

**TEACHING AND LEARNING SPEAKING THROUGH DEBATE  
TECHNIQUE AT THE FIRST SEMESTER OF THE ELEVENTH GRADE IN  
MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2017/2018**

A Thesis

Submitted as a Partial Fulfillment  
of the Requirements for S1-Degree

By

**TRI WIYATI PUTRI**

**1311040105**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

**TEACHING AND LEARNING SPEAKING THROUGH DEBATE  
TECHNIQUE AT THE FIRST SEMESTER OF THE ELEVENTH GRADE IN  
MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2017/2018**

A Thesis

Submitted as a Partial Fulfillment  
of the Requirements for S1-Degree



**Study Program : English Education**

**Advisor : Bambang Irfani, M.Pd**  
**Co- Advisor : Fithrah Auliya Ansar, M.Hum**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

## ABSTRACT

### TEACHING AND LEARNING SPEAKING THROUGH DEBATE TECHNIQUE AT THE FIRST SEMESTER OF THE ELEVENTH GRADE IN MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:  
**Tri Wiyati Putri**

The goal of the learning English as a foreign language for the students is to make them to be able to communicate in English. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion or feelings. It means that speaking is used to express ideas easily and accurately. For this reason, debate technique is suitable to be implemented in teaching learning process. The researcher conducted the research to know and describe the process, problems faced by the teacher and students in teaching learning speaking by using debate technique.

The research methodology of this research was descriptive qualitative research. In taking the sample of the research, the researcher used purposive sampling technique to choose the participants. Then, the researcher chose the English teacher and students of eleventh grade of MA Al-Hikmah Bandar Lampung as the participants of this research. In collecting the data, the researcher used triangulation technique. It consists of observation, questionnaire and interview. To analyze the data, the researcher used data reduction, data display and verification of data.

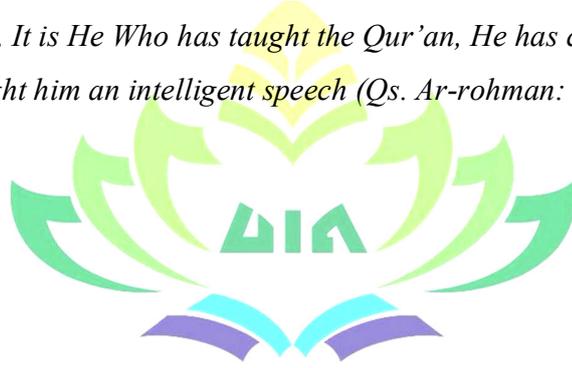
The researcher conducted the research in two meetings. After analyzing the data, there were three points of the result. The first, the process of teaching and learning speaking through debate technique at MA Al-Hikmah Bandar Lampung did not run well because there were many problems faced by the teacher and his students, some of students cannot control their emotion in giving statement and defend the argumentation. Most of students also got difficulties in expressing their ideas. The second, the teacher got some problems in teaching speaking through debate technique such as that the teacher find difficulties because the students keep using their own language and the teacher could not handle the class in large classroom because of the over crowded class and he needed much preparation before to make the class run well. The third, problems faced by the students learning speaking through debate technique are inhibition, nothing to say, mother-tongue use, students should prepare their arguments before the debate and students could not control their emotion in giving opinion.

**Key words:** Descriptive Qualitative Research, Debate technique, Speaking.

## MOTTO

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ  
خَلَقَ الْإِنْسَانَ ۚ عَلَّمَهُ الْبَيَانَ ۚ

*The most gracious!, It is He Who has taught the Qur'an, He has created man, He has taught him an intelligent speech (Qs. Ar-rohman: 1-4)<sup>1</sup>*



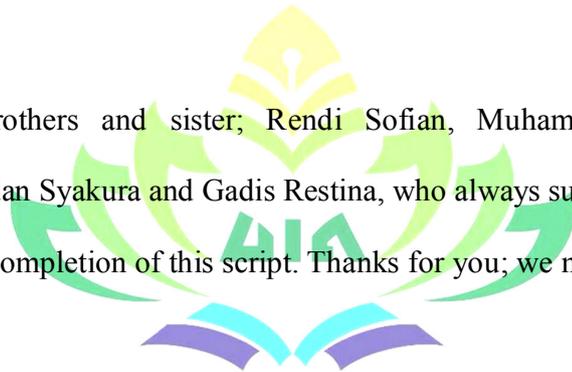
---

<sup>1</sup>Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

## DEDICATION

This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Asbari Dahnor and Mrs. Haidatina Arifin, who always pray for my success, thanks for all the motivation and support, I love you forever.
2. My beloved brothers and sister; Rendi Sofian, Muhammad Noer Haqiki, Muhammad Abdan Syakura and Gadis Restina, who always support me and cheers me up until the completion of this script. Thanks for you; we must be better for the future.
3. My beloved Almamater and lectures of UIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.



## CURRICULUM VITAE

The researcher's name is Tri Wiyati Putri. She was born in Bandar Lampung, on June 3<sup>rd</sup>, 1995. He is the third child of Mr. Asbari Dahnor and Mrs. Haidatina Arifin. At present, she lives in Pesawaran Kecamatan Gedong Tataan.

The researcher started her formal study in kindergarten of TK Diniyyah Putri Lampung and graduated in 2000. Then, she continued her study to elementary school of MI Diniyyah Putri Lampung, and graduated in 2006. After finishing her study at elementary school, the researcher continued to junior high school of DMP/MTS Diniyyah Putri Lampung and graduated in 2009. After that, she continued her study to MA Diniyyah Putri Lampung and graduated in 2013. Then, she continued her study to UIN Raden Intan Lampung.

## ACKNOWLEDGEMENT

First of all, all praise be to Allah, the Most Merciful, the Most Beneficent for his mercy and blessing given to the writer during the study and in completing this final project. Then, peace and salutation maybe upon to the great messenger prophet Muhammad SAW, who have brought us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1- degree.

For those reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, and his staff who have given an opportunity for the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung
3. Bambang irfani, M.Pd, the first advisor for his guidance and help to finish this thesis.
4. Fithrah Auliya Ansar, M.Hum, the second advisor who has spent countless hours to correct this thesis for its betterment.

5. Abdul Aziz, SH., MPd.I, the principal MA Al-Hikmah Bandar Lampung, Yayan Mulyana, S.Pd, the English teacher for giving the contribution while the researcher was conducting the research at the school, all the teachers and staffs who have helped the writer in collecting the data.
6. All the students of the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018, for giving nice participation and great attention during the research.
7. All lectures of the English Departement of UIN Raden Intan Lampung who have taught the researcher since the first year of her study.
8. Her beloved friends Shofia Endalla, Aulia Fajriyati, Retno Wulandari, Hayaturridhani, Laufensa Afifa, Zakiah Nisrina, Ellis Hermika Putri and Azzimatinur who always pray and support for her success.
9. Beloved friends of English Departement of UIN Raden Intan Lampung, her beloved friends in class B especially for Adhe Risky Mayasari, Erika Agustina, Rani Rohimah, Anisa Husni Alkaromah and Wahyuni Wulandari for sharing knowledge and being best friend.

Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always openheartedly welcomed.

Bandar Lampung, September 2017

The Researcher

Tri Wiyati Putri



## TABLE OF CONTENTS

	<b>Pages</b>
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the problem .....	10
C. Limitation of the Problem .....	11
D. Formulation of the Problem .....	11
E. Objective of the Research .....	11
F. Uses of the Research .....	12
G. Scope of the Research .....	13
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Concept of Teaching English as a Foreign Language .....	14
B. Speaking .....	16
1. Concept of Speaking .....	16
2. Concept of Speaking Ability .....	18
3. Elements of Speaking .....	21
4. Types of Speaking Activities .....	22
5. The Importance of Speaking .....	24
6. Concept of Teaching and Learning Speaking .....	25
C. Teacher's and Students' Problem in Teaching and Learning Speaking .....	29
1. Teacher's Problem in Teaching Speaking .....	29
2. Students' Problem in Learning Speaking .....	32
D. Debate Technique .....	34
1. Definition of Debate Technique .....	34
2. Rules of Debate .....	37

3. Types of Debate .....	38
E. The Stengths and Weeknesses of Teaching Speaking through Debate Technique .....	41
1. The Strengths of Teaching Speaking through Debate Technique .....	41
2. The Weeknesses of Teaching Speaking Through Debate Technique .....	44
F. Teacher's and Students' Problem in Teaching and Learning Speaking through Debate Technique ....	45
1. Teacher's Problem in Teaching Speaking through Debate Technique .....	45
2. Students' Problem in Learning Speaking through Debate Technique .....	46
G. Procedure of Teaching Speaking through Debate Technique .....	47

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	51
B. Research Subject .....	52
C. Data Collecting Technique .....	53
1. Observation .....	53
2. Interview .....	54
3. Questionnaire .....	55
D. Research Instrument .....	55
3. Observation .....	56
4. Interview .....	58
5. Questionnaire .....	59
E. Trustworthiness of Data .....	60
F. Data Analysis .....	62

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Research Procedure .....	65
B. Data Analysis .....	66
1. Data Reduction .....	67
a. Whole Data .....	67
1) Observation .....	67
2) Interview .....	77
3) Questionnaire .....	78
b. Data Reduced .....	82
1) Observation .....	82

	2) Interview .....	83
	3) Questionnaire .....	84
2.	Data Display .....	85
	a. Observation .....	86
	b. Interview .....	91
	c. Questionnaire .....	92
3.	Conclusion Drawing/ Verification .....	95
	a. Process of Teaching and Learning through Debate Technique .....	95
	b. Teacher's Problems during Teaching Speaking through Debate Technique .....	97
	c. Students' Problems during Learning Speaking through Debate technique .....	98
C.	Discussion and Findings .....	99
<b>CHAPTER IV</b>	<b>CONCLUSION AND SUGGESTION</b>	
A.	Conclusion .....	104
B.	Suggestion .....	105
	1. For the Teacher .....	105
	2. For the Students .....	106
	3. For the School .....	107
	4. For the other Researchers .....	107
<b>REFERENCES</b>	.....	<b>108</b>
<b>APPENDICES</b>	.....	<b>111</b>

## LIST OF APPENDICES

<b>Appendixes</b>	<b>Pages</b>
Appendix 1 The Preliminary Research Statement Letter from MA Al-Hikmah Bandar Lampung .....	111
Appendix 2 Students' score of Speaking .....	112
Appendix 3 Description of MA Al-Hikmah Bandar Lampung .....	118
Appendix 4 Result of Preliminary Interview with English Teacher .....	121
Appendix 5 Result of Preliminary Interview with Students .....	123
Appendix 6 Observation Sheet .....	124
Appendix 7 Result of Interview .....	132
Appendix 8 Questionnaire .....	134
Appendix 9 The Research Permission Letter from UIN Raden Intan Lampung .....	148
Appendix 10 The Research Statement Letter from MA Al-Hikmah Bandar Lampung .....	151
Appendix 11 Control Card .....	152
Appendix 12 Syllabus .....	154
Appendix 13 Lesson Plan .....	158
Appendix 14 Research Documentation .....	172

## LIST OF TABLES

<b>Tables</b>		<b>Pages</b>
Table 1	Students' Speaking Score at the Eleventh Grade Students of MA Al-Hikmah Bandar Lampung in the Academic Year 2016/2017 .....	7
Table 2	Students' Average Score of Speaking of Class XI MA Al-Hikmah Bandar Lampung in the Academic Year 2016/2017 .....	53
Table 3	Specification of Observation .....	56
Table 4	Interview Guideline .....	58
Table 5	Questionnaire Guideline .....	60
Table 6	The Data of Questionnaire .....	81
Table 7	The Application of the Eight Steps .....	86

# CHAPTER 1

## INTRODUCTION

### A. Background of the Problem

Nowadays English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions. Mastery of English is necessary, considering this language is an international language that is used by many people in the world.<sup>2</sup> It means that as international language English has important role for many people. As students, learning English is very important for them, because to mastery English means that students can use English orally and in written form. It also makes the English qualified as a primary requirement to communicate in the global communication.

According to Harmer, by the end of twentieth century English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language.<sup>3</sup>

It means that, every cultures have any different language, and English as a tool to communicate with people in another country. It can be said that English really functions a great deal such as a means of communication, commerce and trade.

---

<sup>2</sup>Nila Andriyani, *Using the Direct Method in Teaching to Improve Students' Speaking Skill at Purikids Language Course*, (Yogyakarta: Yogyakarta State University, 2015), p. 1 <http://eprints.uny.ac.id/28019/1/Thesis.pdf>, Accessed on January 18<sup>th</sup> 2017

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Pearson Longman, 2007), p.13

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking, people are able to know kind of situation happens in their environment.<sup>4</sup> It means that without speaking practice the speaker and listener cannot make a good communication, the speaker should be able to use spoken language in conveying information to the listener. As the important skill, speaking need a lot of practice to create a communication that connected between the speaker and the listener. As we know that God created human in different condition and character, so they need interact among people. Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ  
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ  
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا  
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

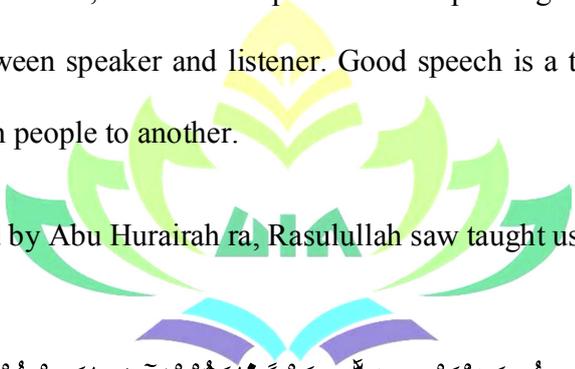
---

<sup>4</sup>Scott Thornbury, *How to Teach Speaking*, (Edinburgh Gate: Pearson Longman, 2005), p.1

*And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing.<sup>5</sup>*

From the statement above, it can be explained that speaking is the way to make communication between speaker and listener. Good speech is a tool to build a good relationship between people to another.

In addition, narrated by Abu Hurairah ra, Rasulullah saw taught us the ethics of speech



وَمَنْ كَانَ يُؤْمِنُ وَالْيَوْمِئَاتِ فَسَيَقُولُ لَيْسَ أُولَٰئِكَ لِيُصْمِتُوا

*Whoever believes in Allah and the Last Day should he say good or silent.*

This hadith explained if someone wants to say let them think first. If the word is expected will not bring ugliness, then please speak. However, if it is expected that the words will bring ugliness or doubt whether bringing harm, then they should not speak.

---

<sup>5</sup> Drs. Arif Rifhan, *Al-Qur'an Tiga Bahasa*, (Al-Huda Gema Insan: Depok), p. 273

In English learning, students have to master four language skills. Those are listening, speaking, reading and writing. The four skills are important but speaking seems intuitively the most important one because speaking skill represents a real challenge to most language learners.<sup>6</sup>In addition, Richard and Renandya state that:

“Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic elements such as gestures, body language and expressions are needed in conveying messages directly without any accompanying speech.”<sup>7</sup>

It means that speaking is the process to express or to deliver ideas, opinion or feelings in social interaction through verbal and non-verbal symbol and maintain social relationship by communicating our ideas to others. And expressions are needed to conveying message to make listener easier to understand. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency.

According to Yonsisno, as a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulties in speaking.<sup>8</sup>It means that speaking is one of the difficult part in English, because

---

<sup>6</sup>*Ibid*, p.4

<sup>7</sup>Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 204

<sup>8</sup>Yonsisno, *The Effect Of Using Debate Technique Toward Students' Speaking Skill at The Eleventh Grade Students Of SmaNegeri 2 Kota Sungai Penuh*, (Jambi:STKIP Muhammadiyah Jambi, 2015), p.40 Unpublished, Available at Jurnal Penelitian Universitas Jambi Seri Humaniora.

speaking needs pronunciation well to make the communication can be accepted and understood by the listener.

The teacher should aware that each student has different abilities, not all students can speak English well. The teacher has to find the best solution to make all the students can be easy in speaking English. Using techniques is the solution in teaching speaking.

One of techniques which is suitable for students in teaching speaking is Debate technique. It is a teaching technique to improve verbal communication and critical thinking skills. In Debate, the students will be divided in two groups, who talk about pro and contra of the current issue. Each group will present and defend their opinion based on the fact and solid information in English.

The benefits of using Debate in teaching speaking is Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.

Debate provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, and formulating their own opinions based on evidence.<sup>9</sup>

---

<sup>9</sup>Darby M, *Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*, (Norfolk: Old Dominion University, 2007), p.78. Epub 2007 Oct 1, Available at <https://www.ncbi.nlm.nih.gov/pubmed/18173892#>, Accessed on January, 18<sup>th</sup> 2017.

It means that, debate is a technique that can develop competencies to make students more actively to speak and listen to each other in order to provide accurate information and respect the arguments with disproving the opinions based on the fact among them.

Krieger states that Debate is an excellent activity for learning language because it engages students in a variety of cognitive and linguistic ways.<sup>10</sup> It means that Debate technique is highly effective for developing argumentation skills.

There are some problems between teacher and students in teaching and learning process. The problems could be seen by preliminary research. Based on the preliminary research was conducted at MA Al-Hikmah Bandar Lampung on January 2017, the researcher found that teaching speaking through Debate technique has been applied there. From the result of interview, the teacher explained that this technique was good to be used for students. But the fact showed that there were many students still got low score, it is reflected from their speaking score displayed in Table 1.

---

<sup>10</sup>Daniel Krieger, *Teaching Debate to ESL Students: A Six-Class Unit*, (The Internet TESL Journal: 2006), Available at <http://iteslj.org.html>, Accessed on January, 05<sup>th</sup> 2017

**Table 1**  
**Student's Speaking Score at the eleventh Grade Students of MA Al-Hikmah**  
**Bandar Lampung in the Academic Year of 2017/2018**

No.	Score	Class			Number of Students	Percentage
		IPA	IPS	IAI		
1.	<70	15	23	11	51	43.5%
2.	≥70	26	20	22	66	56.5%
<b>Total</b>		<b>41</b>	<b>43</b>	<b>33</b>	<b>117</b>	<b>100%</b>

*Source: Document of Student's score at the Eleventh Grade Students from English teacher of MA Al-Hikmah Bandar Lampung*

Based on the observation from the data, it is found that there were many students who got scores below the criteria of minimum mastery (KKM) of the school, there were 51 students out of 117 students or 43.5% who got score below the criteria of minimum mastery, and 66 students or 56.5% in passed category.

On the other side, according to the teacher, the Debate technique had already been applied in teaching speaking, but some students still got low score. Besides, from the result of interview with the teacher, the researcher found that the students still difficult to express simple expression in English even greeting and parting expression. He also stated that the students had low motivation in learning English,

because they rarely brought dictionary and text book to school event most of them did not have them.<sup>11</sup>

Besides doing the interview with the teacher, the researcher also interviewed some of the students. Based on the result of interview, the students' difficulties occurred when they speak English. They did not feel confident to speak English, they feel afraid of making mistakes when they had to speak English and they get difficulties in expressing their ideas or opinion fluently. They also rarely practiced speaking English. Some of students claimed that they only had a little chance to practice speaking English in the class because their teacher did not speak English in presenting the topic lesson. So that, they never practiced speaking English out of the class or even in the class. Besides, most of students who stated that they still difficult to pronounced the words correctly that make them shy to practice their English orally. Furthermore, some of students stated that the techniques applied by the teachers sometimes were not suitable enough to elicit the students speaking that made them felt bored with the class condition. Therefore, they hard to express their expression in English.<sup>12</sup>

Based on the result of interview, the researcher wanted to find the information about the cause that made students got low score in speaking. By doing the observation, the

---

<sup>11</sup>Yayan Mulyana, English Teacher, at MA Al-Hikmah Bandar Lampung, on January 09<sup>th</sup>, 2017, An Interview, Published.

<sup>12</sup>The Eleventh Grade Students of MA Al-Hikmah Bandar Lampung, on January 9<sup>th</sup>, 2017. *An Interview*, Published

researcher would find out the teacher's and student's problem in teaching and learning speaking process through Debate technique.

There are some researchers talked about Debate technique. In Khoiriniyah study entitled "The Implementation of Debate in Teaching Speaking at Eleventh Year Students of SMA Negeri 2 Rembang in the Academic Year of 2011/ 2012". The results of Khoiriniyah research are: Firstly, Debate is one of the modern technique which is used in teaching speaking. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing the knowledge. Secondly, it is an effective pedagogical technique because of the level of responsibility for learning and active involvement required by all students' debaters<sup>13</sup>. It means that, using Debate in teaching speaking is an appropriate way to improve verbal communication and critical-thinking skills.

That previous research has shown that Debate is one of the techniques which can be applied in class activity, especially in speaking class. It can improve the speaking ability of students by making group in discussion material given.

The advantage of this technique is doing together in learning activity, and demands students to give the strong arguments and also defend them.

---

<sup>13</sup>Khoiriniyah, *The Implementation of Debate in Teaching Speaking at Eleventh Year Students of SMA Negeri 2 Rembang in the Academic Year 2011/ 2012*, Online Thesis, (FKIP Unirow: Tuban, 2011), p. 4

There are some difference between this research and Khoiriniyah's research. In her research she wanted to know the effect of Debate technique, the strength and the weakness of the implementation of teaching speaking using Debate technique. And this research the researcher wanted to know how the process of teaching and learning speaking by using Debate technique, and also the researcher wanted to know the problems in teaching and learning speaking through Debate technique faced by teacher and students.

Based on the background above, the researcher carried out a research entitled "Teaching and Learning Speaking through Debate Technique at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018".

## **B. Identification of the Problem**

Based on the background above the researcher identified the problem as follows:

1. The students feel afraid of making mistakes
2. The students had difficulties to express their ideas in speaking
3. The student's were lack of time to practice speaking
4. The teacher has already used the technique but not optimally applied.

### **C. Limitation of the Problem**

In this research, the researcher focused on teaching speaking through Debate Technique at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018.

### **D. Formulation of the Problem**

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

1. How is the process of teaching and learning speaking by using Debate Technique at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung?
2. What are the teacher's problems in the process of teaching speaking through Debate Technique to the eleventh grade students of MA Al-Hikmah?
3. What are the students' problems in the process of learning speaking through Debate Technique?

### **E. Objective of the Research**

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

1. To know and describe the teaching and learning speaking process through Debate Technique
2. To know the teacher's problem in teaching speaking through Debate Technique

3. To know the students' problems in learning speaking through Debate Technique

#### **F. Uses of the Research**

The researcher expected that there are some uses of the research as follows:

1. For the Students

By using debate technique, it is expected that the students are more interested and motivated in learning English, so that their English speaking developed and it gives positive effect on their English achievement.

2. For the Teacher

By using debate technique the teachers can improve their creativity in teaching process, so that the goal of learning can be achieved.

3. For the School

It is expected that this research can provide useful input in improving the quality of learning in the school.

4. For the Reader

It is hoped that the result of this research will be as a reference to do another relevant research to the use of debate technique.

## **G. Scope of the Research**

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

1. Subject of the Research

The subjects of the research were the teacher and students at the first semester of the eleventh grade in MA Al-Hikmah Bandar Lampung along with the English teacher.

2. Object of the Research

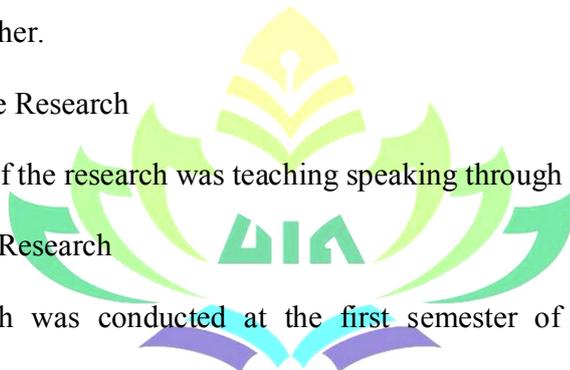
The object of the research was teaching speaking through Debate technique

3. Time of the Research

The research was conducted at the first semester of the eleventh grade students in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018.

4. Place of the Research

The research was conducted in MA Al-Hikmah Bandar Lampung



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Teaching English as a Foreign Language

The aim of teaching speaking is to develop students' skill that they can use the English for communication. Teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>14</sup> It means that teaching is used to show somebody how to do something or to change somebody's ideas. In addition, it can be concluded that teaching is guiding process for learner in doing something.

In addition, Brown defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>15</sup> One of the way to teach the person is language teaching, it means giving a person knowledge about language.

According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the teaching method.<sup>16</sup> Referring to the

---

<sup>14</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Pearson Longman, 2007), p. 8

<sup>15</sup> *Ibid*, p. 8

<sup>16</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

explanation above, it can be inferred that language teaching is the process of helping person to get knowledge and to acquire the language.

Teaching English in the countries where English is only as a foreign language may be different from teaching English in the countries where English is as a second language and it is also different from teaching English in the countries where English is as a native language. People learn English depend on the conditions of the language is used in their daily communication.

So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.<sup>17</sup> It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation, and the students who learn English as a foreign language should have limited time to use their English in daily activity. Teaching English as a foreign language should be different from teaching English as a second language.

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.<sup>18</sup>

---

<sup>17</sup>Broughton, et al, *Teaching English as a Foreign Language: Routledge Education Books*, (New York: University of London Institute of Education, 2003), p. 6

<sup>18</sup> Ag. Bambang setiyadi, *Op. Cit*, p.20

Based on the explanation above, it means that in teaching English as a foreign language the teacher should know what they do to make the students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. Because, teaching is to help the students to providing with language and causing to know or understand.

The objective of teaching learning English as a foreign language is to increase students' ability in four language skill, namely listening, speaking, reading, and writing. In addition, the purpose of the foreign language is to develop the students' skills by understanding of language competence and performance competence.

Based on the explanation above the researcher concludes that teaching English as a foreign language is the process to provide the students with the skills which enable them to communicate orally with the another nationalities who also learn this language and to make them learn and use English in the written form.

## **B. Speaking**

### **1. Concept of Speaking**

Speaking is productive skills which the speaker produces and uses the language by expressing the ideas effectively to others. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving and

processing information.<sup>19</sup> It means that in speaking process, we try to communicate with each other and use our language to send our message to the second person. In this case the speaking processes need at least two people, one as a speaker who produces information and the other as a listener who receives information.

According to Thornbury, speaking is so much a part of daily life that we take it for granted. Natural and integral speaking that people forget how they once struggled to achieve this ability until they have to learn how to do it all over again in a foreign language.<sup>20</sup> Thornbury also adds that classification of speaking genres according to their general purpose, the kinds of participants they involve and the degree of planning.<sup>21</sup> Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Cameron states that speaking is the active use of language to express meaning so that the other people can make sense of them.<sup>22</sup> It could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

---

<sup>19</sup>H.D Brown, *Teaching by Principle an Interactive Approach in Language Pedagogy Second Edition*, (New York: Longman, 2001), p. 267

<sup>20</sup>Scott Thornbury, *How to Teach Speaking*, (London: Longman), 2005, p.1

<sup>21</sup>*Ibid*, p.14

<sup>22</sup>Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press, 2001), p. 40

Richard states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.<sup>23</sup> It means that if the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health.

Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, information, knowledge and opinion to the other person by using the exact words, good grammar and understandable by the listener. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

## **2. Concept of Speaking Ability**

Learning speaking has a purpose that is to make the students can speak English fluently. In teaching and learning process, speaking is the only one way to show and express the ideas and thoughts from a speaker. Speaking ability is the ability to communicate orally.

Richard states that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.<sup>24</sup> It means that, to speak well, we have to know that speaking not only to apply the

---

<sup>23</sup>Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19

<sup>24</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthropolohy of Current Practice*,(New York: Cambridge University Press, 2002), p. 201

grammatically correct sentence, but also to know when, where and to whom we use these sentences.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening.

It is supported by Hornby who say that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.<sup>25</sup> It means that besides mastering listening, reading and writing, the learners should also master speaking as one of goal of learning English. Speaking skill is the ability to use the language for expressing idea.

In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process:

1. Vocabulary

Vocabulary is defined as list of words that are associated with their meaning.

By having adequate vocabulary, people will be able to communicate in other people and express their ideas clearly and easily.

---

<sup>25</sup>A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 2000), p. 652.

## 2. Grammar

Grammar can be defined as words put together to make correct sentences. Communication cannot place in the absence of structure or grammar. Therefore, to be able to speak English communicatively, people should master grammar.

## 3. Pronunciation

Pronunciation is including the segmental features; vowel and consonants and stress and intonation. Words that are difficult to pronounce by non native speakers are more difficult to learn. Potentially, difficult words will typically be those that contain sounds that are unfamiliar to some group of people.

## 4. Fluency

Fluency is related to the speaker's ability to speak fluently and speed of the flow of the speaker's speech.

## 5. Comprehension

Comprehension is about the speaker's ability in understanding a talk. The understanding can based on the experience or knowledge.<sup>26</sup>

From the statements above, it can be concluded that students' speaking ability is their ability to express their ideas, opinions, thoughts, experiences and feelings by using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

---

<sup>26</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (California: Longman: 2004), p. 149

### 3. Elements of Speaking

There are many difficulties that is encountered by the students in speaking. If they want to be a good speaker they have to mastered some elements of speaking. Harmer in Rubiati defined that there are four elements of speaking that have to be mastered by the students if they want to be a good speaker. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

#### 1. Connected speech

In connected speech, sounds are modified, omitted, added, or weakened. Effective speakers of English need to be able not only to produce the individual phonemes of English, but also able to use connected speech fluently. By this reason that teacher should involve students in activities designed specifically to improve their connected speech.

#### 2. Expressive devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning.

### 3. Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

### 4. Negotiation Language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else.<sup>27</sup>

In conclusion, speaking is not only focused on remembering amount of vocabularies and mastering the grammatical structures, but also we have to master all elements of speaking stated above. If we have mastered those elements, like Connected Speech, Expressive Devices, Lexis and Grammar, Negotiation Language, all information that we deliver will be acceptable by all communicants.

## 4. Types of Speaking Activities

Brown defines that basically, there are five types of speaking, they are:

### 1. Imitative

It is the ability to simply parrot back (imitate) a word or phrase of possibly a sentence.

---

<sup>27</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (California:Longman, 2002), p. 269.

2. Intensive

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

3. Responsive

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

4. Interactive

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

5. Extensive (monologue)

It includes speeches, oral presentations, and story-telling. Language style is frequently more deliberative.<sup>28</sup>

According to the types of speaking above, speaking includes five types: imitative, intensive, responsive, interactive and extensive that should be mastered by the students. According to the types of speaking activities above, this research belongs to

---

<sup>28</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2004), p.141

the interactive speaking. Because Debate technique involves many people and various kind of language expression.

### **5. The Importance of Speaking**

Speaking is a very important skill that has to be mastered by the students of English, because by mastering speaking skill they can carry out conversation with others, express their ideas, and exchange the information. It is in line with the statement of Thornbury that speaking activities are often simply ways of rehearsing pre-selected grammar items or pre-selected grammar items or functional expressions.<sup>29</sup> It means that it is the capability if someone to communicate orally with others. The one who has skill in speaking can be identified from his or her ability in using spoken language fluently, clearly and attractively.

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.<sup>30</sup> It means that speaking skill is one of priority for many second language or foreign language of the learners because in speaking people can express meanings so that they can make sense of them. The effectiveness of the learner's English is based on how much they can improved their spoken language.

---

<sup>29</sup>Scott Thornbury, *How to Teach Speaking*, (Gate Edinburgh: Pearson Longman), 2005, p. 29

<sup>30</sup>Jack C. Richards, *Op.Cit*, p. 19

Fulcher stated that speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.<sup>31</sup>It means that speaking is one of the important skill that forming social relationship through speech.Speech is about making choices. Students must choose how to interact in expressing themselves. Spoken language is used mostly in the communication. It means that they have to speak to others to express their aims. Therefore, it can be said that without speaking, communication cannot be done optimally.

## **6. Concept of Teaching and Learning Speaking**

The goal of the learning and teaching English in senior high school is communicative competence. Teacher is the facilitator of the student. Brown stated that teacher is like an actor because they feel as if they are always on the stage.<sup>32</sup> It means that the teacher as a facilitator of the students should has communicative competence and the teacher should have interesting techniques to invite and attract the students to practice English in the classroom.

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

---

<sup>31</sup>Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

<sup>32</sup>H. Douglas Brown, *Op. Cit*, p.107

1. Pre-production stage

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

2. Early production stage

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

3. Speech emergence stage

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

4. Intermediate fluency

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

5. Advanced fluency

In this stage, the students have increasing facility in discussion using his vocabulary without any proper preparation.<sup>33</sup>

---

<sup>33</sup>Marriam Bashir, et. al. *Factor Effecting Students' English Speaking Skills. British Journal of Arts and Social Sciences*, (Lahore: University of Education College Road, 2011), p.36

In short, teaching speaking is started at teaching the students how to speak in English as their foreign language, and then ask them to be able to pronounce the new language accurately.

Based on explanation above, it is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

Teachers need strategies to developing students' speaking skill. To support their students to get the fluency in speaking. Beside that, These instructors' help students learn to speak so that the students can use speaking to learn:

1. Using Minimal Responses Language

learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another

speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

## 2. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

## 3. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants'

language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.<sup>34</sup>

Referring to the explanation above, it can be inferred that teacher can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. So teacher and students should talk with English actively in the classroom. In conclusion, teacher plays big roles in teaching learning process, in other to the students get fluency while they are speaking, out of the difficult misunderstandings and hesitation in speaking activity. Teacher should play the roles above in order to make the speaking class runs well.

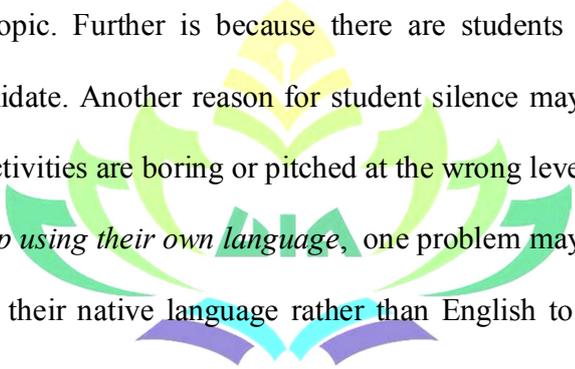
### **C. Teacher's and Students' Problem in Teaching and Learning Speaking**

#### **1. Teacher's Problem in Teaching Speaking**

As explained before that teaching speaking is very essential especially for understanding English in the class. However, there are some obstacles faced by the teacher in teaching speaking which affect the outcomes of teaching learning speaking in the class. In addition, these aspects are became as instrument to be observed. Some of those obstacles, as Febriyanti states, can be described as follows:

---

<sup>34</sup>Marriam Bashir, et. al. *Factor Effecting Students' English Speaking Skills. British Journal of Arts and Social Science*, (Lahore:Online Journal, 2011), p. 39

- 
- a. *Students donot want to talk or say anything*, one of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore “losing face” in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.
- b. *Students keep using their own language*, one problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.
- c. *It is difficult to handle students in large classroom*, if the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

- d. *Students are not discipline in classroom*, some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.
- e. *The materials do not fulfill the need of students*, language teacher should attempt to associate the language they are teaching with the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.
- f. *Students have low motivation*, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success.<sup>35</sup>

---

<sup>35</sup>Emma R. Febriyanti, *Teaching Speaking of English as a Foreign Language: Problems and Solutions*, (Banjarmasin: Online Journal of FKIP Universitas Lambung Mangkurat, 2011), p.7

Based on explanation above, it can be concluded that some obstacles faced by teacher in teaching speaking are students donot want to talk or say anything, students keep using their own language, difficult to handle students in large classroom, students are not discipline in classroom, the materials do not fulfill the need of students and students have low motivation to learn English.

## **2. Student's Problem in Learning Speaking**

These aspects are became as instrument to know more clearly about the problems in learning and teaching speaking that students and teachers often meet, we should concern some problems with speaking activities suggested that cited from A Course in Language Teaching, there are four obstacles in learning speaking:

- a. Inhibition: Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibition about trying to say things in a foreign language. In the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, or that they have no motive to express themselves beyond the guilty feeling.
- c. Lows or uneven participation: Only one participant can talk at a time if he or she is to heard; and in a large group this means that each one will have only

very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- d. Mother- tongue use: In classes all, or a number of the learners share the same mother tongue for many reasons: firstly, they may tend to use it because it is easier. Secondly, they feel unnatural to speak to one another in a foreign language and lastly because they feel less “exposed” if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some class- particularly the less disciplined or motivated ones to keep to the target language.<sup>36</sup>

Based on the explanation above the researcher concluded that there are four problems in learning speaking such as inhibition, nothing to say, lows participation and mother tongue use. Those four things are most of difficulties that students often encounter in learning speaking skill.

#### **D. Debate Technique**

##### **1. Definition of Debate Technique**

Gene defined debate as “a formal discussion of an issue at a public meeting or in a parliament, and it is an argument or discussion expressing different opinion”.<sup>37</sup> It means that debate is a formal discussion expressing different opinion which come

---

<sup>36</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p.120

<sup>37</sup>W. Gene, *Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*, (Norfolk: Online Journal of Dental Hygiene, 2007), p. 340 available at <http://www.ncbi.nlm.nih.gov/pubmed/18173892>, accessed 20<sup>th</sup> January 2017

from expert or research study. Allah has explained the instruction of Debate in the Quran at surah An-Nahl: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ  
بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ  
أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

*Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.*<sup>38</sup>

From the statement above it shows that a person must express their opinion or give a rebuttal should in a good way. In addition, in explaining the statement it must be in accordance with the reality.

In addition, Prophet Muhammad SAW said, that:

نفسكم أو غيركم جادلة مع سوء الحق بقبول أخيبا فعليك وصدقنا أمناو، أظننا وسمعنا، فقلنا لعلنا كذبنا فتمت:

*Therefore, O my brother, you should accept the truth, whether it be on the opposite of your debate or in yourself. Whenever it seems to you the truth, then say, "We hear and obey, and we believe and justify it.*

---

<sup>38</sup>The Holy Qur'an English Translation of the Meanings and Commentary King and Fand Holy Qur'an and Printing Complex, p. 226

Based on hadits that explained above, it can be concluded that Debate is good if the aim of debate is to get the truth. And give the argument with the good way.

Meanwhile, Gene stated that:

debate provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, and formulating their own opinions based on evidence.<sup>39</sup>

It means that in debate, the students are requested to deliver and defend their ideas based on their position in debate. It is a good experience by which students can develop competencies in researching current issues.

Ericson et, al stated that orderly debate, in which speakers argue for acceptance of various answers to a given question, is an obvious feature of modern parliaments and congresses.<sup>40</sup>

It means that in debate, speakers can develop and organizes idea to argue or accept various answer.

Barkley, et al., stated that debate is a complex technique that need some preparations, because in debate we need to enough time to choose a topic suitable to a current issue, deviding the students into some group, the students need to read the topic before doing a debate, and define a rule used in debate in other to it can be done optimally.<sup>41</sup>

---

<sup>39</sup>W. Gene, *Op Cit*, p. 340

<sup>40</sup>Jon M. Ericson et, al, *The Debater;s Guide Third Edition*, (Carbondale: Southern Illinois University Press, 2003), p.1

<sup>41</sup>Barkley, et al, *Collaborative Learning Techniques, Translated by Narulita Yusron*, (Bandung: Nusa Media, 2005), p. 191

Dale and Wolf stated that a debate is a speaking situation in which opposite points of view are presented and argued.<sup>42</sup> It means that in debate the learners shared knowledge about the issue and give different opinions or interest to defend the opposite argumentation.

Moreover, Freeley and Steinberg stated that debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgement on a proposition.<sup>43</sup> It means that debate is the formal way to arriving reasoned judgement to reach a decision in individuals or groups.

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

## **2. Rules of Debate**

Debate, like many competitive activities, has rules and customs with which participants and judges should be thoroughly familiar. The rules governing participants are these:

1. There are two teams, each consisting of two or three speakers.

---

<sup>42</sup>Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (New York: Miami-Dade Community College Second Edition, 2000,), p.176

<sup>43</sup>Austin J. Freeley and David L. Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, (Boston: Lynn Uhl, 2009), p. 6

2. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate.
3. When worded as a proposition of policy, the topic requires the affirmative to support some specified action by some particular individual or group. The affirmative has the right to make any reasonable definition of each of the terms of the proposition. If the negative challenges the reasonableness of a definition by the affirmative, the judge must accept the definition of the team that shows better grounds for its interpretation of the term.
4. The affirmative must advocate everything required by the topic itself. No revision of position of a team is permitted during the debate.
5. He who asserts must prove. In order to establish an assertion, the team must support it with enough evidence and logic to convince an intelligent but previously uninformed person that it is more reasonable to believe the assertion than to disbelieve it. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.
6. In the questioning period, the questioner may ask any fair, clear question that has a direct bearing on the debate. The questioner may use the period to build up any part of his own case, to tear down any part of his opposition's case, or to ascertain facts, such as the opposition's position on a certain issue, that can

be used later in the debate. The questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.

7. Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.
8. No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.
9. The judge must base his decision entirely on the material presented, without regard for other material which he may happen to possess.
10. Any gains made outside of the established procedure are disallowed.<sup>44</sup>

Based on the explanation above, there are ten rules of debate that should be well-understood by the debaters. Rules of debate exist to define the procedures and the playing field.

### **3. Types of Debate**

There are two types of debates that should be known by the teachers and learners. That is Applied Debate and Academic Debate. The detail descriptions of the types is as follows:

---

<sup>44</sup> George McCoy Musgrave, *Competitive Debate: Rules and Techniques*, (New York: H.W Wilson, 1957), p.1-33

## A. Applied Debate

Applied debate may be classified as special debate, judicial debate, parliamentary debate, or nonformal debate.

### 1. Special Debate

Special debate Debate conducted under special rules drafted for a specific occasion for example, presidential debates. debates of 1992, the Bush Gore debates of 2000, Bush Kerry in 2004, and the series of debates involving the candidates for the Democratic and Republican Party's nominations during the 2007–2008 campaigns. These were formal debates, yet they were neither judicial nor parliamentary; they were conducted under special rules agreed on by the debaters.

### 2. Judicial Debate

Judicial debate is conducted in the courts or before quasi-judicial bodies. Governed by the rules of a court of law, its purpose is the prosecution or defense of individuals charged with violation of the law or the determination of issues of law alleged to be applicable to specific cases before the court. Court TV and other television and even Internet access makes courtroom argument easily accessible to interested spectators.

### 3. Nonformal Debate

Nonformal debate is conducted without the formal rules found in special, judicial, parliamentary, and academic debate. This is the type of debate to which newspapers and television commentators typically are referring when

they speak of the “abortion debate,” the “immigration debate,” and other controversies that arouse public interest. The term nonformal has no reference to the formality or informality of the occasion on which the debate takes place. A president’s stateoftheunion address a highly formal speech may be a part of a nonformal debate. A rap session in a college dormitory a very informal situation may also be part of a nonformal debate.

#### B. Academic Debate

Academic debate is conducted under the direction of an educational institution to provide educational opportunities for students. Many schools and colleges conduct programs of academic debate. The issue here is not whether we will participate in debate our participation is inevitable, because, sooner or later, most educated people will take part in some form of debate. The issue is whether our participation will be effective. Academic debate can teach us to become effective in this essential art.<sup>45</sup>

The procedure of Debate which will be held in this research to get the data is Australian Parliamentary English Debate System combination (5-6 students per group). It consists of two teams between affirmative and negative group. Furthermore, it includes some components ; the motions, the first speaker, the second speaker, the third speaker, the fourth speaker, the fifth speaker and the sixth speaker.

---

<sup>45</sup>Austin J. Freeley and David L. Steinberg, *Argumentation and Debate Twelfth Edition :Critical Thinking for Reasoned Decision Making*, (Boston: Lyn Uhl, 2009), p. 20

## **E. The Strengths and Weaknesses of Teaching Speaking through Debate Technique**

### **1. The Strengths of Teaching Speaking through Debate Technique**

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. by participating to watch and listen in debate class give some benefits to the students including in speaking skill.

Barkley, et al defined that there are three benefits of debate for students. Firstly, debate can improve students' motivation to practice their spoken language. Secondly, it can encourage students' in critical thinking, and develop students' speaking proficiency in communication. Thirdly, it growthes and developes students' tolerance and appreciation to the their friends' point of view.<sup>46</sup>

It is means that debate technique not only can improve students' speaking ability but also can encourage students in criticalthinking, students' speaking proficiency in communication and students' appreciation to their friends' point of view.

According to Lockett there are great advantages of debate toward students. Firstly, the students become more active in small-group and class discussion. Secondly, it will improve students confidence while they are giving academic presentation. Finally, it is one of the effective way for training both linguistic and intellectual abilities.<sup>47</sup>

It is means that debate makes students more active in discussion, become confidence when they are giving presentation and build intellectual abilities of the students.

---

<sup>46</sup>Barkley, et al, *Op Cit*, p. 192

<sup>47</sup>Joseph W. Lockett, *Basic Concepts for Teaching and Learning Debate, Japanese Journal Online*, (Hokkaido: Hakusei Gakuen University, 2006), p.119 (<http://mmursyidpw.files.wordpress.com/2009/05/teachingspeaking.Pdf>), accessed 20 January 2017.

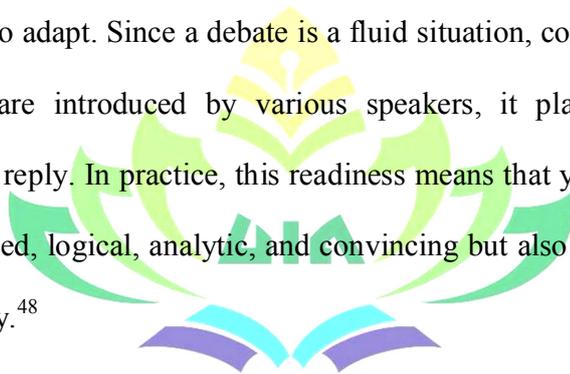
Ericson et, al stated that debate has much strength to apply in teaching speaking toward students. They are as follows:

- 1 The ability to collect and organize ideas. A successful debate speaker is one who can absorb vast amounts of material and select from it those items that are the best to use in a particular debate.
- 2 The ability to subordinate ideas. A debater will hear about forty-five hundred to five thousand words from the opponents during a typical single round of debate. Together with a colleague, this debater will deliver an additional forty-five hundred to five thousand words. Only by sorting out the major ideas from the minor ones can any speaker hope to make sense of this flood of words.
- 3 The ability to evaluate evidence. Skill in gleaning the most important evidence is a hallmark of an intelligent speaker. Not every statement, quotation, statistic, or idea in a debate is worth the trouble of refutation.
- 4 The ability to see logical connections. Aristotle once pointed out that the ability to see what is similar among dissimilar things is a mark of genius. The great mass of data presented during most debates causes confusion among the hearers; therefore the speakers who can identify the relationship between items help to clarify the debate for the audience and thus improve their own chances of success.
- 5 The ability to think and speak in outline terms. Clarity is essential in a debate (and in any good communication, for that matter), during which the clash of ideas often confuses an audience. The debaters must have not only a perfectly

clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience.

6 The ability to speak convincingly. An awareness of what an audience expects—what it takes to convince that particular audience—is absolutely essential, both in debate and in other types of speaking.

7 The ability to adapt. Since a debate is a fluid situation, constantly changing as new ideas are introduced by various speakers, it places a premium on readiness of reply. In practice, this readiness means that you must be not only well organized, logical, analytic, and convincing but also able to react to new ideas quickly.<sup>48</sup>



It means Debate can improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they enter into conversations between them as they debate.

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

---

<sup>48</sup>Jon M. Ericson, *Debater's Guide Third Edition*, (Carbondale: Southern University Press, 2003), p.3

## 2. The Weaknesses of Teaching Speaking through Debate Technique

Although Debate has many strengthens in learning process, it has many weaknesses too. The weaknesses are stated below:

1. Debate is only used for certain subject. Debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.
2. Debate needs long times and preparations.
3. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.
4. Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument. <sup>49</sup>

Based on the explanation above, the researcher acquire the solution to minimize the weaknesses of debate technique. The first, because debate is only used for certain subject the teacher should be able to applied another material in order to make the students can convey about opinion and statement. The second, presence the time before to prepare anything before debate. The third, before the teacher conduct debate technique in the class, it is better to confirm with the students. So, the students will

---

<sup>49</sup>Zainul Muttaqin, *Teaching Conversation Gambits to Enhance Students' Communicative Competence in English Debate (An Action Research with WEC Walisongo English club of IAIN Walisongo Semarang Year 2008 /2009*, Unpublished, (Semarang:Tarbiyah Faculty UIN Walisongo, 2008), p. 29

prepare about the material and the article related to the topic. The fourth, the teacher should be as a moderator to the students in doing debate. Invite the students to follow the rules.

Although debate techniques has many weaknesses as stated above, its benefits are greater especially in teaching speaking, because it gives more chance to the students to practice their English orally. In this particular case, the teacher can use simulation and role play to minimize the weaknesses. Many students may get great benefit from simulation and roleplay. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.<sup>50</sup> It is infinitely more valuable when directed to the actual or potential language needs of the students.

## **F. Teacher's and Students' Problems in Teaching and Learning Speaking through Debate Technique**

### **1. Teacher's Problem in Teaching Speaking through Debate technique**

In teaching speaking through debate technique, there are some difficulties faced by teachers. Nowadays, the problems happen in teaching learning process. They are as follows:

- a) The teacher need much preparation in debating in order to make sure the debate is running well.

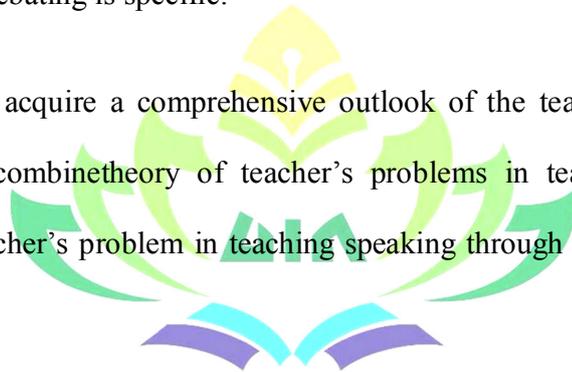
---

<sup>50</sup>Jo Mcdonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide*, (UK:Blackwell Publishing, 2003), p.144.

- b) Debate technique only can be used for specific subjects, such as subjects that are concerned with agreeing and disagreeing and giving argument.<sup>51</sup>

Based on the explanation above, it can be concluded that some of problems faced by teacher in teaching speaking through Debate technique are need much preparation and the subject in debating is specific.

In this research to acquire a comprehensive outlook of the teacher's problem, the researcher would combinetheory of teacher's problems in teaching speaking by Febriyanti with teacher's problem in teaching speaking through debate technique by Malley and Pierce.



## **2. Students' Problems in Learning Speaking through Debate Technique**

Based on the Malley and Pierce theory, the researcher could took some of problems in learning debate technique, they are as follows;

- a) Students should prepare their arguments before the debate
- b) The students cannot control their emotion<sup>52</sup>

Based on the explanation above, the researcher concluded that the problems that may be faced by the students in learning English through debate are students should prepare their arguments before the debate to make it easier for them to attack the

---

<sup>51</sup>Satit Somjai, Anchalee Jansem, *The Use of Debate Technique to Develop Speaking Ability of Grade Ten Students at Bodindecha (Sing Singhaseni) School*, (Bangkok:Srinakarinwirot University, 2015), p.29, cited O' Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (Addison-Wesley Company Inc: 1996)

<sup>52</sup>*Ibid*, p. 29

opponent's opinion. Finally, it requires the students to control their emotion in defending their argument.

In this research, the researcher would combine theory of students' problem in learning speaking by Penny Ur with theory of students' problems in learning debate technique by Marley and pierce. In order to have a comprehensive data of the students' problem needed in this research.

#### **G. Procedure of Teaching Speaking through Debate Technique**

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

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

1. Dividing students into two teams.
2. Selecting debate topic and assigning the two teams 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 topic and format of the debate.
5. An example format of the debate as following:
  - a. Side 1 presents opening arguments, with three members each giving a statement.

- b. Side 2 presents opening arguments, with three members each giving a statement.
- c. Side 1 has chance for rebuttal
- d. Side 2 has chance for rebuttal
- e. Side 1 has chance for a second rebuttal.
- f. Side 2 has chance for a second rebuttal
- g. Side 1 takes time for a conclusion.
- h. Side 2 takes time for a conclusion.<sup>53</sup>

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

1. Make two proposition, pro and contra
2. Give explanation to the students about the rules in the debate.
3. Devided the students into some groups which consist of four up to six students.
4. Give and devide the times to the students in each teams to
  - a. introduction their group (1 minutes)
  - b. presenting argument or rebuttal (3 minutes),
  - c. competing debate (10 minutes)
  - d. make a conclusion ( 2 minutes)<sup>54</sup>

---

<sup>53</sup>Paul B. Pedersen, *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association, 2002), pp.88-89.

<sup>54</sup>Barkley, et al, *Op Cit*, p. 193

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

1. Teacher make the students into two proporsition, they are: pro and contra
2. Teacher gives explanation to the students about the rules
3. Teacher devided the students into some groups which consist of four up to six students
4. Teacher selecting the debate topic
5. Teacher give students time before to prepare for arguments and to collect supporting data to present during the debate in the class.
6. Teacher conduct the students to doing the debate format, they are as follows:
  - a. Side 1 of the students presents opening arguments, with three members each giving a statement.
  - b. Side 2 of the students presents opening arguments, with three members each giving a statement.
  - c. Side 1 has chance for rebuttal the arguments of side 2
  - d. Side 2 has chance for rebuttal the arguments of side 1
  - e. Side 1 has chance for a second rebuttal the arguments of side 2 in order to compete the debate.
  - f. Side 2 has chance for a second rebuttal the arguments of side 1 in order to compete the debate.
  - g. Side 1 takes time for a conclusion.

h. Side 2 takes time for a conclusion

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



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

This research used the descriptive qualitative method in collecting and analyzing the data. Qualitative research is a type of educational research in which the researcher relies on the views of participants, ask abroad, general questions, collects data consisting largely of words (or text) from participants describes and analyzes for themes and conducts the inquiry in a subjective, biased manner.<sup>55</sup> Qualitative data consists of written records of observed behavior that are analyzed qualitatively.<sup>56</sup>

This research was conducted to describe the process of teaching and learning speaking by using Debate technique in the classroom. The problems faced by the teacher and students in teaching and learning speaking by using debate technique. In the other word, this research used triangulation as instruments, they are observation, interview and questionnaire.

Triangulation more interpreted as the merger of two way or more in collect the data about behavior of the subject research. Because human behavior complex, the use of

---

<sup>55</sup> Jhon W. Creswell, *Educational Research: Planning*, (Boston: Pearson Education, 2012), p. 39

<sup>56</sup> Keneth S. Bordens & Bruce B. Abrott, *Research Design and Method: a Process Approach*, (New York: Longman,2000), p.15

one method in collecting qualitative data often inadequate.<sup>57</sup>It means that triangulation is indicate two or more method that use in study to measurement of the data and determine the result of surveying. And also as the tactic to communicate to get the valid result.

## **B. Research Subject**

The researcher selected the participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.<sup>58</sup> The researcher chose the English teacher and the students of the eleventh grade of MA Al-Hikmah Bandar Lampung as the participants of this research. There is one English teacher and three classes for the eleventh grade. The researcher asked the teacher of eleventh grade who teaches English in the sample class. Then, the researcher chose XI IPS as the sample of research since this class has a big problem with their speaking ability based on the interview with the teacher. Furthermore, from the pre survey result for speaking test, most of the students in class XI IPS got the lowest score for speaking test. The detail descriptions of students' average score of speaking test can be described as follows:

---

<sup>57</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.246

<sup>58</sup> Jhon W. Creswell, *Op Cit*, p.204

**Table 2**

**Students' Average Score of Speaking of Class XI MA Al-Hikmah Bandar Lampung in the Academic Year 2016/2017**

No	Score	Class			Number of Students	Total
		IPA	IPS	IAI		
1.	<70	15	20	16	51	117
2.	>70	26	23	17	66	
Average		70,4	67,4	68,7		

**C. Data Collecting Technique**

In this research, the step was conducted with intention of gaining the data from beginning until the end of teaching and learning process. Therefore, in this research, the researcher conducted the observation, interview and questionnaire to get the data of this research. The steps are as follows;

**1. Observation**

Observation is collecting data process which in this research the researcher observes the situation of teaching learning process in the class.<sup>59</sup> Observation is properly used in this research which related with teaching learning process, students activity and problem which may arise. In this research, the researcher was as an observer to get the data. The researcher would not be involved directly in the classroom activity.

---

<sup>59</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012), p.136

The researcher made a note during the teaching learning process. In this case the researcher only takes note, analyzes and make conferences about the object under study. Nevertheless, before the teaching learning begins, the teacher prepare a lesson plan and discussed the material

## 2. Interview

Interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.<sup>60</sup> The researcher used standardized open-ended interview, Gall in Turner stated that The standardized open-ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended.<sup>61</sup> Because this open-endedness allowed the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up. In addition, this interview is aimed to make sure about the result of the observation and to get more data related to this research. The teacher was asked about his opinions of the activity process including their problems in speaking.

---

<sup>60</sup>Sugiyono, *Op Cit*, p. 137

<sup>61</sup> Daniel W. Turner, *Qualitative Interview Design: A Practical Guide for Novice Investigator*, (Florida: Nova Southeastern University, 2010), p. 756

### 3. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent.<sup>62</sup>The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher finds out the students respond toward the teaching and learning process. The researcher distributed the questionnaire after the process of teaching and learning speaking through debate technique.

### D. Research Instrument

In this research, the researcher would be the key instrument in collecting the data. The researcher obtained the data that are needed to the research. The researcher was the observer of this research. The researcher observed the activities which will be lasted during her research. The researcher would be the nonparticipant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.<sup>63</sup> As a result, the researcher did not join or participate in the activity of her research subjects. In collecting the data, the researcher will use triangulation technique. It is consists of observation, interview and questionnaire. The description of those instruments is as follows;

---

<sup>62</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, Rineka Cipta,2010), p 130

<sup>63</sup> John W. Creswell, *Op Cit*, p. 214

## 1. Observation

Observation is the process of gathering open-ended, first hand information by observing people and places at research sites.<sup>64</sup> In this research use observation manual that the researcher would prepare it before. Observation manual observe the process of teaching and learning process are described as follows:

**Table 3**  
**Specification of Observation**

No	Component of Observation	Pointer of Observation
1.	Teaching-Learning Activity	<b>Twelve steps to apply debate technique</b> 7. Teacher makes two proposition, pro and contra 8. Give explanation to the students about the rules and selecting debate topic 9. Divide the students into some groups which consist of four up to six students. 10. Give the students time before preparing the debate in the class. 11. Side 1 of the students presents opening arguments, with three members each giving a statement. 12. Side 2 of the students presents opening arguments, with three members each giving a statement. 13. Side 1 has chance for rebuttal the arguments of side 2 14. Side 2 has chance for rebuttal the arguments of side 1 15. Side 1 has chance for a second rebuttal the arguments of side 2 in order to compete the debate. 16. Side 2 has chance for a second

---

<sup>64</sup>*Ibid*, p. 211

		<p>rebuttal the arguments of side 1 in order to compete the debate.</p> <p>17. Side 1 takes time for a conclusion.</p> <p>18. Side 2 takes time for a conclusion</p>
2.	Teacher's Problems	<p><b>Eight teacher's problems in teaching speaking by using debate technique</b></p> <ol style="list-style-type: none"> <li>1. Students do not want to talk or say anything because they feel shy about talking in front of other students and afraid of making mistakes</li> <li>2. Students keep using their own language, they use their native language rather than English</li> <li>3. It is difficult to handle students in large classroom</li> <li>4. Students are not discipline in classroom, some students do not pay attention to the lesson given</li> <li>5. The materials do not fulfill the need of students</li> <li>6. Students have low motivation and lose interest in learning</li> <li>7. The teacher need much preparation in debating in order to make sure the debate is running well</li> <li>8. Debate technique only can be used for specific subjects</li> </ol>
3.	Students' Problems	<p><b>Six students' problems in learning speaking by using debate technique</b></p> <ol style="list-style-type: none"> <li>1. Learners are often Inhibition about trying to say things in a foreign language.</li> <li>2. Learners complain that they can not think of anything to say</li> <li>3. Lows or uneven participation, only one participant can talk at a time if he or she is to heard</li> <li>4. Learners share the the same mother tongue for many reasons.</li> <li>5. Students should prepare their</li> </ol>

		argumentation before debate 6. The students cannot control the emotion
--	--	---

## 2. Interview

Interview is one of the techniques in collecting the data by asking some questions to the participants related to the research problem directly.<sup>65</sup> This research used formal interview to collect the data from the teacher. The formal interview was being conducted to certain place and certain time, with the people who essential understand about the phenomenon. The interview is conducted by one-one-one interview and focus on group interview to helped the researcher in understanding the phenomenon and answer the research in question. The topics of interview could be described as follows:

**Table 4**  
**Interview Guideline**

No.	Aspect	Indicators	No. Item	Total Item
1.	To know the general process of English teaching learning activity	Ask the teacher whether he find students' difficulties in learning speaking	1	1
2.	To know the process of teaching and learning speaking by using debate technique	Ask the teacher whether debate technique can improve the students' speaking ability	2,3	2
3.	To know the teacher's problems in teaching speaking	Ask the teacher whether the problems that make the students to be embarrassed or shy to	4	1

<sup>65</sup> Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, (Yogyakarta: Diva Press, 2010), p.145

		ask the teacher whether the students more often use Indonesian when they are speaking in front of the class	5	1
		ask the teacher whether he has problems with the quantity of the students in the class	6	1
		ask the teacher whether the cause of the students is still not paying attention to the lessons in the class when he teach speaking	7	1
		ask the teacher whether the material in the textbook are compatible with the students' need in learning speaking	8	1
		ask the teacher whether the students had low motivation and not participate in learning speaking	9	1
4.	To know the teacher's problems in teaching speaking through debate technique	ask the teacher whether he has any problems in preparation in teaching speaking using debate technique	10	1
		ask the teacher whether he has problems in determine the material of using debate technique	11	1

### 3. Questionnaire

According to Suharsimi, questionnaire is a list of questions that is used by obtaining information from respondent.<sup>66</sup> Questionnaire is a method used to get the data by giving written questions to respondent. The researcher used the questionnaire to get

<sup>66</sup> Suharsimi Arikunto, *Op Cit*, p.132

the detail information of student's problem in learning speaking by using debate technique. The specification of the questionnaire could be described as follows:

**Table 5**  
**Questionnaire Guideline**

No.	Aspect	Indicator	No. Item	Total Item
1.	To know the student's motivation and interest in learning speaking.	Ask the students whether they interest with learning speaking by using debate technique	1	1
2.	To know the process of teaching and learning speaking by using debate technique	Ask the student their opinion about teaching and learning speaking process by using debate technique	2	1
3.	To know the student's problem in learning speaking	Ask the students whether they had difficulty in learning speaking than other English skills	3	1
		Ask the students whether they had difficulty in espress their ideas when speaking English	4	1
		Ask the students whether they excited and participate in learning speaking in the class	5	1
		Ask the students whether they often use a mother tongue in learning speaking	6	1
4.	To know students problem in learning speaking through debate technique	Ask the students whether they need more time to prepare the arguments before the debate begin	7	1
		Ask the students whether they had any problems incontroll the emotion when learning speaking using debate technique	8	1

## **E. Trustworthiness of Data**

In the qualitative research, the researcher is reveal the data as the real life of the subject. This qualitative research uses some methodoligies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation will be employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject research.<sup>67</sup> Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough. Validity is the degree of occurancy of the data happens to the object of research with the power that can be reported by investigation. There are six kinds of triangulation:

- a. Triangulation of time. Triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional carried out in the same time with the different group but in the longitudinal, data collecting carried out from the same group different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similiar data.
- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method. In triangulation of method the researcher use different method for collecting similiar data.

---

<sup>67</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.24

- e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.<sup>68</sup>

In this research, the researcher was used triangulation method, in triangulation method the researcher used three data collecting technique, and they were observation, questionnaire an interview. The observation focused on the process of teaching speaking through debate technique. Interview would be aimed to make sure the result of the observation and questionnaire.

## **F. Data Analysis**

In this research according to Miles and Huberman, the steps of analyzing the data are as follows:<sup>69</sup>

### **1. Data reduction**

The reduction of the data in this research means the process of selecting, abstracting, and simplify the data gained from the note of the interview and observation. Then this summary will be analyzed to seek the important information, group the data, and select the data which are needed and arrange

---

<sup>68</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 246

<sup>69</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (California: Sage Publications, 1994), p. 12

the data to the proper format so that they give meaningful result and conclusion.

## 2. Data Display

The next stage is to display the data from the result of the data reduction. The information gains from observation, interview, and questionnaire will be gathered and organized according to the research focus. Data displays include many types of matrices, graphs, charts and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and their draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

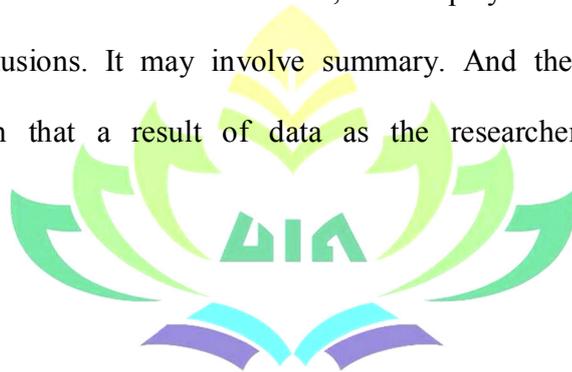
The nature of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytical drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes.

## 3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand.

Throughout the research process the investigator will be making various inform evaluations and decisions about the study and the data.<sup>70</sup>

In this research, the researcher would use the steps of analyzing the data based on explanation above, such as data reduction to seek the important information, group the data and select the data which are needed, data display to see what is happening and justified conclusions. It may involve summary. And the last is Conclusion drawing/verification that a result of data as the researcher collect based on observations.



---

<sup>70</sup> Bruce L Berg, *Qualitative Research Methods for the Social Science*, (Borston: Pearson Education, 2001),pp. 35-36

## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

### **A. Research Procedure**

The researcher had done the research through observation, interview, and questionnaire. The researcher find out some results of the research in the process of using debate technique in teaching speaking in MA Al-Hikmah Bandar Lampung.

In investigating the process of implementing debate technique in teaching speaking, the researcher used three instruments in collecting the data. They are observation, interview and questionnaire. The research was conducted in two sessions. The instruments of the research which were consisted of observation, questionnaire and interview had been done to know the process of teaching speaking by using debate technique, the problems faced by the teacher in teaching speaking by using debate technique, and the problems faced by the students in the process of learning speaking using debate technique.

In the observation, the researcher observed the process of using debate technique in teaching learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their respond to the implementation of the research and also the problems they faced in the process of teaching learning activity. Next was interview, the researcher interviewed the teacher to confirm the data gained from the observation and questionnaire. Moreover, the

researcher also collected additional data such as school profile and history, the condition of the students and the teachers and so on.

The research was conducted at MA Al-Hikmah Bandar Lampung in the first semester of the eleventh grade started from July, 28<sup>th</sup>2017 up to August, 16<sup>th</sup> 2017. In this research the researcher enclosed the date and planed schedule of work as follows:

1. On Friday, July28<sup>th</sup>, 2017, the researcher met the headmaster to get permission to do research at MA Al-Hikmah Bandar Lampung. And then the researcher met English teacher (Mr. Yayan Mulyana, S.Pd) to discuss the schedule to do research.
2. On Monday, August7<sup>th</sup>, 2017, the researcher conducted the first observation/first meeting.
3. On Wednesday, August9<sup>th</sup>, 2017, the researcher conducted the second observation/second meeting.
4. On Monday, August14<sup>th</sup>, 2017, the researcher gave questionnaire for the students.
5. On Wednesday, August 16<sup>th</sup>, 2017, the researcher conducted interview and asked the data of the school such as history of the school, profile and so on.

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data that contained of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

## **1. Data Reduction**

Data reduction is the first component or level in model qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>71</sup> In this case, the researcher selected which data that were used in his research. There were three instruments used to collect the data: observation, interview and questionnaire. Observation became the key of instrument in this research, whereas interview and questionnaire became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

### **a. Whole Data**

In the whole data, the researcher provided all of the result of the research based on the data collected by using three instruments. There were observation, interview dan questionnaire.

#### **1) Observation**

The researcher employed an observation (see appendix 3). The observation was conducted to know the process of teaching and learning speaking process through debate technique which were conducted in two meetings. Every meeting had the same

---

<sup>71</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage publications, Thousand Oaks, 1994), p. 12

activities and the same material. The material was about expressing agreement and disagreement. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. The second meeting was continuation from the first meeting.

The researcher observed the process of teaching and learning speaking through debate technique, the students' and teacher's problem during teaching and learning speaking through debate technique. In the observation process, the researcher prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in the following discussion.

#### **a) First Session**

In this session, the teacher introduced about debate technique. The teacher related it in the topic about expressing agreement and disagreement. Before teaching, the teacher had prepared the teaching materials, including the materials about agreement and disagreement.

In starting the class, firstly, the teacher greeted the students warmly and asked some questions related to their condition that day. The teacher checked attendant list. Next the teacher led the students to the new material about asking and giving opinion.

Secondly, the teacher explained the expression of agreement and disagreement. The teacher gave examples of how to ask people's opinion about someone or something and then how to answer it. Then, the teacher ask many students to give example of the expression agreement and disagreement.

Then, the teacher gave students example of the conversation about expressing agreement and disagreement. After that, the teacher gave basic sentence (frame) from the conversation.

### **Expression of asking for opinion**

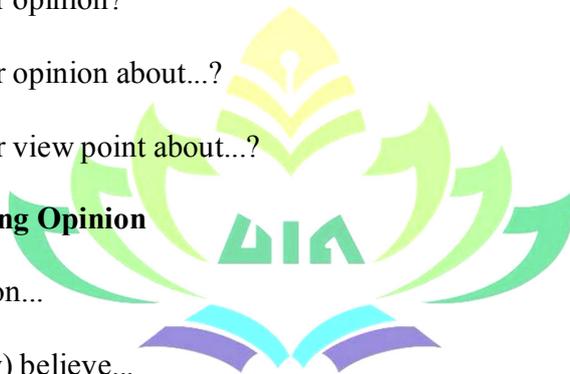
- What is your opinion?
- What is your opinion about...?
- What is your view point about...?

### **Expression of Giving Opinion**

- In my opinion...
- I (personally) believe...
- I (personally) think...
- I (personally) feel...
- Not everyone agree to me, but...
- As far as I can tell...

### **Expressing Agreement:**

- I agree
- I think so
- I agree with your opinion
- I can go along with that
- This is absolutely right



### Expressing Disagreement:

- I disagree
- I don't think so
- I don't like your idea
- I don't agree

It is taken by the example of conversation, as follows:

### The example of agreement dialogue

#### Example1

A: In my opinion, drinking cola can remove our thirst and refresh our selves.

B: **I agree with you**, but it contains a lot of calories and sugar.

I prefer juice to cola.

#### Example2

A: I think doing exercise is very important if we want to lose some weight.

B: **This is absolutely right**. Doing exercise can burn calories and fat in our body.

### The example of disagreement dialogue

#### Example 1

A: I like pizza so much because it's delicious and easy to get everywhere

B: I don't agree with you.

Pizza is junkfood and it's not good for health if we always eat it.<sup>72</sup>

Then, the teacher asked the students to make a conversation about agreement and disagreement, and the example of students' conversation as follows;

**Students' example of disagreement:**

Student A : I think this book is very expensive  
Student B : I dont think so, because this book is limited edition

**Students' example of agreement:**

Student C : In my opinion, English is the most difficult lesson  
Student D : You are right, we need study more to understand about English

After that, the teacher told students that students will be divided into two teams, affirmative and negative team for practicing debate. Teacher explained the way of debate to students in order to make the debate runs well. After that the teacher ask each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. The topic of debate *some people say that woman should stay at home to take care of their family*. Debate was began and it was started by affirmative team to deliver their opinion. Then, the teacher gave the feedback for the students and evaluated the whole activities.

---

<sup>72</sup>Modul pengayaan Bahasa Inggris untuk SMA/SMK/MAK XI- 2B

## **b) Second Session**

In this second session, the activities were not too different from the first session, the teacher introduced about debate technique. It was about teaching learning process, but the topic of debate was different for the first session. Before teaching, the teacher had prepared the teaching materials, including the materials about expressing agreement and disagreement.

In starting the class, firstly, the teacher greeted the students warmly and asked for some questions relating to their condition that day. The teacher checked the attendant list. Next the teacher led the students to the new material about expressing agreement and disagreement.

Secondly, the teacher explained the materials about expressing agreement and disagreement and debate technique. Every student had to follow the teacher's instruction. The teacher gave examples of how to ask people's opinion about someone or something and then how to answer it. Then, the teacher ask many students to give example of the expression agreement and disagreement.

Then, the teacher gave students example of the conversation about expressing agreement and disagreement. After that, the teacher gave basic sentence (frame) from the conversation. It is taken by the example of conversation, as follows:

### **Expression of Asking for Opinion**

- What is your opinion?

- What is your opinion about...?
- What is your view point about...?
- What do you think about...?
- Do you have any opinion on...?
- What about...?
- What do you think?

### **Expression of Giving Opinion**

- To my mind...
- From my point of view...
- In my case...
- As to me...
- I'd say that...
- Do you know what I think? Personally...



### **Expressing Agreement:**

- I like your idea
- That's a good idea
- I absolutely agree
- I agree
- I think so
- dll.

### **Expressing Disagreement:**

- I don't think it is a good idea
- I don't like your idea
- I don't think so
- I can't go along with that
- I disagree

### **Example of Agreement dialogue:**

#### **Example 1:**

Dina: What do you think we should give to Fia for her birthday?

Lisa: I think we should give her a jacket, because she often ride a motorcycle.

Dina: **I agree**. She likes ride a motorcycle. So, I think it would be great if we give her a jacket.

Lisa: Hm.. Okay

#### **Example 2:**

Tina: What do you think about this painting?

Budi: It looks nice.

Tina: **I think so**. It looks like a real, I like it.

Budi: But it is the concept. Creepy.

Tina: How about this one?

Budi: It's a good scenery painting.

### **Example of Disagreement dialogue:**

#### **Example 1:**

Gery: Do you want me to hang the mirror over here.

Dion: No. **I don't think it's a good idea.** It's not a good spot.

Gery: So, where should I hang it?

Dion: I think.. there. Over there. It will look nice.

Gery: **I think so.** I will hang it over there.

#### **Example 2:**

Cika: Rio, how if we paint the living room with blue color?

Rio: No. **I don't like your idea.** I prefer green.

Cika: You think it would look good?

Rio: Yeah. It suits our couches.

Cika: You are right. **I agree.** Let's paint the wall in green then.

Rio: Very well.

#### **Example 3:**

Rani: I want to make a birthday cake for my little brother because tomorrow is his birthday.

Arya: **I don't think it's a good idea.**

Rani: Why? I want to make him happy on his birthday.

Arya: Remember the last time you baked a cake? It was a mess. You blew up the kitchen.

Rani: Yes, you are right.

Arya: You can just buy the cake. If you want to make him happy, you can buy him a gift. It would make him happy.

Rani: Yeah. You are right. **I absolutely agree.**<sup>73</sup>

Then, the teacher asked the students to make a conversation about agreement and disagreement, and the example of students' conversation as follows;

Students' example of agreement dialogue

Student E : I like fried rice than noodle  
Student F : Yeah, I absolutely agree

Students' example of disagreement dialogue

Student G : I want to buy a bag for my mother  
Student H : No, I don't think it is a good idea because your mother has many bags, I think you should buy her a shoes. It would make her happy  
Student G : You are right, I agree.

After that, the teacher told students that students will be divided into two team, affirmative and negative team for practicing debate. Teacher explained the way of debate to students in order to make the debate runs well. After that the teacher ask each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. The topic of debate *some of students do not agree if there is prohibition bring mobilephone in the school*. Debate was begin and it started by affirmative team to deliver their opinion. Then, the teacher gave the feedback for the

---

<sup>73</sup>Alfia Najmi, *Agreement and Disagreement Expression Dialogue*, available at <http://www.tutorialbahasainggris.com/5-contoh-dialog-expressing-agreement-and-disagreement.html>

students and evaluated the whole activities. Furthermore, the researcher also obtained the data of teacher and students' problems from the observation (see appendixes 6).

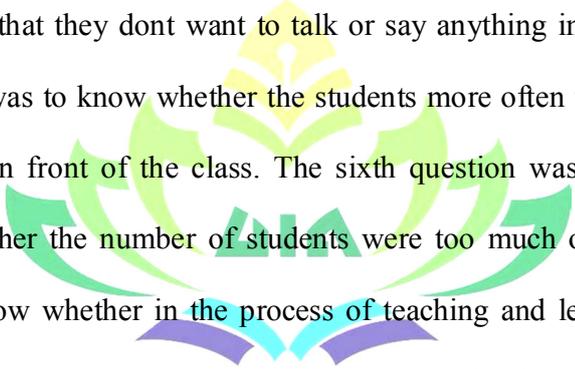
Based on the observation checklist, there were three problems faced by the teacher. The first was students keep using their own language in which the students want to communicate something important, and so they use language in the best way they know, the second one was that the teacher difficult to handle students in large classroom in which the teacher could not handle the class, and the third was the teacher needs much preparation in debating in order to make sure the debate is running well. Meanwhile, the other problems in observation checklist did not happen in the class.

Moreover, based on the observation checklist, there were five problems faced by the students. They were as follows:

- a) Inhibition
- b) Mother-tongue use
- c) Students should prepare their arguments before the debate
- d) Students cannot control their emotion

## **2) Interview**

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by the teacher and the students during teaching and learning speaking process through debate technique. There eleven



questions that the researcher asked to the teacher. The question number one was to know the general process of English ability of the students in XI IPS. The second question was to know the process of teaching and learning speaking by using debate technique. The third question was to know the teacher's opinion by using debate technique in teaching speaking. The fourth question was to know whether the teacher find some students that they dont want to talk or say anything in express their idea. The fifth question was to know whether the students more often use indonesia when they are speaking in front of the class. The sixth question was to know teacher's opinion about whether the number of students were too much or not. The seventh question was to know whether in the process of teaching and learning the students were not discipline and pat attention to the lesson. The eighth question was to know whether the textbook are compatible with the students' need in learning speaking. The ninth question was to know whether students had low motivation and not participate in learning speaking. The tenth question was to know whether the teacher need much preparation before teaching speaking using debate technique. And the last question was to know whether the teacher find difficulties in determine the material of using debate technique. For the specific questions can be seen in appendix 4.

### **3) Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of eight questions (see appendix 5).

The first question of questionnaire was used to know whether the students like speaking by using debate technique. Based on the answer of the question, it was found that there were 29 students (89%) answered that they liked learning speaking by using debate technique and there were 4 students (11%) answered that they did not like learning speaking by using debate technique. It can be concluded that the students like speaking by using debate technique.

The second question of questionnaire was used to know students' opinion about teaching and learning speaking process by using debate technique. Based on the answer of the question, it was found that there were 2 students (5%) answered that they feel easier in learning speaking using debate technique and there were 32 students (94%) answered the process of teaching and learning still not interested. It can be concluded that the students speaking ability was still low eventhough the teacher had applied the technique well.

The third question of questionnaire was used to know whether the students have difficulty in learning speaking than other English skills. Based on the answer of question, it was found that there were 17 students (54%) answered that learning speaking was more difficult than other English skill and there were 16 students (46%) answered that other skill was more difficult than speaking. It can be concluded that some of students faced difficulty in learning speaking than other skills.

The fourth question of questionnaire was used to know whether the students faced difficulty in express their ideas. Based on the answer of question, it was found that there were 26 students (74%) answered that the students faced difficulty in expressed their ideas and there were 9 students (26%) answered that they have motive to express their ideas. It can be concluded that some of students faced difficulty to express their ideas in learning speaking.

The fifth question of questionnaire was used to know whether the students could be participate in learning English. Based on the answer of the question, it was found that there were 25 students (77%) answered that they could be participate and exited in the class and there were 8 students (23%) answered that they could not focus on material well. It can be concluded that some of students could be participate, even though they could not focus on material well.

The sixth question of questionnaire was used to know whether the students often used mother-tongue language in learning speaking. Based on the answer of the question, it was found that there were 25 students (77%) answered that they almost used mother-tongue language in learning English and there were 8 students (23%) answered that they more often used English. It can be concluded that some of students used mother-tongue language in learning English.

The seventh question of questionnaire was used to know whether the students need more time in prepared the debate before begin. Based on the answer of the question, it

was found that there were 24 students (74%) answered that they needed more time before to prepared their arguments and there were 9 students (26%) answered that they felt enough with the time before that given by the teacher. It can be concluded that some of students need a lot of time to prepare their arguments.

The last question of questionnaire was used to know whether the students could not control their emotion when learning speaking using debate technique. Based on the answer of the question, it was found that there were 25 students (77%) answered that they could not control their emotion because they thought that their own answer was right and there were 8 students (23%) answered that they could control their emotion. It can be concluded that the student who could not control their emotion, made the class crowded in which the teacher could not handle the class. It can be seen in the table of questionnaire, the result of questionnaire are as follow:

**Table 6**  
**The Data of Questionnaire**

Number of Questions	Number of Students Answer		Percentage	
	Yes	No	Yes	No
1.	29	4	89%	11%
2.	2	32	5%	94%
3.	17	16	54%	46%
4.	26	9	74%	26%
5.	25	8	77%	23%
6.	25	8	77%	23%
7.	24	9	74%	26%
8.	25	8	77%	23%

*Source: Recapitulation of students' answer sheet from questionnaire*

Based on the questionnaire filled by the students, the researcher could describe as follows:

The result of questionnaire showed not good result especially the process of teaching learning speaking through debate technique had been not good enough for the students. The students had difficulties when learning speaking through debate technique.

#### **b. Data Reduced**

In the data reduced, the researcher provided some data which were not necessary in the research. The data were gathered from the observation, interview, and questionnaire.

##### **1) Observation**

The researcher employed an observation (see appendix 6). The observation was conducted to know the process of teaching and learning speaking process through debate technique were conducted in two meetings. For each session, the researcher employed different materials of teaching to find the best result of the research. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continuation from the first meeting. The researcher only observed the process of teaching and learning speaking through debate technique, the students' and teacher's problem during teaching and learning speaking through debate technique. So, the researcher reduced some parts of the result in observation to get the specific data which were not necessary in the research. There were some parts

of activity was reduced in the process of observation. The data were gathered from the first and second meeting which was consisted of pre-activity, main-activity and close-activity or closing. The data reduced were:

a) Pre-activity

In the pre-activity, the researcher reduced some of data. The first, it was about the teacher opened the class by greeting to the students. The second about the teacher asked the students to pray together. The third, about the teacher checked the students' attendance and built good relationship or made small talk with students before starting the lesson.

b) While-activity

In the main activity the researcher reduced some of data. The first, it was about the teacher reviewed previous lesson. Then, the teacher started the lesson.

c) Post-activity

In the close-activity, the researcher reduced some data. The first was the data of teacher in informing the students about the next material, and the last was the data of teacher in closing the lesson and asking the students to pray together.

## 2) Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by teacher and students during teaching and learning speaking process through debate technique. There were eleven questions that the researcher asked to the teacher. The data which were reduced by the

researcher were greeting from the researcher to the teacher before and after the interview, then the questions number one that was about general English speaking ability of the students in XI IPS. These data were reduced because the data did not answer the formulations of this research that wanted to know the process, teacher's and students' problems in using debate technique.

### **3) Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of eight questions whereas the questions were distributed to know the students' problems in learning speaking through debate technique. But, there were the data of the questionnaire which were reduced by the researcher. The first was the data of the participant of the questionnaire and the second was the first question which was to know whether the students like speaking by using debate. The data reduced from the questionnaire because the data did not answer the formulations of this research that wanted to know the process, teacher and students' problems in using debate technique.

That are the result of the questionnaire from the questions which were reduced. Because to know students' problem in learning speaking through debate technique could be got from the questions number two, three, four, five, six, seven and eight. For the result can be seen in data display.

## 2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way or arranging thinking about the more textually embedded data.<sup>74</sup> In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### a. Observation

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings to know the process and the teacher and students' problems faced in teaching and learning speaking through debate technique.

1) Process of teaching and learning speaking through debate technique.

a) The first meeting

The first meeting was held to investigate whether the application of the five steps of using debate technique applied by the teacher or not. (see appendix 3). The explanation of the applicant of those six steps according to two procedures of Pederson and Barkley could be seen it the table below:

---

<sup>74</sup>*Ibid*,p. 11

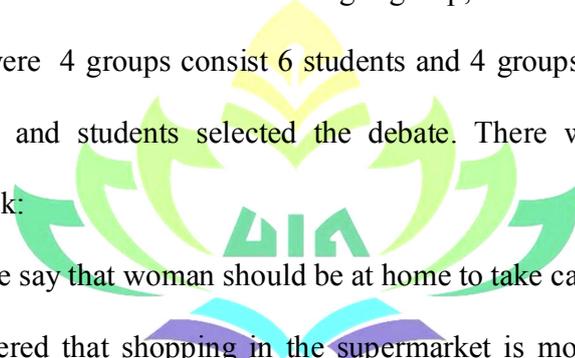
**Table 7**  
**The Application of the Eighth Steps of Teaching Speaking**  
**through Debate Technique**

Steps	Notes
The application of the eighth steps of teaching speaking through debate technique.	
1. Teacher make the students into two proposition, they are: pro and contra	The teacher divided the students into two proposition, they were pro team and contra team.
2. Teacher gives explanation to the students about the rules	Teacher gave explanation to the students Some rules of debate and make sure that the students understand about doing the debate technique
3. Teacher divides the students into some groups which consist of four up to six students	Teacher divided the students into eight groups, each groups consist 5 up to 6 students
4. Teacher's selecting the debate topic	Teacher selected the debate topic based on the modul, there were five topics and the teacher chose one of those topics
5. Teacher gives students time before to prepare for arguments and to collect supporting data to present during the debate in the class	Teacher gave students time before to prepare for arguments and gave time to each group to collect supporting data in order to present during the debate in the class
6. Teacher conducts the students to doing the debate format	Teacher conducted the students to do the debate format and it started by affirmative team to deliver their opinion

*Source: Steps of Debate Technique from theory of Pederson and Barkley*

Based on the table above, firstly the teacher divided students into two propositions, they are pro and contra in which pro team were agree about the topic and contra team were disagree about the topic. After that teacher gave explanation to the students about the rules in the debate in order to make the debate runs well.

Then, the teacher divided the students into eight groups, because in the class consist 43 students there were 4 groups consist 6 students and 4 groups consist 5 students. After that, teacher and students selected the debate. There were five topics that available in the book:

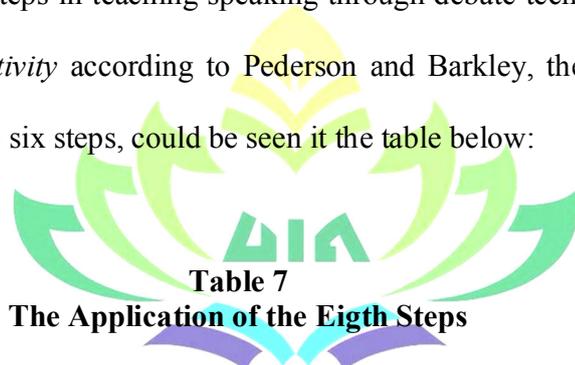
- 
- a. Some people say that woman should be at home to take care of their family
  - b. It is considered that shopping in the supermarket is more comfortable than shopping in a traditional market
  - c. While some people believe that children should learn English
  - d. Generally it is accepted that home schooling is better than going to public school.
  - e. Mobilephone give positive effect for people in our life .

The teacher selected the topic about *some people say that woman should be at home or take care of their family* to be the topic that would be discussed because according to the teacher this topic was interested, he want to see in this modern era how was students' view about carier woman. After that, teacher gave each team to discuss and time before preparing many arguments and to collect supporting data related to the

topic of debate for about 5 minutes. Then, teacher conducted the students to do the debate format and it started by affirmative team to deliver their opinion.

b) The Second Meeting

The observation in the second meeting was almost the same as the first meeting. Based on the five steps in teaching speaking through debate technique the researcher noted the *while-activity* according to Pederson and Barkley, the explanation of the application of those six steps, could be seen in the table below:



**Table 7**  
**The Application of the Eighth Steps**

Steps	Notes
The application of the eighth steps of teaching speaking through debate technique.	
1. Teacher makes the students into two proposition, they are: pro and contra	The teacher divided the students into two proposition, they are pro team and contra team
2. Teacher gives explanation to the students about the rules	Teacher gave explanation to the students about the rules in using debate in the class
3. Teacher divides the students into some groups which consist of four up to six students	Teacher divided the students into eight groups, each groups consist 5 up to 6 students
4. Teacher's selecting the debate topic	Teacher selected the debate topic that will be used in debate

5. Teacher gives students time before to prepare for arguments and to collect supporting data to present during the debate in the class	Teacher gave students time before to prepare for arguments and to collect supporting data to present during the debate in the class
7. Teacher conducts the students to doing the debate format	Teacher conducted the students to do the debate format and it started by affirmative team to deliver their opinion

Based on the table above, firstly the teacher divided students into two proporsition, they are pro and contra in which pro team were agree about the topic and contra team were disagree about the topic. After that teacher gave explanation to the students about the rules in the debate in order to make the debate runs well.

Then, the teacher devided the students into six group, because in the class consist 43 students there were 3 groups consist 6 students and 3 groups constist 5 students. After that, teacher and students selected the debate. There were five topic that available in the book:

- a. Some people say that woman should be at home to take care of their family
- b. It is considered that shopping in the supermarket is more comfortable than shopping in a traditional market
- c. While some people believe that children should learn English
- d. Generally it is accepted that home schooling is better than going to public school.
- e. Mobilephone give positive effect for people in our life .

The teacher selected the topic about *mobilephone give positive effect for people in our life* to be the topic that would be discussed it was because the topic is related to the students in their real life. Because they were forbidden to brought mobile phone in the school. After that, teacher gave each team to discuss and time before to prepare many arguments and to collect supporting data related to the topic of debate for about 5 minutes. Then, teacher conducted the students to do the debate format and it started by affirmative team to deliver their opinion

## 2) Teacher's problems

There were three problems faced by the teacher, and they were:

- a) The first was students keep using their own language in which the students want to communicate something important, and so they use language in the best way they know,
- b) The second was that the teacher felt difficult to handle students in large classroom in which the teacher could not handle the class, and
- c) The third was the teacher needed much preparation in debating in order to make sure the debate is running well

## 3) Students' problems

There were five problems faced by the students. They were as follows:

- a) Inhibition
- b) Nothing to say

- c) Mother-tongue use
- d) Students should prepare their arguments before the debate
- e) Students cannot control their emotion

#### **b. Interview**

Interview was conducted to support the observation data. The interview was given to the teacher to know the process of teaching speaking by using debate technique and problems faced by the teacher and the students in teaching and learning process by using debate technique. From the question number two, the teacher answered that he had applied the procedure of using debate technique well. On the other hand, in the interview activity the teacher expressed that there were the problems that faced by the teacher. They were as follows:

1. One problem that teacher face is students use their native language rather than English to perform classroom tasks. In this case, students used Bahasa Indonesia to deliver their arguments in front of the class
2. Teacher had difficulty in handling the class in large classroom. There were 43 students in classroom and some of students did not pay attention. According to paragraph 2 Permendikbud Number 17 Year 17, for level SMA the number of students in the class at least 20 and at most 36 students in the class.
3. Teacher had problem in prepared the debate, because he needed time before to make sure the debate run well. This is very difficult for teacher, because teacher

should make time to prepare some preparations, such as questions to attract students' arguments.

### **c. Questionnaire**

The questionnaire was made to support the data from observation and the interview, the questionnaire consisted of ten questions (see appendix 5). Through this instrument the researcher could identified the students' problems.

Questionnaire was given to the whole students in Class XI IPS which was consisted of 43 students. Based on the data reduced in the previous explanation, the students' problems could be identified by looking as the questions of the questionnaire as follows:

Based on the data number one of questionnaire it was used to know whether the students like speaking by using debate technique. Based on the answer of the question, it was found that there were 29 students (89%) answered that they liked learning speaking by using debate technique and there were 4 students (11%) answered that they did not like learning speaking by using debate technique. It can be concluded that the students like speaking by using debate technique.

Based on the data number two of questionnaire was used to know students' opinion about teaching and learning speaking process by using debate technique. Based on the answer of the question, it was found that there were 2 students (5%) answered that they feel easier in learning speaking using debate technique and there were 32

students (94%) answered the process of teaching and learning still not interested. It can be concluded that the students speaking ability was still low eventhough the teacher had applied the technique well.

Based on the data number three of questionnaire was used to know whether the students have difficulty in learning speaking than other English skills. Based on the answer of question, it was found that there were 17 students (54%) answered that learning speaking was more difficult than other English skill and there were 16 students (46%) answered that other skill was more difficult than speaking. It can be concluded that some of students faced difficulty in learning speaking than other skills.

Based on the data number four of questionnaire it was used to know whether the students faced difficulty in express their ideas. Based on the answer of question, it was found that there were 24 students (74%) answered that the students faced difficulty in expressed their ideas and there were 16 students (46%) answered that they have motive to express their ideas. It can be concluded that some of students faced difficulty to express their ideas in learning speaking.

Based on the data number five of questionnaire was used to know whether the students could be participate in learning English. Based on the answer of the question, it was found that there were 25 students (77%) answered that they could be participate and

exited in the class and there were 8 students (23%) answered that they could not focus on material well. It can be concluded that some of students could be participate, even though they could not focus on material well.

Based on the data number six of questionnaire was used to know whether the students often used mother-tongue language in learning speaking. Based on the answer of the question, it was found that there were 25 students (77%) answered that they almost used mother-tongue language in learning English and there were 8 students (23%) answered that they more often used English. It can be concluded that some of students used mother-tongue language in learning English.

Based on the data number seven of questionnaire was used to know whether the students need more time in prepared the debate before begin. Based on the answer of the question, it was found that there were 24 students (74%) answered that they needed more time before to prepared their arguments and there were 9 students (26%) answered that they felt enough with the time before that given by the teacher. It can be concluded that some of students need a lot of time to prepare their arguments.

Based on the data number eight of questionnaire was used to know whether the students could not control their emotion when learning speaking using debate technique. Based on the answer of the question, it was found that there were 25 students (77%) answered that they could not control their emotion because they thought that their own answer was right and there were 8 students (23%) answered

that they could control their emotion. It can be concluded that the student who could not control their emotion, made the class crowded in which the teacher could not handle the class. It can be seen in the table of questionnaire,

Based on the explanation above, there were some problems faced by the students in learning speaking through debate technique as follows:

- 1) Some of students faced difficulty in the process of learning speaking through debate technique, the teacher had applied the technique well but their speaking ability still low.
- 2) Students had difficulty in learning speaking than other English skill.
- 3) Students used mother-tongue language in learning English. In this case, they used Bahasa Indonesia.
- 4) Students faced difficulty to express their ideas and opinion
- 5) Students needed more time to prepare the arguments before the debate began.
- 6) Students faced difficulty in control their emotion, because they felt that their opinion was right.

### **3. Conclusion Drawing/Verification**

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into

three parts: the process, the teacher's problems, and the students' problems in teaching English by implementing debate technique.

#### **a. Process of Teaching and Learning Speaking through Debate Technique**

Teaching and learning process was done on two meetings in XI IPS class. The material was about agreement and disagreement. The researcher employed observation, interview and questionnaire to know the process during teaching and learning speaking by implementing debate technique.

The observation was conducted in two meetings. After observing the teaching speaking through debate technique in two times it can be described as follows:

- 1) In the first meeting the teacher ran the steps based on Pederson and Barkley's theory. (see on page 45).
- 2) In the second meeting the teacher ran steps based on Pederson and Barkley's and his own steps.

It could be concluded that the teaching speaking through debate technique was the same as the theory of Pederson and Barkley. It can be explained that the procedure of using debate technique are:

1. Teacher made the students into two proporsition, they are: pro and contra.

There were four row students in the class, and the teacher chose 2 rows as the affirmative and 2 rows as the negative.

2. Teacher gave explanation to the students about the rules.

Teacher explain to the students about the rules, but there were many students still not obedient with the rules

3. Teacher divided the students into some groups which consist of four up to six students.

Teacher chose the affirmative and negative team, but there were some of students not agree. They complain that they need to change the group.

4. Teacher selected the debate topic.

There were five topic that available in the book, and the teacher selected the topic that relevant with the activity of the students in a real life.

5. Teacher gave students time before to prepare for arguments and to collect supporting data in order to present during the debate in the class.

The teacher go around the class and arrived the groups one by one to helped them and give them explanation, but the students still felt that the time to prepared were too limited.

6. Teacher conducted the students to doing the debate format.

The teacher started the debate format by the affirmative team, but after that the students rebuttal the argumentation with the struggle.

#### **b. Teacher's Problems during Teaching Speaking Process through Debate technique.**

The teacher could ran the entire steps in teaching speaking but he still had difficulties in teaching speaking through debate technique.

Having conducted the research, the researcher found some problems faced by the teacher during the implementation of debate technique in teaching speaking at MA Al-Hikmah Bandar Lampung. They were as follows:

- a) The first was students keep using their own language in which the students want to communicate something important, and so they use language in the best way they know,
- b) The second was that the teacher difficult to handle students in large classroom in which the teacher could not handle the class, and
- c) The third was the teacher needs much preparation in debating in order to make sure the debate is running well.

### **c. Students' problems in Learning Speaking through Debate Technique**

The researcher employed a questionnaire to know the students' problem in learning speaking through debate technique. Based on the result of students' answer of the questionnaire sheets, the researcher concluded that the problems faced by the students were:

#### **1) Inhibition**

students had difficulty in learning speaking than other English skill

#### **2) Nothing to say**

students faced difficulty to express their ideas in English.

#### **3) Mother-tongue use**

The students used mother-tongue language in learning English, in this case, Bahasa Indonesia.

4) Students should prepare their arguments before the debate

The students needed much preparation to collect the arguments related to the topic so they needed more time before.

5) Students can not control their emotion in giving opinion,

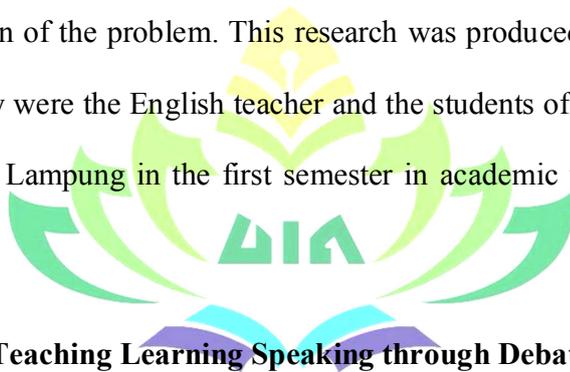
The students could not control their emotion because each team felt that their opinion was right, and it makes the class crowded

After the researcher had analyzed and found the finding of the research, hopefully the researcher tried to give contribution of the research to the teaching learning speaking for better way. Learning speaking should be supported by learning pronunciation, understanding grammar, rich of vocabulary therefore the students can make a good sentence and pronounce the words well in every oral activity.

#### **D. Discussion and Findings**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through debate technique as the first formulation of the problem this research. As mentioned in the Qur'an Surah Al-Baqarah: 83 (see on page 2) explained that speaking is the process to communicate with each other and use language to send the message. And based on Al-Qur'an Surah An-Nahl:125 (see on page 33) explained that debate is forbidden by Islam, but if it aims to seek and establish the truth it is permissible. In this research, the debate in question is a

technique of learning that aims to improve students' speaking skills. Debate is done by following the rules and procedures taught in teaching and learning process. Beside the process of teaching and learning, the researcher discussed the teacher's problem in teaching speaking through debate technique as the second formulation of the problem, and the students' problem in learning speaking through debate technique as the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of XI IPS class of MA Al-Hikmah Bandar Lampung in the first semester in academic year 2017/2018 that had been observed.



### **1. The Process of Teaching Learning Speaking through Debate Technique**

The researcher employed an observation to know the process of teaching and learning speaking through debate technique. Most of the students looked active in the teaching and learning process. This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process especially speaking through debate technique did not run effectively because there were many problems faced by the teacher and her students. It did not give the big influence for teaching and learning process.

The relevant study selected by the researcher was written by Richa Rubiati from IAIN Walisongo Semarang University with the title "Improving Students' Speaking

Ability through Debate Technique'. This research was aimed to describe the implementation of debate technique to improve students' speaking skill and to identify how much students' speaking skill improvement after being taught by using debate technique at the first semester students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the academic year of 2010/2011. This research used classroom action research as the research methodology. The result stated that the implementation of debate in teaching speaking was successful because the students' mean score was increased and students have a lot of opportunity to practice speaking in speaking class. The researcher concluded that debate is an appropriate technique used in teaching speaking.

## **2. Problems Faced by the Teachers in Teaching Speaking through Debate technique**

Based on the result of observation and interview, it could be concluded that the problems faced by the teacher were:

- a. The first was students keep using their own language in which the students want to communicate something important, and so they use language in the best way they know,
- b. The second was that the teacher difficult to handle students in large classroom in which the teacher could not handle the class, and

- c. The third was the teacher needed much preparation in debating in order to make sure the debate is running well.

However, as stated before there are some problems faced by the teacher in teaching speaking according to Febriyanti and Malley-Pierce's theory see on page 28 and 42). In this case, from the result of the research data, we know that only two problem of Febriyanti's theory consisted of six problems happened in this research. It was students keep using their own language and it is difficult to handle students in large classroom. Moreover, from Malley-Pederson's theory consisted of two problems, there was only one problem happened in this research, and it was that the teacher need much preparation in debating in order to make sure the debate is running well.

### **3. Problems Faced by the Students in Learning Speaking through Debate technique**

The researcher employed observation and gave questionnaire to know the students' problem in learning speaking through debate technique. Based on the result of observation and questionnaire answered by the students, the researcher concluded that the problems faced by the students were:

- a. Inhibition

Students felt that learning speaking was more difficult than learning reading, listening and writing. Because they often inhibition about trying to say things in a foreign language.

- b. Nothing to say

The students often complain that they cannot think of anything to say, because they did not have motivation to express themselves.

c. Mother-tongue use

The students felt that using mother tongue, especially Bahasa Indonesia was easier so they may tend to use it.

d. Students should prepare their arguments before the debate.

The students felt that the teacher was given the limit time, so their preparation not too well.

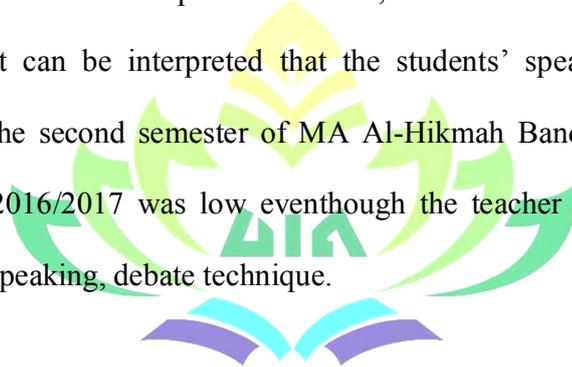
e. The students can not control their emotion.

Most of them feel the arguments were given quite right, that's what often cause students' emotion.

Based on the result of questionnaire answered by the students, the problems related to the theory stated by Ur (see on page 30) in this research were inhibition, nothing to say and mother-tongue use. The inhibition was gotten based on the answer of students thinking that speaking was more difficult than other English Skills. Furthermore, students faced the problem nothing to say because they felt difficult to share their ideas in spoken form. Hence, they only kept silence. Moreover, to break the ice or silence in order to be able to speak as what teacher asked, the students often used their mother tongue, Indonesian language. Then, two problems according to Malley and Pierce in this research was students should prepare their argument before debate

and students can not control their emotion also happened in this research (see on page 43).

Eventually, based on the data obtained from observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of using debate technique well like in the lesson plans. However, the students' speaking ability was still low. Hence, it can be interpreted that the students' speaking ability of the eleventh grade at the second semester of MA Al-Hikmah Bandar Lampung in the academic year of 2016/2017 was low eventhough the teacher had applied a good technique to teach speaking, debate technique.



## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on data analysis, it can be concluded that:

1. Teaching learning process in class XI IPS at the first semester at MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018 by using debate technique did not run well because there were many problems faced by the teacher and his students, some of students cannot control their emotion in giving statement and defend the argumentation. Most of students also got difficulties in expressing their ideas. In this case, the use of debate technique have not given big influence towards students' speaking ability because the students did not followed the rules from the teacher well, actually the teacher had applied the procedure of using debate technique well but the students' speaking ability was still low.
2. The problems faced by the teacher in teaching speaking through debate technique were students keep using their own language in which the students want to communicate something important, and so they use language in the best way they know, the teacher feel difficult to handle students in large classroom in which the teacher could not handle the class, and that the teacher needed much preparation in debating in order to make sure the debate is running well
3. The problems faced by the students in learning speaking through debate technique were inhibition, nothing to say, mother-tongue use, students should prepare their argument before the debate and students can not control their emotion.

## **B. Suggestion**

in reference to conclusion above, it was suggested for the teacher of senior high school to use debate technique in teaching learning process, because it was suitable technique for teaching speaking. In teaching speaking, debate technique was very useful to help the students in learning process.

### **1. Suggestion for the Teacher**

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching speaking by using debate technique. They are as follows:

- a. The teacher should diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- b. The teacher should have the interesting technique to handle the class well. The teacher should be able to control students well in order that the implementation of a good technique runs well. Moreover, the teacher can make rules with the students in order that they will be not noisy in class. The consequence is like asking the students to memorize some vocabulary.
- c. The teacher should provide the vocabulary beforehand that students need in speaking activities.

- d. The teacher can use media like an article in learning activity to support students' arguments in debate and they are not bored in teaching and learning process.

## **2. Suggestion for the Students**

After conducting the research and getting the result, the researcher would like to suggest the students, especially in learning English subject as follows:

- a. The students should have positive thinking that learning speaking is as easy as other English skills, learn more about the ways to increase their speaking ability and practice speaking English as frequently as possible.
- b. The students should be active and confident to practice speaking in expressing their ideas without feeling guilty and frightened.
- c. In learning speaking, the students should practice to speak in target language in order to grow their confidence and fluency, and minimize the use of mother tongue
- d. The students should be aware and try to involve speaking activities not only in class but also out of the class. It can make easier to the students in defend and giving arguments through debate technique.
- e. The students should learn their mistakes in practicing speaking. Control their emotion when their opinion are wrong along to opposite team. Just make the learning activity enjoyable.

### **3. Suggestion for the School**

The school should set class with average number of students in order to prevent overcrowded class. Furthermore, the school should provide another program of English for the students such as English club or English course in order to the students can practice their English competency.

### **4. Suggestion for other Researchers**

After conducting the research and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the use of another kind of Debate technique, Judicial Debate, non formal debate or other good technique to increase students' speaking ability. Moreover, hopefully the result of this research can be a reference.

## REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Barkley, et al. 2005. *Collaborative Learning Techniques*, translated by Narulita Yusron. Bandung: Nusa Media.
- Bashir, Marriam, et. al. 2011. *Factor Effecting Students' English Speaking Skills*. *British Journal of Arts And Social Sciences*. Online.
- Berg, L. Bruce. 2001. *Qualitative Research Methods for The Social Science*. Borston: Pearson Education.
- Bordens, S. Keneth and Bruce B. Abrott. 2000. *Research Design and Method, a Process Approach*. New York: Longman.
- Broughton, et al. 2003. *Teaching English as a Foreign Language (Routledge Education Books)*,. New York: University of London Institute of Education
- Brown H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: State University.
- . 2004. *Language assessment: Principle and classroom Practice*. California: Longman.
- . 2007. *Principles of Language Learning and Teaching*. San Fransisco: Pearson Longman
- Cameron, Lynne. 2001. *Teaching Language to Young Learner*. Cambridge: Cambridge University Press.
- Creswell, W. Jhon. 2012. *Educational Research: Planning*. Boston: Pearson Education.
- Ericson M. Jon. 2003. *Debater's Guide Third Edition*. Carbondale: Southern Illinois University Press.
- Febriyanti, R. Emma. 2011. *Teaching Speaking of English as a Foreign Language*. Banjarmasin: Online Journal of FKIP Universitas Lambung Mangkurat

- Freeley J. Austin and David L. Steinberg. 2009. *Argumentation and Debate Twelfth Edition (Critical Thinking for Reasoned Decision Making)*. Boston: Lyn Uhl.
- Gene, W. 2007. *Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*. Norfolk: School of Dental Hygiene, Old Dominion University (Online)
- Krieger, Daniel. 2006. *Teaching Debate to ESL Students: A Six-Class Unit*. The internet TESL:Journal.
- Khoironiyah. 2011. *The Implementation of Debate in Teaching Speaking at Eleventh Year Students of SMA Negeri 2 Rembang in the Academic Year 2011/ 2012*. Online Thesis: FKIP Unirow Tuban.
- Lockett W. Joseph. 2009. *Basic Concepts for Teaching and Learning Debate*. Japanese Journal :Online
- M, Darby. 2007. *Debate: a teaching-learning strategy for developing competence in communication and critical thinking*. J Dent Hyg.
- Malley, J. O' Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners*. Addison-Wesley Company Inc.
- Musgrave, George McCoy. 1957. *Competitive Debate: Rules and Techniques*. New York: H.W Wilson.
- Paul B. Pedersen, 2002. *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association.
- Prastowo, Andi. 2010. *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*. Yogyakarta:Diva press.
- Rifhan, Drs. Arif. 2009. *Al-Qur'an Tiga Bahasa*. Depok: Al-Huda Kelompok Gema Insan.
- Richard, C. Jack and Willy A. Renandya. 2002. *Methodology in Language Teaching: an Anthropolohy of Current Practice*. New York: Cambridge University Press.
- \_\_\_\_\_. 2008. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.

- Rubiati, Richa. 2010. *Improving Students' Speaking Skill Through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/ 2011)*. Semarang: IAIN Walisongo. Online
- Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Penelitian Bahasa Asing*. Yogyakarta: Graha Ilmu.
- \_\_\_\_\_. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Sugiyono. 2012. *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta.
- Thornbury, Scott. 2005. *How to Teach Speaking*. Gate Edinburgh: Pearson Longman.
- Ur, Penny. 1991. *A course in Language Teaching*. New York: Cambridge University Press.
- Yonsisno. 2005. *The Effect of Using Debate Technique toward Students' Speaking Skill at the Eleventh Grade Students of SMA Negeri 2 Kota Sungai Penuh*. Jambi: STKIP Muhammadiyah Jambi.



**PERANGKAT PEMBELAJARAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**PENDIDIKAN BUDAYA DAN KARAKTER BANGSA**

**Mata Pelajaran** : Bahasa Inggris  
**Satuan Pendidikan** : SMA/MA  
**Kelas/Semester** : XI/I  
**Nama Guru** : Yayan Mulyana, S.Pd  
**NIP/NIK** : 196801161993021002  
**Sekolah** : MA Al-Hikmah Bandar Lampung

---

---

**KURIKULUM TINGKAT SATUAN PENDIDIKAN**  
**(KTSP)**

**Sekolah** : MA Al-Hikmah Bandar Lampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : XI/1  
**Jenis text** : Agreement and Disagreement  
Asking and Giving Opinion  
**Aspek/ Skill** : Berbicara  
**Alokasi Waktu** : 2x 40 menit

**A. Standar Kompetensi**

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

**B. Kompetensi Dasar**

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

**C. Indikator**

Diharapkan siswa mampu:

1. Melafalkan cara meminta pendapat
2. Memiliki kosakata yang memadai untuk menyampaikan pendapat
3. Fasih dalam tindak tutur menyampaikan pendapat
4. Memahami tindak tutur dalam menyampaikan dan merespon pendapat
5. Menggunakan tata bahasa yang baik dan benar dalam menyampaikan pendapat

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

terampil menggunakan ungkapan menyatakan pendapat dan pikiran, agreement dan disagreement dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

#### E. Materi Pembelajaran

##### Expressions for agreeing and disagreeing

Expression of Asking for Opinion	<ul style="list-style-type: none"><li>• What do you think about...?</li><li>• Do you have any opinion on...?</li><li>• What about...?</li></ul>
Expression of Giving Opinion	<ul style="list-style-type: none"><li>• To my mind...</li><li>• From my point of view...</li><li>• In my case...</li><li>• As to me...</li><li>• I'd say that...</li><li>• Do you know what I think? Personally...</li></ul>
Expression of Agreeing with Someone's Opinion	<ul style="list-style-type: none"><li>• I like your idea</li><li>• That's a good idea</li><li>• I absolutely agree</li><li>• I agree</li><li>• I think so</li><li>• dll.</li></ul>
Expression of Disagreeing with	<ul style="list-style-type: none"><li>• I don't think it is a good idea</li></ul>

Someone's Opinion	<ul style="list-style-type: none"> <li>• I don't like your idea</li> <li>• I don't think so</li> <li>• I can't go along with that</li> <li>• I disagree</li> </ul>
-------------------	--

**Example of Agreement dialogue:**

**Example 1:**

Dina: What do you think we should give to Fia for her birthday?

Lisa: I think we should give her a jacket, because she often ride a motorcycle.

Dina: **I agree**. She likes ride a motorcycle. So, I think it would be great if we give her a jacket.

Lisa: Hm.. Okay

**Example 2:**

Tina: What do you think about this painting?

Budi: It looks nice.

Tina: **I think so**. It looks like a real, I like it.

Budi: But it is the concept. Creepy.

Tina: How about this one?

Budi: It's a good scenery painting.

**Example of Disagreement dialogue:**

**Example 1:**

Gery: Do you want me to hang the mirror over here.

Dion: No. **I don't think it's a good idea.** It's not a good spot.

Gery: So, where should I hang it?

Dion: I think.. there. Over there. It will look nice.

Gery: **I think so.** I will hang it over there.

**Example 2:**

Cika: Rio, how if we paint the living room with blue color?

Rio: No. **I don't like your idea.** I prefer green.

Cika: You think it would look good?

Rio: Yeah. It suits our couches.

Cika: You are right. **I agree.** Let's paint the wall in green then.

Rio: Very well.

**Example 3:**

Rani: I want to make a birthday cake for my little brother because tomorrow is his birthday.

Arya: **I don't think it's a good idea.**

Rani: Why? I want to make him happy on his birthday.

Arya: Remember the last time you baked a cake? It was a mess. You blew up the kitchen.

Rani: Yes, you are right.

Arya: You can just buy the cake. If you want to make him happy, you can buy him a gift. It would make him happy.

Rani: Yeah. You are right. **I absolutely agree.**

## **F. Teknik Pembelajaran**

Debate

## **G. Langkah-langkah Pembelajaran**

### **1. Kegiatan Pendahuluan (10 menit)**

- a. Guru mengucapkan salam kepada siswa
- b. Guru bersama siswa berdoa sebelum memulai pelajaran
- c. Guru memeriksa daftar kehadiran siswa
- d. Guru menanyakan beberapa pertanyaan yang berkaitan dengan materi
  - Do you ever have different opinion with your friends?
  - What do you say to your friend if you disagree with his opinion?
- e. Guru memberikan contoh percakapan tentang agreement and disagreement
- f. Guru memberikan basic sentence (frame) dari percakapan tersebut

### **2. Kegiatan Inti (60 menit)**

#### **Eksplorasi:**

- a. Guru membagi siswa dalam 2 tim, yaitu: pro dan contra
- b. Guru menjelaskan kepada siswa tentang aturan dalam debat
- c. Guru memberikan topik yang akan dibahas
- d. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-6 siswa
- e. Guru membagikan artikel yang berkaitan dengan topik untuk mendukung murid dalam menyampaikan pendapat.
- f. Guru memberikan siswa waktu untuk menyiapkan presentasi dalam debat

#### **Elaborasi**

- g. Affirmative side mempresentasikan argumen pembuka dengan siswa lain memberikan pernyataan
- h. Negative side mempresentasikan argumen pembuka dan siswa lain memberikan pernyataan
- i. Affirmative side diberikan kesempatan untuk membantah argumen dari negative side
- j. Negative side diberikan kesempatan untuk membantah argumen dari affirmative side
- k. affirmative side diberikan kesempatan kedua membantah argumen dari negative side untuk memenangkan argumen
- l. negative side diberikan kesempatan kedua membantah argumen dari affirmative side untuk memenangkan argumen
- m. affirmative side menyampaikan kesimpulan
- n. negative side menyampaikan kesimpulan

### **Konfirmasi**

- a. Guru bertanya jawab dengan siswa untuk meluruskan kesalahan pemahaman dan memberikan penguatan.

### **1. Kegiatan Penutup (10 menit)**

Dalam kegiatan penutup, guru:

- a. Membuat ringkasan/kesimpulan
- b. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Merencanakan rencana pembelajaran pada pertemuan berikutnya.
- e. Guru menutup pelajaran.

### **H. Sumber dan Media Belajar**

1. LKS Bahasa Inggris Kelas IX
2. Internet
3. Artikel

### **I. Penilaian**

Aspek yang akan dinilai:

Pronunciation	: 20
Vocabulary	: 20
Grammar	: 20
Fluency	: 20
Comprehension	: 20
<hr/> Total	: 100



### **J. Referensi**

Modul Lembar Kerja Siswa (LKS) Bahasa Inggris untuk SMA/MA/SMK XI 2B

Kepala Madrasah

Guru Mata Pelajaran

Abdul Azis, S.H, M.Pd.I

Yayan Mulyana, S.Pd

