

**THE APPLICATION OF DEBATE TECHNIQUE TOWARD
STUDENTS' SPEAKING ABILITY**
(An Experimental Research at the Second Grade of SMA Negeri 2 Banda Aceh)

Submitted in Partial Fulfillment of
The requirement for the degree of
"Sarjana Pendidikan" S1

Skripsi

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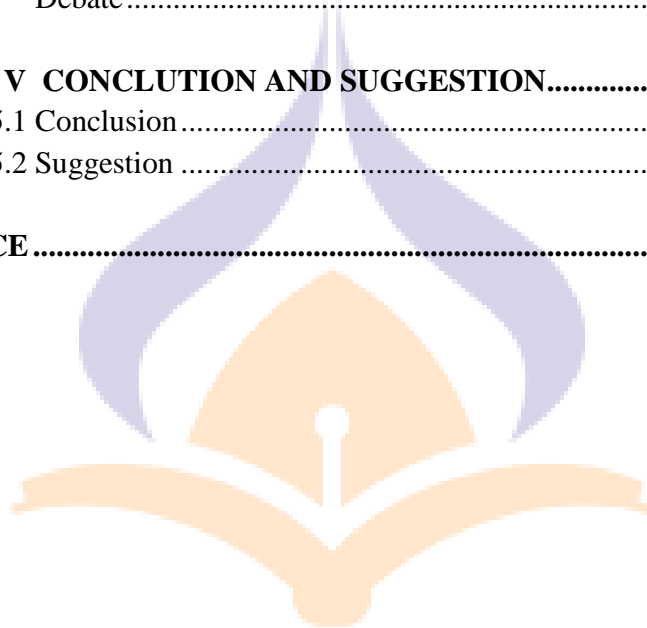


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CHAPTER I

INTRODUCTION

This chapter presents the background of study, research of study, objectives of study, the scope of study, significance of study, definition of key term and hypothesis of study.

1.1 Background of Study

Speaking is the art of using language in communication with the people. Speaking is how to give idea, express feeling, show someone's ability and how to make listener understand the meaning that the speaker delivered. In interaction, speak clearly is needed in order to gain good responses by listener. A good speaker must know how to interact in expressing themselves and forming social relationship.

According to Brown (2004: 140), speaking is a productive skill that can be directly and empirically observed. Speaking is the way to interact by using language. It is oral production of language to share or express idea, to discuss or establish a friendship. Speaking can be measured empirically when the process of sending information is done effectively.

Speaking is the ability of students to produce and exchange idea by using language. Nunan (2003: 48) stated that speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. Systematic verbal utterance is very important to transform meaning. Tarigan (1990 as cited in

Sulistya 2013:10) stated that speaking is language skill that is developed in students life, which is produced by listening skill, and at that period speaking is learned by students. It means speaking has learned through listening since the beginning of students' education. They learn speaking by following the sound of native speaker how to utter the words. The level of children in mastering language show their skill when expose themselves with people around.

Speaking is not as easy as thought. When the students say something they have to ensure that our speaking partners can understand what we are actually talking about. So students must know how to produce specific point of language such as grammar, pronunciation, vocabulary, fluency and comprehension because those are indicators of assessing speaking. Speaking in foreign language is difficult, the learner must understand what is being said to them and, able to respond appropriately to achieve their communicative goals (Louma, 2004: 9).

In speaking activity, both of teacher and students who do speaking or just as listener must have the equal ability in transforming and receiving message. If one of them could not be able to communicate effectively, the communication will not run well. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burn and Joyce, 1997 in Zulfikar, 2013: 9). It means speaking is the process of getting information where the teacher or students involves as speaker or listener have the same function during speaking process.

English and Indonesian are different in every elements. Both of them have rules to arrange the sentence. Everyone can communicate well by using mother tongue, but it takes some difficulties when we have to speak in foreign language such as English. Based on the researcher observation on May 3, 2017, the problem also appear to the students of the second grade at SMA Negeri 2 Banda Aceh.

The researcher found that most of students were not able to speak up, especially in dialogue toward simple conversation. The reason is, there is almost no particular method in teaching learning speaking, because the students rarely practiced speaking in class. Most of English lesson is focused on teacher. The teacher talks and the students listen what the teacher said. The teacher stands in front of students and do conversation by asking the questions. Unfortunately, only several students who answer and always the same students while the other students still keep silent in confusing to understand what the teacher talked. As the result, many the students get some problems in mastering speaking.

First, the students still do not have sufficient vocabulary. It means that they could not get the meaning of words so that make them hard to construct a conversation. Second, they are not confidant and feel shy to speak in class, because they are not having correct grammar, bad pronunciation, do not have capability in fluency and comprehending speaking. Third, they worry toward the respond both of teacher and their friends if they do the mistake. They afraid get correction that will humiliate their feeling. Fourth, they do not know what they are talking about, because

lack of ideas in their mind. However, the learners are expected to be able to use English in speaking because they have to speak actively in order to show their intelligence in English.

To achieve the target, the teacher should find suitable technique to produce students' qualification in English speaking. There are some of classroom speaking activities which can be used such as classroom discussion, play role or simulation, debate, storytelling and interview. Debate is one of the classroom activity that help students to improve their speaking ability.

Debate may solve students' speaking problem by giving a lot of chance either in the class or outside the class. The students will get more practices, peers and encourage them to speak up during debate activity. Debate is the way to face our society with different ideas, a debater has the change to speak in public for convicting people and stimulate them to argue about the real issues (Quinn, 2005: 1). It can facilitate students to familiar with English, because students have to argue and defend their side.

Debate is how to see the effect of our generation about the issue that will bring positive and negative side. It is a course for future and an investment for our children as productive and strong world citizens. It is an advanced civics and political science class because the debaters must learn exactly how our governance system can help us in securing and maintaining a better life (Hooley, 2007: 18-19). It means that

it can be used to present someone's ability in conveying one side of an issue, think critically to open up students' mind because they should know how to solve or give best solution toward around news.

Debate is a form of interaction that involves proposition and opposition sides. Both of sides require the ability to speak English well, because they demand to be able in arguing and defending arguments. Debate is the way persuade people to believe in any arguments that speaker delivered. It can motivate students to speak a lot, because students need to talk own perspective, enough example and strong evidence.

By presenting debate, it helps students to enrich vocabulary and build up students' comprehension through the issue that they criticize. In conveying the idea, students need to deliver the argument grammatically and fluently so the audiences and judges are easy to catch the meaning. Besides, debate allows students to produce personal ability and teamwork.

Based on statement above, the researcher decides to carry out a research entitled "**The Application of Debate Technique toward Students' Speaking Ability**". The writer hopes students can improve their oral communication and get more confidence after using debate technique. Moreover, debate is useful for a student who has strongly personal experience of news such as ethics, politic,

economic, society, etc. Speaking ability of an undergraduate can influence their speaking skill which is served the opportunity to communicate by analytical thinking.

1.2 Research Problem

The writer has formulated the research problem as follow:

1. Does the application of debate technique improves students speaking ability?
2. Does the application of debate technique has positive effect toward students' speaking ability?

1.3 The Objective of Study

1. To know the improvement of students' speaking ability after being taught by applying debate technique.
2. To know the effect of students' speaking ability after being taught by applying debate technique.

1.4 Scope of Study

It is necessary to make limitation in order to clarify the problem. Here, the writer limit the study is about the application of debate technique toward students' speaking skill at the second grade of SMA Negeri 2 Banda Aceh.

1.5 The Significant of Study

By doing this research, the writer expected the teacher will find the way to motivate students' in English learning by using debate technique that can express

their ideas without being afraid and shy to speak in public. Besides, students can find the way to end their problems in speaking.

By applying debate, they have change to express arguments base on their perspective. The opponent side will be a challenge for them to defend their side. Hope it will facilitate them to speak more active and know how to utterance something. Meanwhile, every single mistake that they did, they still have change to improve it another time. The feedback in each performance is a good thing between teacher and students because they know which one is needed improvement and who has much progressing in speaking.

This research also useful for researcher, it is enlarge the writers' knowledge about advantages and disadvantages of using debate technique. This technique gives students much opportunity to speak fluently and grammatically because they not only speak in the class, but also wherever they are.

1.6 Definition of Key Term

To avoid misinterpretation in this research, the writer describes the definition of this research as follows:

Speaking is a process to express or convey ideas and feeling orally. Harmer (2001: 269) states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on

the spot. Speaking here means an activity that combine structure of language with the understanding of person toward a language.

Debate is speaking situation that force students to think critically in multiple sides of an issue. Debate is how to persuade judges to believe all statements which they said. Maryadi (2008: 16) states that debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in conviction them. Furthermore, the definition of debate in this research is speaking activity that applies as the technique to achieve education goal in speaking.

1.7 Hypothesis of the Study

To control the result of the study, the writer intends to propose two hypothesizes that will be listed as follow:

H_a: the application of debate technique improves students' speaking ability

H₀: the application of debate technique does not improve students' speaking ability