plan

The kind of this research is classroom action research. McNiff states that action research is a research which uses a particular method to be applied in the learning.¹ It means that in the research, the researcher can use specific method in their own learning. Then Louis Cohen stated that action research is a powerful tool for change and improvement at the local level.² It can be inferred that classroom action research is the research which is conducted to improve the quality of learning process.

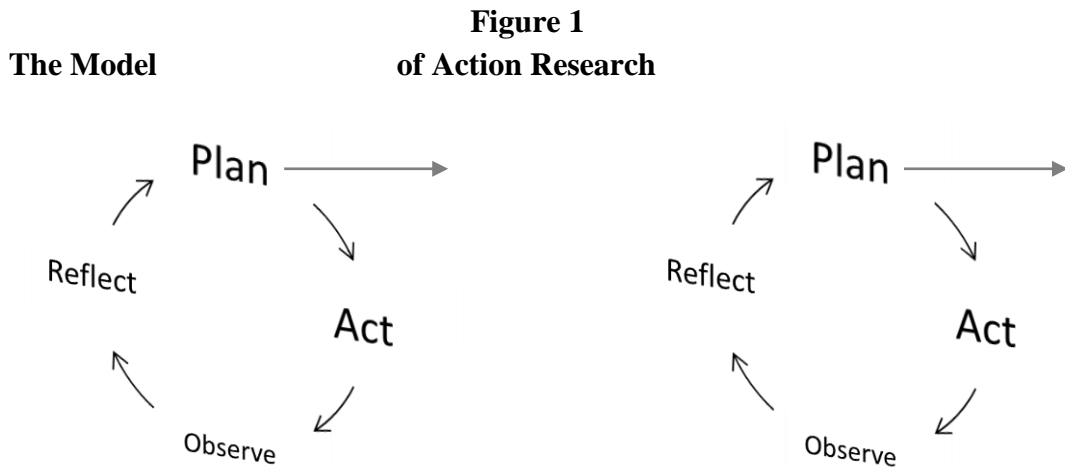
Furthermore, McNiff suggests that action research is conducted with critical partner.³ It means the researcher conducts the research together with friend. In doing classroom action research, the researcher asked Mrs. Norma Ika, S.S as the collaborator of the research.

In this research, the researcher conducted in two cycles; the first cycle was failed so the research was continued in the second cycle. The cycle stopped in cycle 2 because the students' speaking achievement increased until cycle 2. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15

² Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (New York: Routledge, 2007), p.297

³ Jean McNiff and Jack Whitehead, *Action Research.*, p. 15



Jean McNiff's Model⁴

Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The research was conducted based on the pre-test and post-test design. The teacher took one class on the eleventh graders where the students were given pre test before they were given the treatment; furthermore, they were also given post-test after they were given the treatment.

There are four steps in cycle. They are planning, acting, observing and reflecting, if the first cycle has failed or only reach less improvement, the cycle must be reviewed in the second cycle. That can be illustrated by like these procedures as follows:

⁴ *Ibid.*, p. 41.

1. Cycle 1

In cycle 1, there were four steps that have been done and cycle 1 was done in three meetings. The steps in conducting this study were as follows:

a. Planning

In the first step of CAR here, the researcher will do some preparations, as follows:

- 1) The researcher decided materials that are suitable for the students to implement debate technique in learning process.
- 2) The researcher prepared the lesson plan of the materials that was arranged from the syllabus.
- 3) The researcher prepared the teaching media which were needed for the teaching and learning process such as laptop, speaker, LCD projector, sound speaker, dictionary, etc.
- 4) The researcher prepared the test instruments for evaluation.
- 5) The researcher prepared the observation sheet which was used to know the students' responses and class condition as a whole and also to see if there were any increases.

b. Action

Action is the second step in every cycle. "Action is the realization from the planning that the researcher has made."⁵ In other words, action is the implementation that doing in the class

⁵ *Ibid*, p.18

after the researcher made the planning. The researcher tried to implement the debate technique in the teaching learning process.

In the implementation of action, the teaching learning process was done in the eleventh grade students of Accounting 2 of Vocational High School 1 Metro that related to the schedule of English subject in this grade. Every performance is 2 x 45 minutes.

In the cycle 1, the researcher did the implementation in 3 performances in three meetings; two meetings for giving action and one meeting for taking students score (Test I) like the table as follow:

Table 2

The Performance of Learning Action in cycle 1

Cycle	Performance	Activity
Cycle 1	1.	<ul style="list-style-type: none">• Greeting• To give the information about the planning of learning.
	2.	<ul style="list-style-type: none">• Give the subject material of “<i>How to Express Opinion in English and Agree and Disagree to Someone’s Opinion</i>”.• Give the examples of debate.• Ask to the student, any question about their material.• The teacher asks to the students about the update news now.• The teacher asks the students opinion about that news.• The teacher divides the class become groups, they are PRO and CONTRA / Affirmative and Negative team / group.• The students start to debate.
	3.	<ul style="list-style-type: none">• The teacher gives correction to the students’ wrong.• The teacher makes the conclusion about the material together with the students.• The teacher gives homework to the students; to search material for motion debated in the next meeting.• Closing.

c. Observation

Observation was done in the classroom while the teaching and learning process run. It focused on the observation of the students’ activity in the learning process. The observation was

done by the collaborator who observed all processes that happened in the action learning.

d. Reflection

Reflection was done to evaluate and get feedback process form of the action and observation. The observation result was analyzed to get the description how the impact from the action that had been done, what must be corrected, and what must be paid attention in the following action, in cycle 2.

2. Cycle 2

a. Planning

- 1) To study the reflection result in the action of cycle 1 as the input of the action on cycle 2.
- 2) To discuss about the action that would be done on cycle 2.
- 3) To arrange the detail plan about the action on the cycle 2.
- 4) To prepare the subject material.

b. Action

- 1) Doing the treatment for two meetings.
- 2) Giving the post test II.

c. Observation

The collaborator observed and collected the data when the learning process was done.

d. Reflection

The researcher and the collaborator corrected and analyzed the result of the action.

Table 3
The Illustration from Both Cycles

Cycle 1	Planning 1	<ul style="list-style-type: none"> • Preparing the material • Preparing the lesson plan • To plan the scenario of the implementation of action and the debate technique will be used. 	
	Action 1	The first meeting (before research)	Giving the pre test
		The first meeting	Doing the treatment
		The second meeting	Doing the treatment
		The third meeting	Giving the post test I
	Observation 1	<p>The collaborator did the observation in the teaching learning process, they are:</p> <ul style="list-style-type: none"> • To note all of the process that happen in the learning action • To note the all of the students' activity based on the observation sheet. • To note the students response toward the subject by using debate technique. 	
Reflection 1	<p>The collaborator and teacher did the evaluation toward the learning action that has happened between the teacher and the students in the learning process.</p>		

Cycle 2	Planning 2	<ul style="list-style-type: none"> • To study of the reflection result in the action 1 as the input for the action 2 • To prepare the action 2 that would be done • To prepare the subject material and lesson plan 	
	Action 2	The first meeting	Doing the treatment 1
		The second meeting	Doing the treatment 2
		The third meeting	Giving the post test 2
	Observation 2	Observing and collecting the data in the learning process	
	Reflection 2	Correcting and analyzing the result of the action 2	

D. Data Collection Technique

In order to collecting the data, the researcher will use the following techniques:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.⁶ The researcher used test in form pre-test and post-test.

a. Pre-test

The researcher gave pre test in the first meeting before research in order to know ability of the students before doing the action

⁶ H. Douglas Brown, *Teaching by.*, p.384

research. The pre-test used in this research was in the form of speaking skill test.

b. Post-test

The post tests were done in the end of every cycle. Test has something as a purpose to find out the improvement of students' achievement. Post test is the result of treatments. The improvement could be identified if the average scores of the post test are higher than pre test.

This step was done after the treatment to know the use of debate technique whether it is able to increase the students' speaking ability.

2. Observation

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding of behavior circumstance which is connected with organism based on the empiric purpose.⁷

In this research, observation used to know the teacher's performance and the student's participation in learning process.

3. The Field Note

To collect the data more accurately, the researcher used field note to make easy when analyzed the data. This was to know students activities during teaching process. It was done after finishing of teaching learning process.

⁷ Edi Kusnadi, *Metodologi Penelitian*. (Metro : Ramayana Pers dan STAIN Jurai Siwo Metro, 2008), p. 98

4. Documentation

The researcher would complete the research by using documentation in which explained about the teaching learning activity is processing, the school and other data that was needed in this research.

To documented teaching learning activity, the researcher would record and photograph it. The other documentaries are book, transcript and history of Vocational High School 1 Metro. This technique was used to know the condition of the teachers, students, structure of organization, profile of the school, the location of the school and also to know how the teaching learning activity is running.

E. Data Analysis Method

In this research, the researcher used the data analysis by taking the average from the result or score from pre-test and post-test.

The formula is:

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

Note:

M_x : average

$\sum X$: total of score

N : total of students⁸

Furthermore, to know the improvement, the researcher also compared between pre-test and post-test score. Then, the results matched

⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2012), p. 81

with the minimum standard criteria. The minimum standard criterion (KKM) for English speaking ability is 70.

If from cycle 1, there are many of students are not successful, it means that the researcher has to conduct the cycle 2. The minimum cycle in CAR is two cycles. So if in cycle 2 all or most of the students are successful it would not be continued to other cycle.

F. Indicator of Success

The indicators of the success were taken from the process and the result of the action research. This research was called success and the cycle is over if 70% of total students get score 70 and in the learning process the students can fulfill these criteria:

- 1) The students can speak up and active in group/team.
- 2) The students can increase their score in speaking competence.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting

1. A Brief History of SMK Negeri 1 Metro

SMK Negeri 1 Metro is located at Jl. Kemiri 15A Iring Mulyo, East Metro Lampung. It was established namely SMEA Persiapan on August 1st, 1965, supported by the committee of SMEA Negeri 1 Metro. The students studied actively on August 1st, 1965 and it was located at SMP Negeri 3 Metro, now it is known as SMK Negeri 1 Metro. At that time, A. Mashuri DM, BA was headmaster of SMK N 1 Metro, SMK N 1 Metro had been led by following principle:

No	Name	Year
1)	Drs. A. Mashuri DM, BA	(1965-1966)
2)	TMD Nasution	(1966-1968)
3)	Drs. Sugiono	(1968-1975)
4)	Dudun Abdulloh	(1975-1983)
5)	Drs. Basri DJ	(1983-1990)
6)	Drs. Djoko Sampurno	(1990-1995)
7)	Drs. A. Mashuri DM, BA	(1995-1999)
8)	Drs. Rosyidi Zahari	(1999-2002)
9)	Dra. Hj. Asnayus	(2002-2005)
10)	Djumijati, S.Pd	(2005-2013)
11)	Dra. Dwi Widyaningsih	(2013- now)

Source: *Documentation Result in SMK N 1 Metro on August 19th, 2015.*

The aim of vocational high school (SMK) 1 Metro is to increase intelligence, knowledge, personality, attitude, and skill to live autonomously and follow the next education based on the vocational skill. The curriculum was arranged to enable educational

program compatibility by seeing the needs and the potential at school.

Here are the vision and mission of SMK Negeri 1 Metro.
 Vision: *“being a superior vocational high school (SMK), having excellency character and environmental perspective”*. While the Mission: *“Organizing management and school administration professionally, accountable, and democratic by operating suitable technology based on the basic school of principles”*.

2. The Profile of the School

- a. Name : SMK N 1 Metro
- b. Address : Kemiri street 15 A iring mulyo
- c. Accreditation : A
- d. Province : Lampung
- e. Regency : West metro
- f. Phone number : (0725) 41295-42774

3. The Buildings of SMK N 1 Metro

Table 4
 The Condition of Buildings in SMK N 1 Metro

No	Kinds of Room	Total	Condition
1	Classroom	34	Good
2	Business center	1	Good
3	Computer Laboratory	1	Good
4	Library Room	1	Good
5	School Health Services (UKS) Room	1	Good
6	Hotel training	1	Good
7	Secretary training	1	Good
8	Account training	1	Good
9	Typing practical	1	Good

10	Auditorium Room	1	Good
11	Counselors' Room	1	Good
12	Head Masters' Room	1	Good
13	Teachers' Room	2	Good
14	Official Employees Room	1	Good
15	OSIS' Room	2	Good
16	Rest room/WC of Teacher	4	Good
17	Rest room/WC of Student	7	Good
18	Mosque	1	Good
19	Bussines practical	1	Good
20	Security Guards Room	1	Good
21	Canteen	4	Good
22	Basket field/ ceremony field	1	Good

Source: *Documentation at SMK N 1 Metro in the Academic Year of 2015/2016.*

4. The Quantity of SMK N 1 Metro Students in the Academic Year of 2015/2016

The quantity of SMK N 1 Metro students in the academic year of 2015/2016 can be identified as follows:

Table 5
The Quantity of the Students of SMK N 1 Metro in the Academic Year of 2015/2016

No	Class	Amount
1	Class X	385
2	Class XI	393
3	Class XII	291
	Total	1.069

Source: *Documentation at SMK 1 Metro in the Academic Year of 2015/2016.*

B. Result of the Research

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMK N 1 Metro. It was conducted in two cycles and before research the researcher did pre test. The researcher used debate technique to improve the students' speaking ability. The study result was gotten through test that was conducted to the students in the end of each cycle while the data of activity was gotten from the observation when the learning activity was happened.

1) Action and Learning Activity in cycle 1

1) Meeting before Action

This activity was begun on Wednesday, August 5th, 2015 at 14.00-15.30. Test was conducted before the students given the actions. In this chance, the test became the opening of the meeting. The test was about the students' speaking ability. The kind of the test was spoken test. Some students were very enjoying to do their test and others were looked annoying. Table below shows the data and the frequency of the students' test score:

Table 6
The Result of the Students' Score in Pre Survey Test

No	Students' Code	Indicators				Total	Score	Score in percentage (%)	Explanation
		A	F	C	M				
1	AA	2	2	1	2	7	35	35%	Very Poor
2	BB	4	4	3	3	14	70	70%	Good
3	CC	3	4	3	4	14	70	70%	Good
4	DD	3	2	2	3	10	50	50%	Poor
5	EE	2	3	2	3	10	50	50%	Poor
6	FF	2	2	1	2	7	35	35%	Very Poor
7	GG	3	3	2	2	10	50	50%	Poor
8	HH	2	2	1	1	6	30	30%	Very Poor
9	II	2	2	1	2	7	35	35%	Very Poor
10	JJ	4	3	3	4	14	70	70%	Good
11	KK	3	3	4	4	14	70	70%	Good
12	LL	2	2	2	2	8	40	40%	Poor
13	MM	2	1	2	3	8	40	40%	Poor
14	NN	4	4	3	3	14	70	70%	Good
15	OO	2	2	1	1	6	30	30%	Very Poor
16	PP	4	3	4	3	14	70	70%	Good
17	QQ	3	3	4	4	14	70	70%	Good
18	RR	2	2	1	1	6	30	30%	Very Poor
19	SS	3	3	4	4	14	70	70%	Good
20	TT	2	2	2	1	7	35	35%	Very Poor
21	UU	3	3	2	2	10	50	50%	Poor
22	VV	3	3	3	2	11	55	55%	Enough
23	WW	2	2	3	3	10	50	50%	Poor
24	XX	2	1	2	3	8	40	40%	Poor
Total		60	57	52	55	224	1120		
Highest Score		4	4	4	4	14	70	70%	Good
Lowest Score		2	1	1	1	6	30	30%	Very Poor
Average		2.5	2.4	2.2	2.3	9.33	46.67		

Note:

A : Accuracy

F : Fluency

C : Comprehensibility

M : Method of delivering Arguments

Table 7
The Frequency of the Students' Score
in Test before Action (Pre-Survey)

No.	Students' Score	Frequency	Percentage (%)
1	85-100	-	0%
2	70-84	8	33.33%
3	55-69	1	4.17%
4	40-54	8	33.33%
5	0-39	7	29.17%
Total		24	100%

The result of the pre survey test showed that there were 16 students failed to achieve the minimum standard score (70). There were only 8 students (33.33%) who gained score 70, 1 students (4.17%) who gained score 55, 8 students (33.33%) who gain score 40-54, 7 students (29.17%) who gained score 0-39 and no one who gained score 85-100. The highest score in pre test was 70 and the lowest score was 30.

Based on the result of pre test above, it can be inferred that the students still have low ability in speaking. Furthermore, this condition was appropriate with the background problem in the chapter I and they need new technique to increase their speaking ability.

2) Cycle 1

a. Planning

- 1) Preparing the material of how to deliver opinion to others.
- 2) Preparing the lesson plan.
- 3) Preparing the learning media.

4) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

b. Acting

1) The First Meeting

The first meeting was conducted on Saturday, August 8th, 2015, for 2x45 minutes. The meeting was started by praying, checking the students' attendance list and asking the students' condition. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. Next she asked about "opinion" based on their knowledge. Do you ever hear about opinion? The class replied in chorus "yes Miss". Next the researcher write on whiteboard "Opinion", then the researcher asked the students "what is it?" There were different answers from the students, such as someone's thinking, for example I think that you are beautiful, and so forth. The situation of the class in this

session was alive enough and it is functioned to activate their prior knowledge about opinion.

After that, the researcher explained about definition of opinion. The researcher said that opinion is the way you feel or you think about something or someone. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion it is important to give several reasons or give example to support our opinion. Then, the researcher showed a video to the students. She asked them, "What's your opinion about this video?" one student said, "People debate miss". "Yes, you are right; this video is about debate which will be related with our material today". The teacher continued to the next material. The researcher asked to the students. Well, my class! Did you know how to express our opinion in English? Not yet, miss! Answered some students. Well, when you want to express your opinion to others you could say: 1) I think... 2)In my opinion... 3)Personally, I think... 4)According to me... 5)From my point of view...

Then, the researcher showed some example of giving opinion.

After finishing her explanation, she gave the students a chance to ask question. She asked them "Ok, my class do

you understand about how to deliver opinion in English now? Is there any question?" there was no comment of question from the students, she continued her question "really, there is no question? Well, if like that I'm sure that you are understand this material. The class replied in chorus "yes Miss".

Afterwards, she divided class into two big groups; one for PRO group and other for CONTRA group. Then, she told the students topic would be debated in the class. In this case, topic for debating is "*Television for students*". She said to the students that "you can use some expressions for giving opinion we have learned just now in every beginning opinion statements". Then, the teacher gave direction to do the activity (debate). The next step was; the class debated the motion given.

At the end of the lesson, the teacher did reflection to evaluate the teaching learning process by asking the students "what do you think about our lesson today?" the students replied together "so happy miss". The teacher continued asking the students "did you get involve actively in your team?" they answered "yes miss". The teacher was very happy to hear that. Finally, the students were given homework; *find material related to the motion for debating*

next meeting (students should not be allowed to bring cell phone to school). She did not forget to remind the students to study harder at home and prepared the following meeting as good as possible. The teacher appreciated the students' attention and participation as well. Then she closed the meeting by greeting "Good morning and see you next meeting".

1) The Second Meeting

The second meeting was started on Wednesday, August 12th, 2015. In this meeting was not quite different from activity in the first meeting. The researcher started the lesson by praying, greeted the students and checked the students' attendance list. Then the researcher reviewed little bit of the material in the last meeting. She asked the students about how to deliver opinion to others and the responses. Actually, almost of the students still remembered about it. After that, asked the students to do debate activity. The students were divided into groups; one group consisted of two teams (affirmative and negative team); each team consisted of 3 students. The teacher told them the procedure of debate. In this case, she used a format. The format worked as follow:

- (1) There were two debating teams; each consisted of three debaters who would be the 1st, the 2nd, and the 3rd speaker.
- (2) One team was the government/affirmative side – the side agreeing the motion. The other team was the opposition/negative side – the side disagreeing the motion.
- (3) Before debating begun, all of groups/teams was given 10 minutes for preparation time after the motion released.
- (4) Each speaker delivered the speech maximal 3 minutes. With the affirmative going first. Afterwards, the 1st and the 2nd speaker on both sides delivered. The 3rd speaker delivered the summary of 4 minutes in duration, with the affirmative going first.

The complete orders of the debate activity process were as follow:

1st AFF → 1st Neg. → 2nd AFF → 2nd Neg. →
 3rd AFF → 3rd Neg.

Every the end of the debate activity, the researcher asked the students to give applause in order the students would be more motivated and more comfortable in classroom.

Finishing all the activities on that day, the researcher ended the class by saying “*Thanks for joining the lesson actively and attentively*”. She also reminded them to prepare for the next meeting with the evaluation test.

Before closing the lesson, the researcher gave the students opportunity to ask some questions related to the topic and ask them to browse it through internet. Finally she said “*Good bye and see you next meeting*”.

2) The Third Meeting

The third meeting was conducted on Saturday, 15th, 2015. This meeting used as the post test I for 2x45 minutes.

To measure the students’ speaking ability the researcher gave post test (test I). She began the lesson by praying, greeting the students, checking the students’ attendance list and asking the students’ condition.

In this time the researcher reviewed the material in the last meeting. She repeated giving explanation about debate rules for remembering the students. Then the researcher took the students’ score of speaking test for post test I. The score of the students was better than pre test which could be showed by this following table:

Table 8
The Result of the Students' Score in Post Test I

No	Students' Code	Indicators				Total	Score	Score in percentage (%)	Explanation
		A	F	C	M				
1	AA	3	2	3	3	11	55	55%	Enough
2	BB	4	3	3	4	14	70	70%	Good
3	CC	3	4	3	4	14	70	70%	Good
4	DD	4	3	4	3	14	70	70%	Good
5	EE	4	3	4	4	15	75	75%	Good
6	FF	3	2	2	3	10	50	50%	Poor
7	GG	4	3	3	4	14	70	70%	Good
8	HH	2	3	3	3	11	55	55%	Enough
9	II	3	3	4	3	13	65	65%	Enough
10	JJ	4	4	4	3	15	75	75%	Good
11	KK	4	3	4	4	15	75	75%	Good
12	LL	4	3	3	3	13	65	65%	Enough
13	MM	3	3	2	3	11	55	55%	Enough
14	NN	4	3	4	4	15	75	75%	Good
15	OO	2	2	3	3	10	50	50%	Poor
16	PP	3	3	4	4	14	70	70%	Good
17	QQ	4	3	4	3	14	70	70%	Good
18	RR	2	3	3	3	11	55	55%	Enough
19	SS	4	3	4	4	15	75	75%	Good
20	TT	3	2	2	3	10	50	50%	Poor
21	UU	3	3	4	4	14	70	70%	Good
22	VV	4	3	4	3	14	70	70%	Good
23	WW	4	3	3	4	14	70	70%	Good
24	XX	3	3	4	4	14	70	70%	Good
Total		81	70	81	83	315	1575		
Highest Score		4	4	4	4	15	75	75%	Good
Lowest Score		2	2	2	3	10	50	50%	Poor
Average		3.4	2.9	3.4	3.5	13.12	65.62		

Note:

A : Accuracy

F : Fluency

C : Comprehensibility

M : Method of delivering Arguments

Based on the table above, we can see that the result of post test I, such as there were 3 students got 50, 4 students got 55, 2 students got 65, 10 students got 70 and 5 students got 75.

The table describes that the score of the students' speaking ability in post test I is 15 students (62.5%) of 24 students (100%) success to complete the minimum standard score (70) and it means that the improvement of the students' score of their speaking ability almost near the target; 70%.

c. Observing

The observation was conducted when the learning process run, by using the observation sheet that was made. There were observations that had been done such as; observation on the students' activities and the teacher's activity in the class. This observation was conducted by the collaborator, Mrs. Norma Ika, S.S; she is one of English teachers of SMK N 1 Metro.

Based on the observation sheet, there were several students who did not pay attention because they were very busy in talking with other students. Besides, some of them were not active in class and just a few students who made notes from the lesson.

A highly appreciation came to their interest in doing the task because they found that the technique was very interesting. The data of the students' activity can be seen in the following table:

1. The Result of Students' Activities Observation in Learning Process

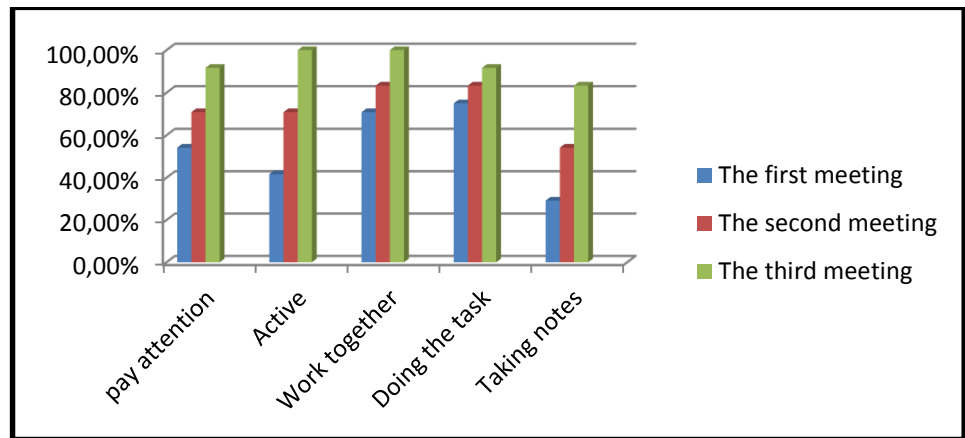
Table 9
The Result of the Students' Activity in the Learning Process of Cycle I

No	Students' Activity	Cycle I			Increasing		Average
		1 st Meeting	2 nd Meeting	3 rd Meeting	1 st – 2 nd Meeting	2 nd – 3 rd Meeting	
1	Paying attention to the teachers' explanation	13 (54.16%)	17 (70.83%)	22 (91.67%)	16.67 %	20.84%	72.22%
2	Active in the groups	10 (41.67%)	17 (70.83%)	24 (100%)	29.16%	29.17%	70.83%
3	Work together	17 (70.83%)	20 (83.33%)	24 (100%)	12.5%	16.67%	84.72%
4	Doing the task	18 (75%)	20 (83.33%)	22 (91.67%)	8.33%	8.34%	83.33%
5	Making notes from the material	7 (29.17%)	13 (54.16%)	20 (83.33%)	24.99%	29.17%	55.56%
Average		54.16%	72.45%	93.33%	18.29%	20.88%	73.33%

Furthermore, to see the comparison of the students' activities in cycle 1, can be seen on figure 2.

Figure 2

The Comparison of the Students' Activities in cycle 1



Based on the table and the chart above, it was revealed that 77.22% of the students paying attention, 70.83% of the students active in groups, 84.72% of the students work together, 83.33% of the students doing the task and 55.56% of the students making notes from the material. It could be concluded that there was an increasing of students' learning activities during study time through debate technique especially in speaking class.

2. The Result of Teacher's Activities Observation in Learning Process

During learning process, the teacher's activities (researcher) was observed by observer (English Teacher). The teacher's activities was good or not, it will influence the students' learning in the class. The result of teacher's activities in observation sheet can be seen on table 10.

Table 10

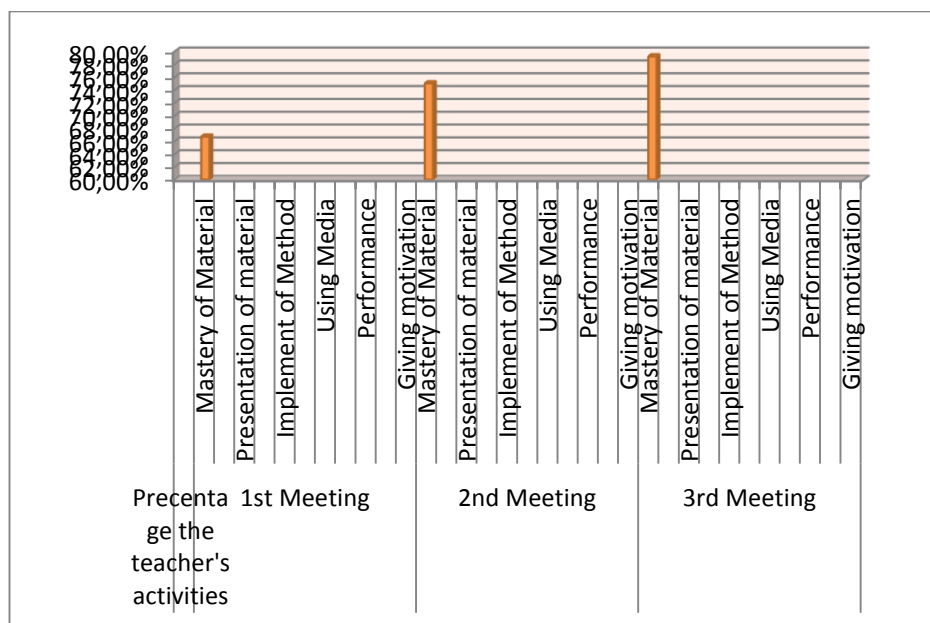
The Result of Teacher's Activities Observation in Cycle I

No	Aspect was observed	Cycle 1		
		Meeting 1	Meeting 2	Meeting 3
1	Mastery of Material: a. Explanation the material fluently b. Ability of answering questions c. Giving various of examples	2	3	2
2	Presentation of material: a. Completeness of presentation material b. Explanation of material aim at the purpose	3	3	3
3	Implementation of Method: a. Appropriate of choosing method b. Facilitate for students' learning	4	4	4
4	Using Media: a. Appropriate of choosing media b. Appropriate of using media	3	4	3
5	Performance: a. Clearness of the teacher's sound b. Communication between teacher and students c. Flexibility of teacher's attitude and students. d. Flexibility teacher's attitude and students during learning grouply.	2	3	2
6	Giving motivation: a. Teacher's enthusiasm in teaching. b. Teacher's pay attention toward students. c. Motivate students to active	2	2	2
Total		16	18	19
Precentage		66.7 %	75%	79.2%

Furthermore, to see the comparison of the students' activities in cycle 1, can be seen on figure 3.

Figure 3

The Comparison of Teacher's Activities in cycle 1



Based on the table above, it can be seen that that the teacher's activities during learning process achieved 66.7 % in the first meeting, 75% in the second meeting and 79.2% in the last meeting of cycle I.

d. Reflecting

In the end of the action in the cycle 1, the researcher and the collaborator did the reflection together, to study about the action in the next cycle.

According to the result of observation above, it can be inferred that debate technique has positive effect for the students in

teaching learning process, and it can be seen from the result score of the students at the cycle 1 although the students who got score ≥ 70 only 15 students but there was an increasing.

In spite of there was an increasing of the result from cycle 1 but the teaching learning process by using debate technique has not been achieved the criteria of success of the research. This failure could be seen that the students who got score ≥ 70 were less than 70%.

The common mistakes of the students and the weaknesses of the technique in cycle 1 became a reference for action in the next cycle.

The weaknesses of debate technique in cycle 1 were; the students were still lack of vocabularies, grammar and mispronounce.

3) Cycle 2

a. Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action in cycle 2 as follows:

- 1) Preparing the material for implementing debate technique.
- 2) Preparing the lesson plan.
- 3) Preparing the items that will be examined as the post test II in the end of this cycle.

- 4) Preparing of the observation sheet of the students' and the teacher's activities.
- 5) To plan the scenario of the implementation of action and the implementation of debate technique will be used.

b. Acting

1) The First Meeting and the Second Meeting

Based on the learning implementation plan 2, the allocation of the time for two meetings (4x45 minutes) therefore the first and the second meeting were used as the implementation of the action in cycle 2.

The first meeting was conducted on Wednesday, August 19th, 2015. The action that was conducted as follows:

- a) The teacher greeted the students, prayed together and checked the students' attendance list.
- b) The teacher gave the information about the subject that would be learned.
- c) To review the material that had learned in the cycle 1.
- d) The students gave example of debating through a video.
- e) The students were asked to do debate.
- f) Closing.

The second meeting was conducted on Saturday, August 22nd, 2015. The action which was conducted as follows:

- a) The teacher greeted the students, prayed together, checked the students' attendance list and asked their condition.
- b) The teacher gave the information about the subject that would be learned.
- c) After debating was finished, the teacher and the students discussed about several mistakes from their debate.
- d) The teacher and the students made conclusion of the lesson today.
- e) Closing.

2) The Third Meeting

The third meeting was conducted on Wednesday 26th, 2015. This meeting was used as the post test II in the end of cycle II for 2x45 minutes. The result of the students' score in post test II can be seen in the following table:

Table 11
The Result of the Students' Score in Post Test II

No	Students' Code	Indicators				Total	Score	Score in percentage (%)	Explanation
		A	F	C	M				
1	AA	3	3	3	4	13	65	65%	Enough
2	BB	4	3	4	4	15	75	75%	Good
3	CC	3	4	4	4	15	75	75%	Good
4	DD	4	3	4	4	15	75	75%	Good
5	EE	4	4	4	4	16	80	80%	Good
6	FF	3	3	4	3	13	65	65%	Enough
7	GG	4	3	3	4	14	70	70%	Good
8	HH	2	4	4	3	13	65	65%	Enough

9	II	3	3	4	3	13	65	65%	Enough
10	JJ	4	4	4	4	16	80	80%	Good
11	KK	4	3	3	4	14	70	70%	Good
12	LL	4	3	4	3	14	70	65%	Enough
13	MM	3	3	4	4	14	70	70%	Good
14	NN	4	4	4	4	16	80	80%	Good
15	OO	2	3	4	4	13	65	65%	Enough
16	PP	3	4	4	4	15	75	75%	Good
17	QQ	4	3	4	4	15	75	75%	Good
18	RR	3	3	4	3	13	65	65%	Enough
19	SS	4	3	4	4	15	75	75%	Good
20	TT	3	3	2	3	11	55	55%	Enough
21	UU	3	4	4	4	15	75	75%	Good
22	VV	4	3	4	4	15	75	75%	Good
23	WW	4	4	4	4	14	80	80%	Good
24	XX	3	4	4	4	15	75	75%	Good
Total		82	80	91	90	342	1720		
Highest Score		4	4	4	4	15	80	75%	Good
Lowest Score		2	3	2	3	10	65	50%	Enough
Average		3.4	3.3	3.8	3.7	14.2	71.67		
						5			

Note:

A : Accuracy

F : Fluency

C : Comprehensibility

M : Method of delivering Arguments

The table above describes that the students' score of speaking ability in post test II is 17 students (70.83%) could get score ≥ 70 and this achievement is appropriate with the target of this research; 70%.

c. Observing

The observation on the students' and the teacher's activity was conducted when the learning process was continuing. It was conducted by the researcher and the collaborator by using observation sheet. In this stage, the students were more enthusiastic

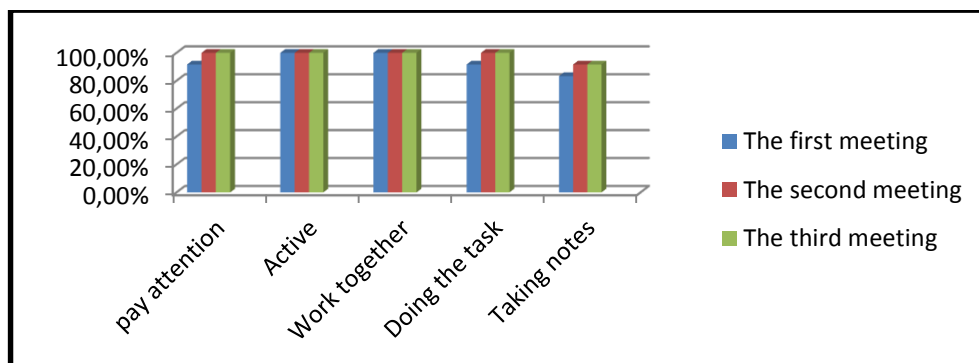
in following the teaching learning process. It can be seen in the following table:

Table 12
The Result of the Students' Activity in the Learning Process of Cycle II

No	Students' Activity	Cycle II			Increasing		Average
		1 st Meeting	2 nd Meeting	3 rd Meeting	1 st – 2 nd Meeting	2 nd – 3 rd Meeting	
1	Paying attention to the teachers' explanation	22 (91.7%)	24 (100%)	24 (100%)	8.33%	0%	97.22%
2	Active in the groups	24 (100%)	24 (100%)	24 (100%)	0%	0%	100%
3	Work together	24 (100%)	24 (100%)	24 (100%)	0%	0%	100%
4	Doing the task	22 (91.7%)	24 (100%)	24 (100%)	8.33%	0%	97.22%
5	Making notes from the material	20 (83.3%)	22 (91.7%)	22 (91.7%)	8.34%	0%	88.89%
Average		93.33%	98.33%	98.33%	5.004%	0%	96.67%

Furthermore, to see the comparison of the students' activities in cycle 2, can be seen on figure 4.

Figure 4
The Comparison of the Students' Activities in cycle 2



Based on the table above, it was revealed that 97.22% of the students paying attention in the class, 100% of the students active in groups, 100% of the students work together, 97.22% of the students doing the task and 88.89% of the students making notes from the material. It could be included that there was an increasing of the students' learning activities during study time through debate technique especially in speaking subject.

Table 13
The Result of Teacher's Activities Observation in Cycle II

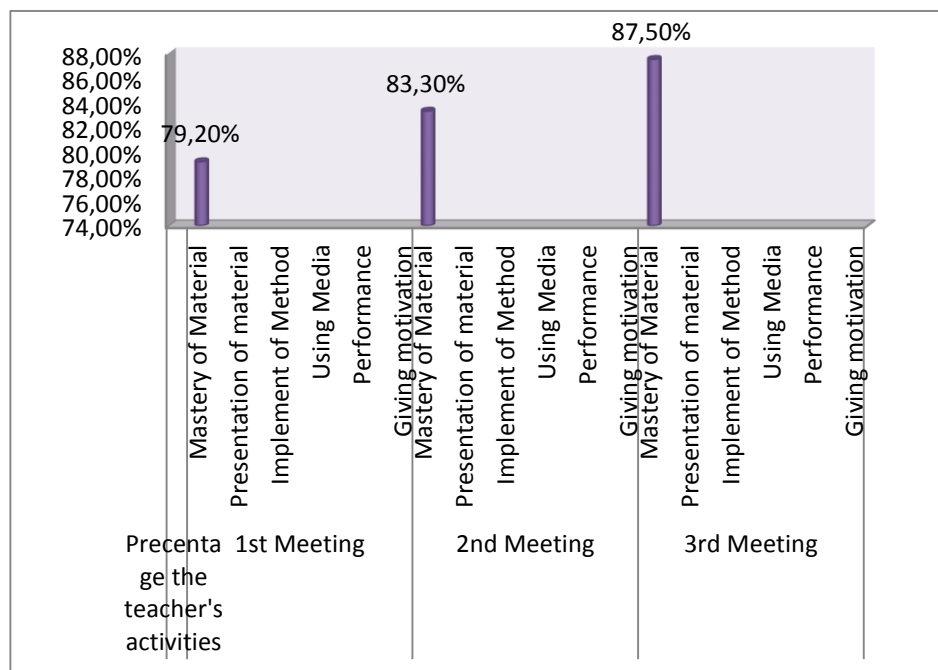
No	Aspect was observed	Cycle II		
		Meeting 1	Meeting 2	Meeting 3
1	Mastery of Material: a. Explanation the material fluently b. Ability of answering questions c. Giving various of examples	2	3	3
2	Presentation of material: a. Completeness of presentation material b. Explanation of material aim at the purpose	3	3	4
3	Implementation of Method: c. Appropriate of choosing method d. Facilitate for students' learning	4	4	4
4	Using Media: c. Appropriate of choosing media d. Appropriate of using media	3	4	4
5	Performance: e. Clearness of the teacher's sound f. Communication between teacher and students g. Flexibility of teacher's attitude and students. h. Flexibility teacher's attitude and students during learning grouply.	2	3	3

6	Giving motivation: e. Teacher's enthusiasm in teaching. f. Teacher's pay attention toward students. g. Motivate students to active	2	3	3
Total		19	20	21
Precentage		79.20 %	83.3 %	87.5%

Furthermore, to see the comparison of the students' activities in cycle 2, can be seen on figure 5.

Figure 5

The Comparison of the Teacher's Activities in cycle 2



Based on the table above, it can be seen that that the teacher's activities during learning process achieved 79.2 % in the first meeting, 83.3% in the second meeting and 87.5% in the last meeting of cycle II. It could be included that there was an

increasing of the teacher's activities during study time through debate technique especially in speaking subject.

d. Reflecting

The implementation of debate technique at the cycle 2 was better than cycle 1. It could be seen from the students' activities and the students' score that were more increase.

The students' score increased in cycle 2. The average score of Test 1 in cycle 1 was 65.65 there were 15 students who were success and 9 students who were not success. While in the Test 2, the average score was 71.67 that showed 17 students who were success. It can be concluded that the students fulfilled the minimum standard score; 70.

Seeing the result of learning process of cycle 1 and cycle 2 the researcher analyzed that generally through debate technique the students' speaking ability had been increased. Most of the students enjoyed when they were studying and they had good interested in speaking class either asked and answered question. They also became active in debating.

C. Result of the Research Explanation

a. The Increasing of the Students' Speaking Ability through Debate

Technique

1) The Result of the Students' Learning in Cycle 1

The first using of debate technique, the researcher found that the score of test I was better than the pre test. The score can be seen in the following table:

Table 14
The Result of the Students' Speaking Score in Pre Test and Post Test I

No	Students Code	Pre-Test	Post-Test 1	Increasing Score	Note
1	AA	35	55	20	Increase
2	BB	70	70	30	Constant
3	CC	70	70	30	Constant
4	DD	50	70	20	Increase
5	EE	50	75	25	Increase
6	FF	35	50	15	Increase
7	GG	50	70	20	Increase
8	HH	30	55	25	Increase
9	II	35	65	30	Increase
10	JJ	70	75	5	Increase
11	KK	70	75	5	Increase
12	LL	40	65	25	Increase
13	MM	40	55	15	Increase
14	NN	70	75	5	Increase
15	OO	30	50	20	Increase
16	PP	70	70	15	Constant
17	QQ	70	70	20	Constant
18	RR	30	55	25	Increase
19	SS	70	75	5	Increase
20	TT	35	50	15	Increase
21	UU	50	70	20	Increase
22	VV	55	70	15	Increase
23	WW	50	70	20	Increase
24	XX	40	70	30	Increase

Total	1120	1575	456	
The Highest	70	75	30	
The Lowest	30	50	5	
Average	46.67	65.62	18.96	

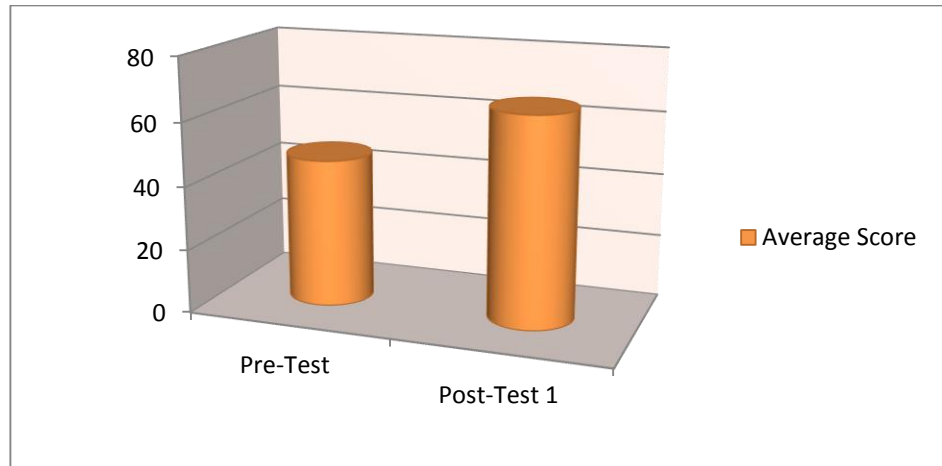
Table 15
The Frequency of the Students' Score in Post test I

No.	Students' Score	Frequency	Percentage (%)
1	85-100	-	0%
2	70-84	15	62.5%
3	55-69	6	25%
4	40-54	3	12.5%
5	0-39	-	0%
Total		24	100%

According to the table above, it can be explained that there were 15 students (62.5%) improved their score and gained 70-84. The students who gained 55-69 were 6 students (25%) and just 3 students (12.5%) who gained 40-54 they also improved their score although they had not been achieved the minimum standard score; 70. No one got over 85 or fewer 50 because the highest score of post test I was 75 and the lowest score was 50. It can be concluded that the result of the post test I has increased. The chart of improvement is presented below:

Figure 6

Chart of the Students' Result in Pre-Test and Post-Test 1



From the chart above, it could be concluded that there was an increasing of students' result in pre test and post test 1. It could be seen from the average result in pre test and post test 1. In pre test the average is 46.67, and become 65.62 in post test 1. It means that the average score of the students increase 18.95 from pre test to post test 1.

2) The Result of the Students' Learning in Cycle 2

Significant improvement from post test I up to post test II occurred in cycle 2. The score of the result in cycle 2 can be seen in table below:

Table 16
The Result of the Students' Speaking Score in Post Test I and Post Test II

No	Students Code	Post-Test I	Post-Test II	Increasing Score	Note
1	AA	55	65	10	Increase
2	BB	70	75	5	Increase
3	CC	70	75	5	Increase
4	DD	70	75	5	Increase
5	EE	75	80	5	Increase
6	FF	50	65	15	Increase
7	GG	70	70	0	Constant
8	HH	55	65	10	Increase
9	II	65	65	0	Constant
10	JJ	75	80	5	Increase
11	KK	75	70	-5	Decrease
12	LL	65	70	5	Increase
13	MM	55	70	15	Increase
14	NN	75	80	5	Increase
15	OO	50	65	15	Increase
16	PP	70	75	5	Increase
17	QQ	70	75	5	Increase
18	RR	55	65	10	Increase
19	SS	75	75	0	Increase
20	TT	50	55	5	Increase
21	UU	70	75	5	Increase
22	VV	70	75	5	Increase
23	WW	70	80	10	Increase
24	XX	70	75	5	Increase
Total		1575	1720	145	
The Highest		75	80	15	
The Lowest		50	65	-5	
Average		65.62	71.67	6.04	

From the table above, we know that the students' score increased cycle by cycle. It can be seen from their average score is 65.62 in test 1 in cycle 1 became 71.67 in test 2 in cycle 2. It could know that debate technique could improve the students' speaking

ability. The students were enthusiasts during the learning process. All students attended the class from the first treatment until the last treatment. They were also interest to ask and answer the questions.

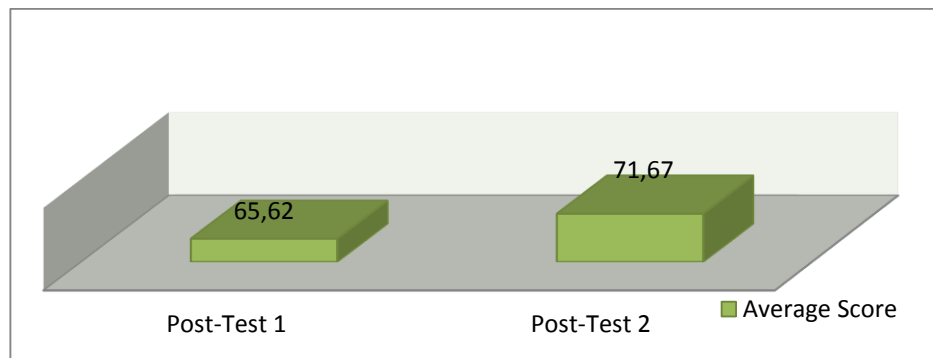
Table 17
The Frequency of the Students' Score in Post test II

No.	Students' Score	Frequency	Percentage (%)
1	85-100	-	0%
2	70-84	17	70.83%
3	55-69	7	29.17%
4	40-54	-	12.5%
5	0-39	-	0%
Total		24	100%

According to the table above, it can be explained that there were 17 students (70.83%) successfully reached out the minimum standard score (KKM) namely 70 and 7 students (29.17%) were not success to reach out the KKM. It can be concluded that the result of the post test II has increased. The chart of improvement is presented below:

Figure 7

Chart of the Students' Result in Post-Test I and Post-Test II



From the chart above, it could be concluded that there was an increasing of students' result in post test 1 and post test 2. It could be seen from the average result in post test 1 and post test 2. In post test 1 the average is 65.62, and become 71.67 in post test 2. It means that the average score of the students increase 6.05 from post test 1 to post test 2.

3) Result of the Study

From the table below we could see the recapitulation of the students' improvement in speaking score from pre test, post test 1 and post test 2:

Table 18

The Recapitulation of Students' Improvement in Speaking Score.

No	Students' Code	Pre-Test	Post-Test 1	Post-Test 2	Note
1	AA	35	55	65	Increase
2	BB	70	70	75	Increase
3	CC	70	70	75	Increase
4	DD	50	70	75	Increase
5	EE	50	75	80	Increase
6	FF	35	50	65	Increase
7	GG	50	70	70	Increase
8	HH	30	55	65	Increase
9	II	35	65	65	Increase
10	JJ	70	75	80	Increase
11	KK	70	75	70	Increase
12	LL	40	65	70	Increase
13	MM	40	55	70	Increase
14	NN	70	75	80	Increase
15	OO	30	50	65	Increase
16	PP	70	70	75	Increase
17	QQ	70	70	75	Increase
18	RR	30	55	65	Increase
19	SS	70	75	75	Increase
20	TT	35	50	55	Increase

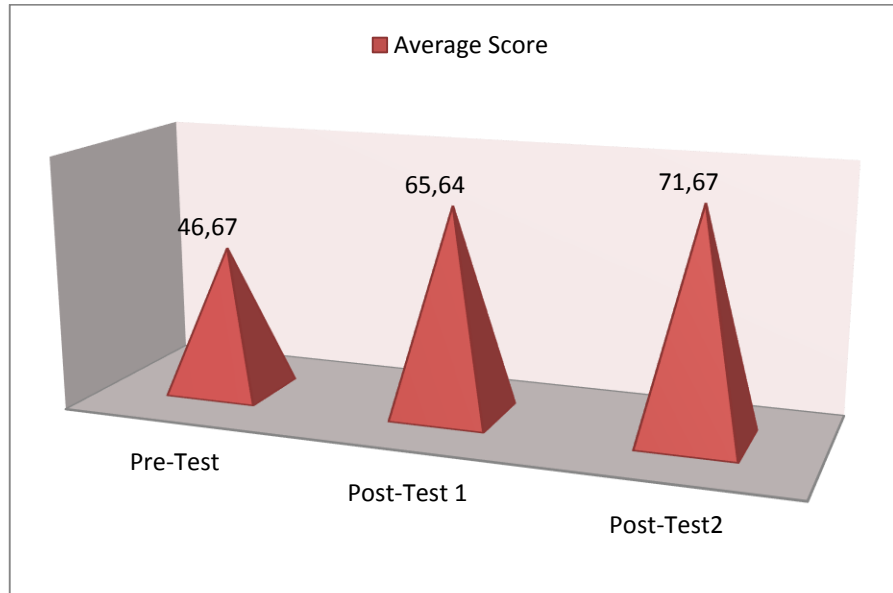
21	UU	50	70	75	Increase
22	VV	55	70	75	Increase
23	WW	50	70	80	Increase
24	XX	40	70	75	Increase
Total		1120	1575	1720	Increase
Average		46.67	65.62	71.67	Increase
The Highest Score		70	75	80	Increase
The Lowest Score		30	50	65	Increase

The data on the table above presented the improving score of the students' speaking ability. It can be seen from the result of the students' score in pre test; the mean score was only 46.67 which were far from satisfying but after using debate technique the score improved and increased 18.95 point; from 46.67 up to 65.62.

The proof of the students' speaking ability had an improvement that can be examined from the result of the post test I and post test II where the mean score of the students' score in post test I was 65.62 and the mean score of post test II was 71.67; the score has increased 6.05 point. The improvement can be seen in the chart below:

Figure 8

Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2



Based on the chart above, it can be concluded that the using of debate technique can increase the students' speaking ability. It can be seen from the chart, there were improvement from the students' average score from the pre test, and post test I and post test II. 17 students (70.83%) successfully reached out the minimum standard score namely 70 and the target of success in this research; 70% of total number of the students.

b. The Increasing of the Observation Sheet on Cycle 1 and Cycle 2

1) The Result of the Students' Observation Sheet

This observation sheet result was gotten when the teaching learning process happened in the classroom by the researcher. The

comparison of the activities of cycle 1 and cycle 2 can be seen in the table below:

Table 19

The Result of the Students' Activity in Cycle 1 and Cycle 2

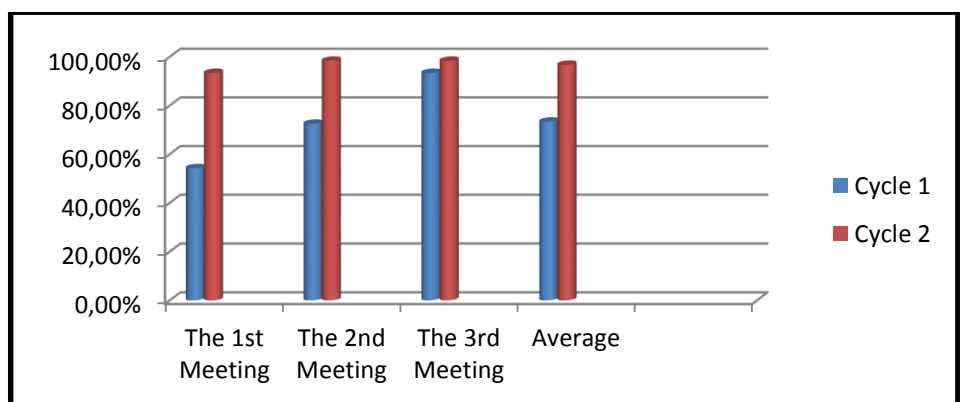
	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	54.16%	72.45%	93.33%	219.94%	73.31%	Increase
Cycle II	93.33%	98.33%	98.33%	289.99%	96.67%	Increase

The result of the students' learning activities was gotten from observation sheet of students' activities during learning process showed that the average of students' learning activities that was increasing from cycle 1 until cycle 2.

The comparison of the students' activities can be also seen on figure 9.

Figure 9

Chart of the comparison of the students' activities in cycle 1 and 2



Based on table and chart above, the average of percentage students' activities in cycle 1 was 73.31% and in cycle 2 was 96.67%. From the data, it can be known that there were any increasing of the students' activities from cycle 1 until cycle 2 about 23.36%. It means that debate technique had positive effect toward the teaching learning process.

2) The Result of the Teacher's Observation Sheet

This observation sheet result was gotten when the teaching learning process happened in the classroom by the collaborator. The comparison of the activities of cycle 1 and cycle 2 can be seen in the table below:

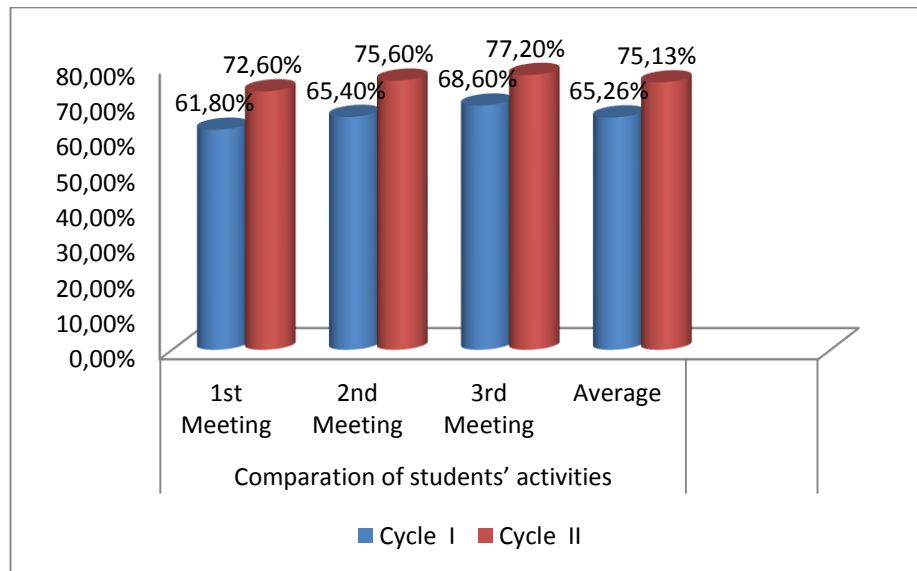
Table 20
The comparison of the teacher's activities in cycle 1 and cycle 2

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	66,7 %	75%	79,2 %	220,9%	73,63%	Increase
Cycle II	79,2 %	83,3 %	87,5 %	250 %	83,33%	Increase

The comparison of the teacher's activities can be also seen on figure 10.

Figure 10

The comparison of the teacher's activities in cycle 1 and 2



Based on table and figure above, the average of percentage teacher's activities in cycle 1 was 73,63% and in cycle 2 was 83,33%. From the data, it can be known that there were any increasing of the teacher's activities from cycle 1 until cycle 2 about 9,7 %.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Using debate technique as a technique especially English subject was very effective to increase the students' speaking ability at the eleventh graders of Vocational High School 1 Metro. Eventhough in cycle 1 the students' speaking ability got enough score but at the cycle 2 most of the students could achieve the target of success in this research.

It can be seen from the result of students' average score from pre test; 46.67 post test I; 65.62 and the post test II; 71.67. In other words, the students' result increased 6.05 from cycle 1 to cycle 2. From the students' result of observation sheet increased from 73.33% to 96.67% or increased 23.34 point from cycle 1 to cycle 2. It means that by using debate technique students can increase their activities in learning process.

Furthermore, by using debate technique the students were more active and speak up, they could enrich their vocabularies and their concept and also improve their method in delivering opinion or argument to others.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

a. For the students

By using debate technique, the students are hoped to be active in class.

b. For the teacher

The teacher could make this research to develop the English education in the school.

c. For the other researcher

For the other researcher, the writer suggests to conduct another quality research in this field to improve education quality in our country.

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