
**A STUDY ON TEACHING SPEAKING BY USING DEBATE TO THE
TWELFTH GRADE STUDENTS OF MADRASAH ALIYAH SUNAN
KALIJOGO MOJO IN ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain

The Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



By:

PUTRI MARIA ULFA

NPM 11.1.01.08.0155

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2016

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APPROVAL PAGE

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ENTITLED:


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TWELFTH GRADE SENIOR HIGH SCHOOL OF MADRASAH ALIYAH
SUNAN KALJOGO MOJO IN ACADEMIC YEAR 2015/2016

Approved by the advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, August 2015

The Advisors,

Advisor I


DEWI KENCANAWATI, M.Pd
NIDN. 0707097102

Advisor II


MOHAMMAD KUSEN, M.Pd
NIDN.

APPROVAL SHEET

SKRIPSI

By
PUTRI MARIA ULFA
NPM : 11.1.01.08.0155

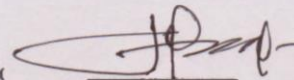
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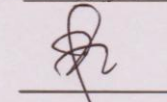
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Board of Examiners,


Chairman : **Drs. SETYA ADI SANCAYA, M.Pd**



First Examiner : **MOHAMMAD KUSEN, M.Pd**



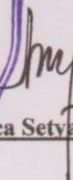
Second Examiner : **DEWI KENCANAWATI, M.Pd**



The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd



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Putri Maria Ulfa
11.1.01.08.0155

FKIP/Pendidikan Bahasa Inggris
Putri.mariaulfa@rocketmail.com

Dewi Kencanawati. M,Pd and Mohammad Kusen, M,Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This study is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact the students' ability in speaking English is low. It is caused by several factors such as there are some elements of speaking such as vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used debate technique to improve students' speaking skill. The main objective of this study is to describe the process of debate technique in teaching speaking and to identify how students' perception about debate when it practiced in the class.

This study is a descriptive qualitative research. The study was conducted on August 2015. Data collection was done by interviewed the teacher, distributed 42 questionnaires and interview the students of XII Bahasa of MA Sunan Kalijogo.

The result of the process of debate technique in teaching speaking at twelfth grade of MA Sunan Kalijogo Mojo is run well. The participant of this study was 42 students. The result of this study shows that using debate technique can improve students' speaking skill and it makes students enjoy and confidence in speaking class. This is proven by students' interview and questionnaires, that 96% students give good responses.

Debate is an appropriate technique used to make students active and confidence in speaking skill. The result of this study is helpful information for English teachers in teaching speaking.

Keywords : Teaching, Speaking skill, Debate Technique, Qualitative Research

I. Background of Research

Speaking is a tool for communication. By speaking we can get and give the information and it happens in our daily life.

Thornbury, (1995) states that speaking is so much a part of daily life that we take it for

granted. Alderson and Bachman (2004) also state that speaking forms a part of the shared social activity of talking. So, speaking is a part of daily life to share our social activities orally.

In speaking, we have to know what the function and the purpose of speaking are

beside to communicate there are some purposes of speaking. Thornbury (1995) states that there are two main purposes for speaking, speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relations. Then, Alderson and Bachman (2004) stated that speaking as interaction, and speaking as a social and situation-based activity. Whereas, Bachman and Palmer in Luoma (1996) consider language use as interaction between language users and their context. So, the function and the goal of speaking is to convey the information and facilitate people to interact in a social activity and also to sustain social relations.

In teaching speaking, the teachers should be able to encourage the students to speak up. The important thing in teaching speaking is how students can interact with other. Wallace, Stariha, and Walberg (2004) revealed that teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. Thornbury (1995) states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning.

Richards (2008) states in designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills. So, the teacher should be able to present learners' ideas in class, in order to enable learners to cooperate in the management of speaking turns especially in real time.

The most general problem faced by students in learning speaking is self confidence. Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it (Huit, 2004&Khodadad, 2003, cited in Hayati 2008,; Brown 1994). Brown (1994) also states among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. Foreign language learners can't speak the language or express themselves freely and fluently without some degree of it. Rubio (2007) revealed when there is low self-confidence on the contrary, learners suffer from uncertainty, insecurity, fear and social distance. So, the factor that influence in learning speaking that is come from ourselves, self confidence. Self confidence

is a personal factor that must have for students to learn speaking, to measure of oral achievement it can be seen from high or low of self confidence of learners. In addition, Kline (1989: 1) recent studies show that speaking in front of a group is by far the greatest fear of most people. One study has shown that many beginners feel inhibited because they lack self confidence and do not dare to start talking (Gethin and Gunnemark, 1996: 137). Baker and Westrup say that the speaking problems for young learners are: too much materials, lack of confidence and interest in the topic (2003:14-16). So, besides of lack of confidence, there are some factors that affect students are not active in speaking class, they are fear and do not dare to talk because students are afraid to make mistakes, and they are not interested in the topics being discussed.

In MA.Sunan Kalijogo, debate is taught at 12th grade based on Kurikulum Tingkat Satuan Pendidikan (KTSP). When teacher teach speaking using debate, the teacher decided a class into seven groups of 42 students, group one consists of six students, each group divided into two groups. So, in group one there are two small groups and they are become a rival in debate class. Teacher gives different topics for each group, and the first is pro with the topic, while second group contra with the topic.

The next meeting, two small groups are facing each other. In debate class, the teacher as an assessor between group one and group two, then the first debater introduce her partner and explain about their topic, as well as group two. The first debater explains about their agreement with the topic. From the second group, they are giving arguments about their disagreement of the topic. The last debaters of group one and two explain their conclusion about their topic, each of the two groups arguing about the pro and contra of the topic without any planning. So, they can develop and maintain their ideas about the topic orally and naturally.

The selection of teaching method as aids to independent study depends on the objectives they are intended to achieve. Thonrbury (1995) states that language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. It means that to increase students' speaking ability teachers must engage students in real time for conversation by using certain technique. In this case, we focus on debate. Debate is a technique of teaching speaking that can engage students to be active speakers. Daniel Krieger (2005) states debate is an excellent activity for language learning because it engages

students in a variety of cognitive and linguistic ways. Nisbett in Krieger (2003) declares debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. So, debate is the appropriate activity to engage students in language learning especially in speaking skill, and it is one of important educational tools for student in thinking skills.

II. Research Method

There are some kinds of research that can be used by the researcher to collect the data. In this research, researcher use descriptive qualitative which used to describe the phenomena of case based on the data that would be analyzed. According to Sugiyono (2009: 9) :

”Qualitative research is descriptive the data collection is in the form of pictures rather than number.”

It means that qualitative researchers concern to process of data collection rather than simply outcomes. the writer as the key instrument, using triangulation technique for collecting the data, then analyze the data in qualitative and giving more attention on the process rather than generalization. Qualitative approach is considered as the most appropriate one in this research

proposal due to more sensitive in every activity which occurs in the social phenomenon.

In this research, the researcher used descriptive qualitative because the researcher described and analyzed the process of teachhng speaking by using debate in twelfth grade of MA. Sunan Kalijogo Mojo in Academic Year 2015/ 2016. The following steps are addressed to get the result of this research as follow:

1. Observing the situation of the class when the speaking is taught.
2. Interview to gathering the data.
3. Giving questionnaire to the students.

III. Result

From the data of the research, it can be concluded that teaching speaking by using debate is effective way to practiced, because it make students active and confidence to reveal and express their ideas. During the learning process going on, the students given positive response. Here they got their own experienced to practice to speak in front of the class, then the teacher given feedback and corrected the students result.

Based on observation, the teacher taught speaking using debate based learning in the lesson plan, but, the writer found some improvisation from the teacher. But, so far,

students given good response, they were more active and enjoyed in the learning process using debate.

Based on the teacher interview of the teaching speaking by using debate in MA Sunan Kalijogo Mojo proven that the students can explore their ideas then they felt more interested to learn more vocabularies. Only a little weaknesses that the writer found that are some students are still confused to express their ideas and brief arguments of the students. And supported with the average of the questioner result which 96% students answer yes then 4% students answered no. It is the evidence from the teaching speaking by using debate. So, from the questionnaire result writer concluded that the students gave good responses when the process of teaching speaking by using debate.

IV. Conclusion

From the previous chapter above, the researcher could draw a conclusion that debate technique effective to improve students' speaking skill. By using debate technique students are more active, brave, and confident in expressing their ideas, because they are encouraged to provide ideas.

Besides, the beneficial for students' speaking debate also able to increase their

knowledge through the themes given by the teacher. They were able to develop an idea that is then used as a debate between groups.

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