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THE USE OF ACTIVE DEBATE TECHNIQUE IN TEACHING AND LEARNING SPEAKING

**(Descriptive Study at Second Years of MA Madinatunnajah Kota
Cirebon)**

A THESIS

**Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment
of The Requirements of Undergraduate Degree**



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ABSTRACT

Susaniyah. 14111320131: *The Use of Active Debate Technique in Teaching and Learning Speaking (Descriptive Study at Second Years of MA Madinatunnajah Cirebon)*

This research investigated the teaching and learning process during classroom activity using active debate technique in speaking. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students. It can build up their listening ability and speaking ability and increase their motivation in speaking.

This research has the aims: 1) to investigate the process of Active Debate Technique in teaching and learning speaking 2) to investigate the students' respond with the practice of Active Debate Technique in teaching and learning speaking ability 3) to investigate the advantages and disadvantages of Active Debate Technique in teaching and learning speaking.

The researcher used three techniques in collecting data: observation field note, Interview and questionnaire. This study shows teachers' technique while teacher teach speaking using debate activity, the steps of teaching Active Debate Technique at Second years at MA Madinatunnajah, the researcher recorded teaching and learning process using field notes observation. By using open questionnaire the researcher wanted to gate the students' respond to Active Debate Technique in teaching and learning speaking, and the last by using interviewing teacher and students to get the advantages and disadvantages of Active Debate Technique in teaching and learning speaking.

During the observation, students were able to speak communicatively. It was proven that there were many rebuttals in it. The rebuttal speech is an opportunity to summarize and extend student's critical arguments in the debate, summarize and refute the arguments of the other team, and show why, given the arguments that have been advanced in the debate; students' side wins. Students were like or interested in debate activity, because may be their competence background, such as less of vocabulary that make them difficult in transferring their own opinion to be producing by speaking. The advantages of debate are: Debate increase students' motivation, so debate improve students' critical thinking, debate develop students' communicative skill, an easy to defend the issues which served by the teacher. In other hand, the disadvantages of debate are: students sometimes don't have any background information to address the proposition, students are not flexible in building arguments, needs long time in selecting a controversial topic in the field with two identifiable, arguable, and opposing sides that are appropriate to debate, then debate need long preparation.

Key words: Speaking, teaching and learning speaking "active debate technique, students' responds, advantages and disadvantages of debate"



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RATIFICATION

This thesis which entitled **“THE USE OF ACTIVE DEBATE TECHNIQUE IN TEACHING AND LEARNING SPEAKING (Descriptive Study at Second Years of MA Madinatunnajah Cirebon)”** written by Susaniyah, student number 14111320131, has been examined on 6 August 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

In teaching English, there are four micro skills: 1. listening, 2. Reading, 3. Writing, 4. Speaking. Speaking is one of the four skills that need to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, and give an opinion. According to Thornburry (2005:8) speaking is a speech production that becomes part of daily activities which involves interaction. It means that if one is able to communicate well she or he will be able to interact with society, go to many places without many obstacles, work in any work field because speaking is the key to pass the interview test.

Furthermore, O'Malley and Pierce (1996:11) state that speaking seems to be an important skill that a learner should acquire. They add that speaking is very important to make student be able to communicate effectively through oral language, because disability of the students to speak may result in the inability to express their ideas even in a simple form conversation.

In line with O'Malley Pierce and Kayi (2006:1) state that the teaching of speaking is very important part of second language learning because it is clearly and efficiently contributes to the success of the learner in the school and success in their life. Thus, it is essential that language teacher pay great attention to the teaching of speaking. Since speaking is very important, the government emphasizes speaking to be taught at school.

Based on rules of menteri pendidikan nasional (Tahun 2006. No.23) the objectives of teaching speaking for senior high school is in order that the students are able to express meaning orally in interpersonal and transactional, formal and informal form of recount, narrative, procedure, descriptive, news items, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life. It is hoped that the students are able to speak and tell a story in English, to produce the speech sound, to select appropriate words and sentences according to social setting, to organize their thought in meaningful and logical

sequence, to use the language quickly and confidently. However, the fact shows that many students are not able to show their speaking ability.

In the classroom, during the teaching and learning process the students are passive; they just listen to the teacher explanation of material without understanding the meaning and they just keep silent without any response when the teacher asked them question or when their friends were having conversation. Besides that, they can hardly use English for communication even in the simple situation or form; they always use their mother tongue for communication. They are not able to produce English word correctly and arrange English sentence even in simple sentence that make them cannot produce the language correctly.

This problem also appears to the students of second years of MA Madinatunnajah Cirebon. Based on the researcher's informal interview with the teacher in Islamic Senior High School Madinatunnajah, it was found that most students were difficult to engage in speaking activity, beside that they said vocalized pause, lost idea, and they were sometime obviously afraid of making mistake, few students who spoke English and they also tend to use inappropriate grammar. Moreover, some students convinced that most of English session were boring, this perhaps are caused by lack of motivation-related engagement from the teacher during speaking session.

Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. One of method can be used in teaching speaking is debate.

According to Bambang, (2006:125) Debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consist three or five students. It is "pro" group and "contra" group. Debate caused a feeling of confident, can give motivation to convey learner's opinion and respond the argument by using English language.

Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective



pedagogical technique because of the level of responsibility for learning and active involvement by all students. It can build up their listening ability and speaking ability and increase their motivation in speaking. So, based on the reasons, it is important to conduct the research under the title **“The Use of Active Debate Technique in Teaching and Learning Speaking”**

1.2 The Identification of the Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The researcher arranged the identifications of the problem refer to the background above are:

1.2.1 The Field of Research

The field of research is the technique in teaching and learning speaking. Here the researcher would like to investigate the process of debate activity in teaching and learning speaking.

1.2.2 The Kind of the Problem

The kind of the problem includes about how the process in learning speaking ability. Usually the teacher of English lesson of Second Years of MA Madinatunnajah thought speaking using audio lingual method or drilling. Here the students just repeated what the teacher said; they could not explore expressing by their creativity or their critical expression. They just said what in the text which given by the teacher while teaching. The students look like unmotivated to learning speaking, they felt bored with the method of learning speaking.

1.2.3 The Main Problem of Research

Based on the problems above, the researcher takes the main problems; it is about technique of teacher whom teaching in the classroom. As the researcher know that method or strategy is very important for teacher to teach in the classroom, but sometimes the technique which used by the teacher is unchanged and it was innovative, therefore the students stay bored with the learning of speaking. As we



know that every teacher needs something different, find the interest thing and something new in the strategy of learning speaking that could build students motivation, build their spirit, critical thinking, and create their own language with creativity of their thinking and opinions. May be the strategy that could help the teacher while learning speaking ability and minimize student's problem while learning speaking in the class.

1.3 Limitation of the Problem

Base on the case above, there are many techniques in improving speaking, such as: dialogues, small-group discussion, debate, song, games. Those activities have many techniques one of the technique that can be used to develop student's speaking ability is debate. The concept of active debate is not only to enable student to speak fluently and accurately as native speakers thinking. To speak fluently, they should have enough vocabularies, expressions and be able to share opinions.

Therefore the researcher focuses and limits the research on the use of critical debate activity as learning technique in students' speaking. Why the researcher interest in active debate technique, because debate is the highest level of technique in assessing student's speaking skill and it was very useful to build students competence, students knowledge about the techniques of debate activity while they attend to debate competition. Learning speaking trough debate activity can be used the theme expressing opinion, agree, disagree, and suggestion. Here the researcher would like to analyze the process of learning speaking trough debate activity, how their responds while learning trough debate, and what are the benefit and weakness of debate activity in students speaking ability.



1.4 Question of Research

Based on the delimitation problem above, following research question was proposed:

- 1) How does the process of active debate technique in teaching and learning speaking?
- 2) How do the students' respond with the practice of active debate technique in teaching and learning speaking?
- 3) What are the advantages and disadvantages of active debate technique in teaching and learning speaking?

1.5 The Aim of the Research

Based on the research question, the following aim of the research was formulated:

- 1) To investigate the process of active debate technique in teaching and learning speaking
- 2) To investigate the students' respond with the practice of active debate technique in teaching and learning speaking ability.
- 3) To investigate the advantages and disadvantages of active debate technique in teaching and learning speaking.

1.6 The Significance of Research

In this part the researcher divided the significance of the research into two parts, there are theoretically in education and practically education.

1.6.1 Theoretically

Theoretically, the research of the study learning speaking through debate will provide students with an opportunity to share their own opinion, and respect of the other person suggestion also expected to give some contributions to the teachers where they may choose new alternative in teaching and learning process of speaking. In addition, this research will be valuable to the Students: *first*, they will improve their speaking



competence; *second*, they could socialize spoken English among them; *third*, debate will be a medium to implement their creativity.

1.6.2 Practically

Practically, the study should be useful for the next researchers to developing students with technique of teaching speaking. The research is concerned to be useful and revised information for the teachers and especially EFL teachers in senior high school level to improving student's speaking ability during the class activity.

1.7 Theoretical Foundation

1.7.1 Nature of Speaking

1.7.1.1 Definition of Speaking

There are many definition of speaking. Speaking is cognitive skill, is the idea that knowledge becomes increasingly automated through successive practice. According to Thornbury (2006:79) state that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Based on the argument above, could be take that the most important in communication is the speaking performance between students and his/her partner. The examples of those activities are such as interview, dialogue between two students during classroom activities.

In other hand Harmer (2002:41) also stated that there are some purposes of someone doing communication: 1) he wants to speak, 2) he has some communicative purpose the selects from his language store, 3) he wants to listen to something and he is interested in the communicative purpose of what is being said. Harmer statement showed that there are three purposes of people do communicate, first is because they want to speak, might they want to express their feeling to another people, second is people also has some communicative purpose in selecting his language store. And the third is the people would be communicating if they want to listen to interesting something.



In other side, O'Malley and Pierce as quote by Hughes (2002:74) State that speaking means negotiating intended meaning and adjusting one's speech to produce the desire effect on the listener. As we know that which has been explained by Harmer that people would be communicate if they want to listen. Here based on the statement above said that the purpose of speaking is to make the listener understand about what people talking about.

From the statements above told us that speaking is a process meaning and interactive and have to clear the grammatical while they spoken in order to make the listener can be understood what the speakers said.

1.7.1.2 Component of Speaking

According to Harris (1994: 81), there are five components of language that influences of peaking ability. They are:

- 1) Pronunciation, pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.
- 2) Grammar, mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of language.
- 3) Vocabulary, mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose.
- 4) Fluency, in speaking, we must speak fluency because listeners are able to response what we say.
- 5) Comprehension, in speaking, comprehension is needed if miss misunderstanding will happen between speaker and listener and the communication cannot run well.



1.7.1.3 Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker, according to Harmer (2002:269) are:

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

Second is an expressive device. 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. They allow the extra expressions of emotion and intensity, 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.

Third is 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

Forth is negotiation language. An effective speaking benefit from the negotiator language we use to seek clarification and to show the structure of what we are saying.

We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicant s if we mastered those elements.



1.7.2 Teaching and Learning Speaking

1.7.2.1 Definition of Teaching

According to N.L Gage (1963:37) stated that teaching is form of interpersonal influence aimed at changing the behavior potential of another person. Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

In traditional teaching is the act of imparting instructions to the learners in the classroom situation. The teacher gives information to the students, or one of the students reads from the text-book, while the other students silently follow him in their text-book. So in other hand in modern concept teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also describe ways of living in the society. It is a process in which learner, teacher, curriculum another variables are organize is a systematic and psychological way to attain some pre-determined goals.

1.7.2.2 Definitions of Learning

There are a lot of definition of learning defined by educationist, may be hundred of more, one among them as Skinner (1958:109) explained that learning is change in performing a result of practice. It means that learning as a result from practice or performing of something. As we know that speaking is productive skill which brings communicative influence for students.

According to Hillgard (1948:4) said that learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changed by factors not attributable to training. It means that learning is a process or changed by which activity originates, or changed by factors not only attributable to training.

Based on the definition of learning above that learning is as a result of experience. Learner can give some experience from result of their



learning and learning process or changed by which activity originates and from changed by factor not attributable to training.

1.7.2.3 Goal of Teaching and Learning Speaking

The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient).

To attain this goal, the students will have to be brought from the stage where they merely imitate a model respond to cues to the point where they can use the language to express their own ideas. According to Brown and Yule (1999:27) state that the intention of teaching speaking is the students should be able to express himself in the target language, to cope with basic interactive skills like exchanging greetings and thanks and apologies, and to express his needs request information, service etc.

In other word speaking classes should be directed to communicative activity. So, Harmer (2002:42) stated that when people speak they probably have some communicative purposes. It means that people say things because they want something to happen as a result of what they say. The speaker may want to charm his listener; he may want to give some information to express pleasure; he may decide to be rude or to flatter, to agree or complain. In each of those cases he is interested in achieving this communicative purpose- it is to say being successful at what he wants to convey.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured input, and communicative output. According to Byrne (1992:8) stated that language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Structured output focuses on correct for. In structured output, students may have options for responses. But all of



the options require them to use the specific form or structure that the teacher has just introduced. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1.7.2.4 The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still cannot speak it. According to Thornbury (2006:208) stated that one of the main difficulties is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer.

Penny Ur (1996:121) describes some difficulties in speaking activities that faced by the learners as below:

- 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3) Low or uneven participation. Only one participation can talk a time if he or she is to be 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 spend very little or not at all.



- 4) Mother-tongue use. In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels natural to speak to one another in a foreign language, and 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 classes – particularly the less disciplines or motivated one – to keep to the target language.

1.7.2.5 The Characteristic of a Successful speaking Activity

On the other hand, Penny Ur (1996:120) also classified some characteristics of a successful speaking activity, as follow:

- 1) Learners talk a lot. As much as possible of the period allotted to the activity is in the fact occupied by learners talk.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak and contributions are evenly distributed.
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Speaking in a foreign language in front of the class for the students is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laugh by their friends. So, they prefer to be quite to speak in the classroom. On the other hand, in speaking they need to practice.

Practicing what they have learned in the classroom. On the other side the main problem that makes students difficult to speak in the classroom is lack of vocabulary. It is a common reason for students when



the writer asks their difficulties in speaking; most of their answers are vocabulary. When they want to express their idea they do not know the word to use.

1.7.2.6 The Principles in Teaching Speaking

According to Nunan (2000:54-56) there are five principles for teaching speaking, they are:

- 1) Be aware of difference between second language and foreign language in learning context.
- 2) Give students chance to practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

1.7.2.7 Types of Classroom Speaking Performance

According to Brown (2001:271) stated that there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom:

1) Imitative

In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.



3) Responsive

This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. For example:

Teacher: How are you today?

Student: Pretty good, thanks, and you?

4) Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

5) Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students. Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve students' accuracy, or to improve students' fluency.

In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar, vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

In fluency activity, teachers want to give the students opportunities to use the language they have learnt, to use it freely, even if they make mistakes. In this activity, the teachers want the students to work in groups



or sometimes in pair more often with a whole class, such as group discussion, or role play.

Moreover, Brown (2001:275) says there are seven principles for designing speaking techniques. It is important guide the teacher in planning speaking instruction as follows:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaning full contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking technique.

1.7.2.8 The Technique in Teaching Speaking

There are some method and technique in teaching speaking. Dobson (1987:45) says that there are some effective techniques for teaching speaking can be applied in classroom such as:

- 1) *Dialogues*: a short conversation between two people presented as a language model-the dialogue-often receive top billing in the manipulative phase of language learning. In repeating dialogue, the students practice pronunciation and memorization and it can help the students develop fluency in English.
- 2) *Small-group discussion*: small-group discussion is excellent way to give students opportunities to speak English.
- 3) *Debate*: debate helps students speak more fluently and during a debate they can represent their feelings on an issue.
- 4) *Song*: singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English song, it can help students to improving aural comprehension, group spirit is



fostered through singing, singing allows the students a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.

- 5) *Games*: language games can add fun and variety to conversation sessions if the participants are fond of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulus in additional conversation.

In addition, Kayi (2006) stated that there are some activities to promote speaking as follows:

- 1) *Discussion*; indiscussion activity, the students share ideas about an event, it is can help students to find solution. Students can work with various people and learn to be open to different ideas.
- 2) *Role Play*; One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles.
- 3) *Simulations*; Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment.
- 4) *Information Gap*; Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.
- 5) *Brainstorming*; The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.
- 6) *Story telling* fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.



- 7) *Interviews*; Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

1.7.3 Nature of Debate

1.7.3.1 Definition of Debate

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Krieger (2005:121) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In cognitive way students may be able to be increasing their critical thinking, and for linguistic way, they express their critical thinking by using the expressing agree or disagree with an arguments or opinion. .

In different way according to Thompson in Inoue (1996:166), debate is contrasted with discussion. The distinction in their use in referring to a decision-making process may be outlined as follows:

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

Debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another, they have to rebuttal each other.



1.7.3.2 Procedure of Debate

There are some procedures of debate: according to Halvorsen (2005:65), there are six steps in debate:

- 1) Students must first be made aware of a debatable topic and of the variety of potential positions that can be taken on the topic.
- 2) Students should then be given an opportunity to research the topic somehow and form their own opinions on the issue.
- 3) Next pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step students should be encouraged to think about the potential arguments that will come from the other side and how they can respond to these arguments.
- 4) Now some form of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could take the form of a classic debate, with opening and closing arguments from both sides and time for rebuttals all done as a class. Alternatively, it could simply be small groups or pairs sharing their differing points of view with one another.
- 5) The instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses.
- 6) The class and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is important in that it helps the students to understand that this type of thinking and debate process can lead to real results and provide some sense of closure on the topic.

According to Dobson (1987:53) says that there are eight steps in debate procedure:

- 1) Describe the topic debate and ask which students would like to be: pro or con.



- 2) Select an equal number of students to speak on each of the two debate “team”.
- 3) Allow the students sufficient time to prepare their argument.
- 4) Have the two teams sit in front of the class so that the audience can see them.
- 5) Appoint one member on each team as the captain. The captain will give his presentation first and summarize the team’s views at the end.
- 6) Set a three-minute time limit for each presentation and alternate a presentation by a team I member with one by a team II member.
- 7) After everyone has given his presentation and the captains have summed up team views.
- 8) End the debate when the subject is exhausted or if the students get involved in heated argument.

1.7.3.3 The Parts of Debate

In the debate technical system, Yulicahyo (2004) in Rismasetiawan in (2013) state that some items which relate to the debate process are :

1) Motion

The topic debated is called a motion. Usually, motion starts with word like “this house” (TH) or “this house believes that (TH) or “this house believes (THBT)”. Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn’t incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition



Debaters should “down to earth” or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard’ thus we need to define it first. Or anyway, when we heard motion, “that sex education must be socialized in the school” what we need to do is giving the global meaning on it.

3) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question “why” one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent’s case.

4) Argument

A debate is like a battle of argument, in which each tea stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That is why; rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent’s case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

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



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

1.7.3.4 Debate Classroom

The debate format was adopted from the existing debate format in the Australian Parliament. According to Yulicahyo (2004) in Rismawijayanti (2013) stated that for more details, an overview of the debate in question the following we give a glimpse of abstraction:

- 1) The government party (Affirmative Team) submitted a proposal to Parliament.
- 2) Negative party (Tim Negative) denied the proposal.
- 3) Each side tried to convince Parliament (Adjudicator) that the proposal should be accepted.
- 4) Each side gets an equal allocation of time to express his views in turn
- 5) Parliament (Adjudicator) conduct voting (voting) to decide which proposals received.

1.7.3.5 The Advantages and Disadvantages of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Advantages of debate activity according to Barkley (2005:126) as follows:

- 1) This kind of teaching technique also can give great contribution in increasing motivation
- 2) Enhancing research skills, promoting critical thinking, developing communication proficiency, attracting in-depth-multiple-perspective analysis of issues.
- 3) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do soon a daily basis.
- 4) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.



Meanwhile, disadvantages of debate activity according to Barkley (2005:126) are as follows:

- 1) Spend sufficient time selecting a controversial topic in the field with two identifiable, arguable, and opposing sides that are appropriate to debate.
- 2) Proposition statements sometimes ambiguous, so students are not flexible in building arguments.
- 3) Students sometimes don't have any background information to address the proposition.
- 4) Need more time to practicing debate activity.

1.8 Research Method

Descriptive qualitative research is the method used in this study. It is caused the problem of this study comes from the phenomena that catch attention the researcher to analyze it. Creswell (2012 :16) stated that “a qualitative research study is needed to explore this phenomenon from the perspective of distance education students”. In this study, the participants are involved in the research process itself. Qualitative researchers are particularly concerned in how things arise and principally in the perspectives of the subjects of a study (Fraenkel & Wallen, 2009: 435). So, qualitative research collecting the information that comes from the viewpoint of the subject of a study that will be analyzed to take the conclusion. There are many types of qualitative research and in this research the researcher decided case study as the type of qualitative research which is used. Case study research is the activities to find out the meaning, to study process, and to increase insight into and in-depth cocomprehension of an individual, group, or situation (Lodico et al, 2006: 269). The researcher also use multiple methods as the technique for collecting the data. Ary et al, (2010: 29) stated that “case studies uses multiple method, such as interviews, observations”.



1.8.1 The Objective of Research

To answer and accurate this qualitative research about how the process of debate activity in teaching and learning teaching, how are students respond while learning through debate and what are the advantages and disadvantages of debate in learning speaking, the researcher would like to attend and analyze the teaching and learning process using debate activity. Here the researcher take the object of research in second years of MA Madinatunnajah it was consist of 16 students, because debate activity should be related the syllabi. Here are the material which near related with debate. They are: expressing opinion, expressing suggestion, expressing agrees, and expressing disagree.

1.8.2 The Place and Time of Research

This research takes place at MA Madinatunnajah Cirebon in the second semester of 2014-2015. The researches would like to take research of the use of debate activity in teaching speaking.

Table.1 Research Timeline

No	TIME	ACTIVITIES
1	01 February – 10 March 2015	Proposal Preparation
2	15-24 March 2015	Instrument Preparation
3	04 April 2015	Observe the schedule of English lesson
4	11 April 2015	Conducting the research
5	09 May 2015	Finish the research
6	The end of May 2015	Analyzing data

1.8.3 The Source and Type of Data

In this research, the researcher collect the data into two parts, the first is primary and secondary source.

1.8.3.1 Primary Source

Data is the data that get by the researcher directly by using the analysis of the problem that concerns. It is as the important directly primary data that will be analyzed and discussed in this research. The primary data that the research gets are acquired from teacher and students



by using observation, questionnaire and interview. Kothari (2004:95) stated “The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The three techniques that the researcher used will be analyzed and discussed.

1.8.3.2 Secondary Source

Data is the data which support the researcher’s idea in facing the research problems. The secondary data take look from the books, journal, and another source that may give the additional data to make it proven in research. Donald Ary, et al, (2010:486) stated “Primary sources are original documents (correspondence, diaries, reports, etc), relics, remains or artifacts. Secondary sources the mind of a non observer also comes between the event and the user of the record.

1.8.4 Instruments of Research

In this research, the researcher plays as main instrument. These instruments are used to get the data of observation valid and real. In qualitative studies, the researcher as human investigator is the primary instrument for the gathering and analyzing of data, Ary, et al, (2010:453). It means that, the researcher as human instrument who observes (the investigator) and interview.

1.8.5 Techniques of Collecting Data

In collect data, the writer used field notes, questionnaire and interview as the techniques of the research. They were as follows:

1.8.5.1 Observation Field Notes

In this study, the researcher watched, listened, paid attention, and wrote everything that could be used as the data during observing the Implementation of debate activity in teaching speaking in the form of note taking. To control observer bias, the researcher used both descriptive field notes and reflective field notes. As Lodico, et al, (2010:118) explains “ Descriptive field notes summarize what the researcher sees and hears in the



setting while reflective field notes include description of the observers' feelings and thoughts about what he/she is observing. Field notes will be collecting two data that consists of the steps of elaboration activities in teaching and learning speaking using debate include insert few of how the students' reaction in elaboration activities in teaching and learning speaking using debate. Field notes using observational protocol existed in Appendix 1.

1.8.5.2 Questionnaire

Questionnaire was given to the student for getting information which was related with the student's motion, and motivation before and after implementation active debate. Questionnaire was used to know the student responses. The student had to answer the question. The questionnaire was given at the end of teaching learning process. Questionnaire is a tool to collect the data in the form of question lists presented to the respondents to be answered in written. A questionnaire is a research tool used to collect information from individuals about themselves. According to Brown (2001:6) stated "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."

Compared to an interview, a questionnaire does not take much time. Thus, the researcher used questionnaire in order to get easier data from many students. This questionnaire is committed to acquire students' responses in receiving teachers' technique. Zoltan Dornyei (2010:12) described that the length optimal questionnaire depends on how important the topic of the questionnaire is for the respondents. Thus, the researcher only used 8 items question for investigated students' responses. And the researcher took the response from Louis Thursone in Suryabrata (2005: 52) state that "the response is the sum of tendencies and feelings, suspicions, and prejudice, pre detailed understanding, ideas, fears, threats and beliefs about a particular thing. From that sense Louise Thursone explains it can be seen that the ways of expressing attitudes can be



through: *Influence or refusal, Valuation, Like or dislike and The positivity or negativity of an object psychology*” the instrument of this technique is the questions delivery that lists of open question that consists of 8 questions which existed in Appendix 3 and the lattice work of open questionnaire in Appendix 4.

1.8.5.3 Interview

In this research, the interview is taken to collect the data in the form of information of the teachers’ assumption and perspective as the respondent, as well as the participant that may give additional information. Moreover, the researcher will use audio tape recording while interview, as Fraenkel, et al, (2012:457) stated “...while the interview is going on, therefore, it is essential to record as faithfully as possible what the participant has to say”.

This research will be used structured interview, it means that the researcher will interview the participants based on the guidance of interview. As Lodico, et al, (2010:124) stated “A structured interview is one which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all the participants.” The guidance of interview will be form Bahasa Indonesia in order to be more talks freely in a naturalistic way. After doing observation, the resercher also took interview with students in each activity of process of debate in the end the lesson, the list of interview can be seen in appendix 2, so list of interview for students and teacher about advantages and disadvantages of debate activity can see in appendix 5 and appendix 6 and for the lattice of interview about advantages and disadvantages of debate activity in appendix 7.

1.8.6 The Technique of Data Analysis

Ary et al (2010: 481) assumes that “data analysis in qualitative research is atime-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflection, or information from documents,



all of which must be examined and interpreted". The task of analyzing qualitative data can appear overwhelming but becomes manageable when broken down into key stages.

The following steps of data analysis adopted from Lodico et al (2006), as follow :

1) Preparing and organizing the data

The researcher will prepare the data based on the techniques of collecting data are used. Observation, interview, and questionnaire are the techniques of collecting data in this investigation. By observation, the researcher uses field note as a guidance to collect the data in which its result will be concluded. In doing interview, the resercher will record process of interviewing by using tape recorder so that data will be more accurate. The researcher then will transcript the result of interview from the recorder. Questionnaire also will be concluded through the answers which given by participants. In organizing the data, the researcher decided to choose type of data as method. The data will be organized based on the techniques of collecting data.

2) Reviewing and exploring the data

In this step, the researcher will try to explore the data that has been prepared and organized. The researcher begins to explore by reading and looking through the various types of data collected. Reviewing the data starts from examine all of the different sources of data together. Through reviewing, the researcher seek to understand the scope of data before begin to divide them into more manageable.

3) Constructing descriptions of people, places, and activities

The next step is the researcher will write detailed descriptions of the people, places, and events in the study. It has a purpose to provide rich,in-depth descriptions, and physical settings represented in the data.

4) building themes and testing hypothesis

In thi step, the researcher continuing the process on analysis data by identifying major and minor themes in the coded data. Themes provide the organizing ideas that the researcher will use to explain what they have



learned from the study. The researcher then reexamines the data using theme as organizational frameworks to see if they provide a deeper understanding of the data.

Table.2 coding

Coda	Meaning
#S	Student
#T	Teacher

5) reporting and interpreting data

In this final step, the researcher will write the research report including the researcher's interpretations of what data mean. Because this investigation is qualitative so the researcher will report in a narrative manner in which more enjoyable to read. The format of narrative which used is thematic. Thematic text is organized in terms of discussion of themes that arise from the data analysis. It is the most common method in presenting qualitative reports.

1.9 Literature Review

Before doing this research, the researcher finds some previous studies that have been done in some place. Those researches are investigated in the effect of using debate strategy in improving students speaking ability and those are investigated not about experimental research. Here are the previous studies at the same field:

- 1) First study is classroom research action by Richa Rubiati (2010). Her study about the implementation of debate technique in teaching speaking at first semester students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang was conducted in two cycles including cycle one and cycle two. The participant of this study was 31 students in class TBI 1B. The result of her study shows that using debate technique can improve students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 65.3 and in the second cycle students got 76.6.



- 2) Second study is taken from Junaidi (2011) her study is about the critical debate technique to developing students speaking competence. The objective of his research is examine whether or not critical debate technique can develop the speaking ability of the second year students of SMAN 1 Sakra beside that, the researcher is aimed at knowing the teaching-learning progress when critical debate technique is applied at the second year students of SMAN 1 Sakra. There two kinds of data in her research the quantitative and qualitative one-which were obtained from respondent, the event and document. The qualitative data were collected by using observation, interview, questionnaire, and document analysis. The quantitative data were analyzed by using descriptive statistic, while the qualitative data were analyzed by using constant comparative method suggested. The finding proves that her research on developing speaking using critical debate technique at second year students of SMAN 1 Sakra is successful viewed from several dimensions. First, critical debate technique can improve the students speaking ability, second, critical debate can improve the student's involvement learning teaching process, third, critical debate technique may also build appreciate for diversity and develop tolerance for viewpoints, fourth, critical debate technique can raise the motivation and interest, fifth critical debate technique establish the pshychological therapy, sixth, critical debate technique can promote critical thinking.
- 3) Third study is analyses and proves that implementation of debate technique can improve students' speaking skill. Taken from UswatunHasanah (2012) The objectives of her study are : to describe the implementation of debate technique in speaking class of the second class of MTs SA Miftahul Huda, to measure the improvement of students' speaking skill after implementation debate technique. The methodology of her study is collaborative classroom action research. In her research, she was as the teacher and assists by an observer. She notes all of the process in learning activities. To find out the improvement of students' speaking ability she use test, namely pre test and post test. She use four cycles, in



each cycle comprise of one meeting during 80 minutes. Each meeting comprises planning, implementation of the action, and reflection. The study shows that the students involve activity in teaching learning process, they are more encourage and confident to speak in English than before.

Based on the previous above there are similarities and differences in those previous studies. The similarly is all above are about using debate as strategy in teaching and learning in English foreign language, and taken the research place in learning activity in school. But something that make different between the researcher's planning from those is the researcher are will use debate activity as the strategy in learning speaking ability and take observation in small class it consist of 16students because the teacher able to give personalized attention and the researcher will take observation research in Senior High School. Here the researcher will take the data with using observation, teacher field note, and interview.



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CHAPTER V

CONCLUSION

After discussion about some problems that investigate in this research, this chapter presents the conclusion of the research, which is based on research findings and discussion in the previous chapter. This chapter also ends with suggestion for further analysis.

5.1 Conclusion

The finding of the research showed that before active debate applied, teacher had many step to be given for students, they are related the material expressions such expressing agree and disagree, so teacher also gave them the education debate with speech method, so continuing by showing them the video debate in the classroom activity. So in next steps the teacher begin to divides students into two teams and positioned them into opposite and negative team. And the research finding is the used of active debate could be improve students communicative competence. This is proven in the debating activity that all the students were able to deliver their argument in an accepted way. It was also proven that many opinion, rebuttal, and defines mechanism that can be delivered by the students during the debate. During the observation, students were able to speak communicatively. It was proven that there were many rebuttals in it. The rebuttal speech is an opportunity to summarize and extend your critical arguments in the debate, summarize and refute the arguments of the other team, and show why, given the arguments that have been advanced in the debate; your side wins.

So after given questionnaire about how students respond to active debate in teaching and learning speaking, the researcher found that, not all debate participants were like or interested in debate activity, because may be their competence background, such as less of vocabulary that make them difficult in transferring their own opinion to be producing by speaking, then they also still confused in rules of debate, many students argue that the rules of debate is was complicated, and they felt that rules of debate is do not relate with students

communicative competence. Students also missing word while they want to express their idea, so they just stalk with little vocabularies which they had.

Every technique has brought benefits for students, including motivation, like interest, curiosity and so on. In the last chapter discussed about the advantages and disadvantages of active debate in teaching and learning speaking. There the researcher would like to make significant with theories and students faced condition. There are eight theories in advantages and disadvantages in debate, each theory consist of four advantages and disadvantages of active debate technique in teaching and learning speaking. The advantages of debate are: Debate increase students' motivation in learning speaking, so debate improve students' critical thinking, debate develop students' communicative skill, an easy to defend the issues which served by the teacher. In other hand, the disadvantages of debate are: students sometimes don't have any background information to address the proposition, students are not flexible in building arguments, needs long time in selecting a controversial topic in the field with two identifiable, arguable, and opposing sides that are appropriate to debate, then debate need long preparation.

5.2 Suggestion

For teacher, they should be creative in teaching, since English is not easy subject for some students. Teacher also needs to know the psychological condition of their students, so that they could create such enjoyable learning activity. Teachers need to know the students like and dislike dealing with the teaching style, and use it wisely as the key in teaching English especially in speaking skills.

For students, they should keep in mind that mastering English is very important. Besides, they should be able to think critically to decide what to do dealing with any problem they got. And one again, to make their speaking fluently is not instant, therefore they should take part of time to do practice in speaking English.



5.3 Implication

The result of the research confirms that the teaching and learning using active debate can be used as technique in teaching speaking and promote students' critical thinking ability, especially for students in XII MA Madinatunnajah Cirebon.

According to the result of the study, the implementation of active debate is an appropriate way to teach speaking and promote students' critical thinking. This result also can be an alternative reference for teachers in developing their teaching quality. Besides, teachers also can apply active debate to improve students' critical thinking ability.



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