

IMPROVING THE STUDENTS' ABILITY IN SPEAKING BY USING DEBATE TECHNIQUE AT THE TENTH GRADE OF SMK NEGERI 1 ARAMO

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ABSTRACT

This research was carried out at SMK Negeri 1 Aramo. The research subject is the tenth grade of 16 students. The research objects are the implementation of Debate Technique and the students' ability in speaking. It was conducted by using Classroom Action Research (CAR) through four stages, they are planning, action, observation, and reflection. The data is analyzed both qualitatively and quantitatively. The data analysis result in the first cycle is not satisfied but there is an improvement in speaking in the second cycle. One student was in the less level, 4 students were in adequate level, and 11 students were in good level. The average of the students' score is 65. Then, the results of field notes in the first meeting showed that 75% students were active, 69% were creative, and 63% were cooperative. Meanwhile, in the second meeting, 94% students were active, 94% were creative, and 100% were cooperative. The average of the students' score in the second cycle gets improvement and reaches the Minimum Competence Criterion (MCC). The result show that Debate Technique is an active and a creative learning process in teaching speaking, working in a group and also sharing knowledge and ideas to others.

Key words: students' ability in speaking, debate, teaching technique

ABSTRAK

Penelitian ini dilakukan di SMKN 1 Aramo. Subjek penelitian ini adalah kelas 10 yang terdiri dari 16 siswa. Objek penelitian ini adalah implementasi teknik debat dan kemampuan siswa dalam berbicara. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari 4 langkah, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Data dianalisis secara kualitatif dan kuantitatif. Hasil data analisis pada siklus pertama tidak memuaskan, namun terdapat perkembangan pada kemampuan berbicara di siklus kedua. Pada siklus kedua, kemampuan berbicara siswa mengalami peningkatan, yaitu satu siswa pada level kurang, 4 siswa pada level cukup, 11 siswa pada level bagus. Rata-rata siswa mendapatkan nilai 65. Kemudian, hasil catatan lapangan pada pertemuan pertama, presentasi siswa yang aktif adalah 75%, kreatif sebesar 69% dan kooperatif sebesar 63%. Sementara pada pertemuan kedua, presentasi siswa aktif sebesar 94%, kreatif sebesar 94% dan kooperatif sebanyak 100%. Rata-rata nilai siswa pada siklus kedua mengalami peningkatan dan mencapai target Kriteria Ketuntasan Minimal (KKM). Hasil penelitian menunjukkan bahwa teknik debat

merupakan proses belajar aktif dan kreatif dalam pengajaran berbicara, bekerja dalam kelompok dan juga berbagi pengetahuan dan ide kepada yang lain.

Kata kunci: kemampuan berbicara siswa, debat, teknik pengajaran

INTRODUCTION

English is an international language which is very important to be mastered well. As an international language, it claims everybody to speak English every time and everywhere. Besides, people are facing a free market era in which everything is expressed in English as an international language. That's why people have to learn English more to be able to communicate in it.

In Indonesia, English is taught as a foreign language while Indonesian language is as second language. The government also takes part in establishing curriculum as good as possible with the aim to enable students to master the four skills in language, they are speaking, listening, reading and writing. One of them is speaking skill. Jefferson (2007:41) stated that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". In speaking, one may express their brilliant ideas inside of mind, feeling, and thought. Similarly, Philips (2007:26) stated that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing".

Speaking is one of the basic skills that has a significance role in communication. People will be able to participate in the wider world of interaction and can carry out conversations. Jordan (2009) proposed that speaking is the process of conveying both ideas and feelings in expressed in spoken words. It means that people need to master the kind of

teaching speaking activities to be able to speak well.

Based on the competence standard in syllabus of the tenth grade of SMK Negeri 1 Aramo, "The students are expected to be able to express all the kinds of the purposes", while the basic competence states that "The students are able to communicate English language as far as novice level". It means that the students are hoped to be precisely able to tell about arguments or opinion and to state arguments well. Furthermore, the minimum standard of competence in the tenth grade of SMK Negeri 1 Aramo, the students must be achieved the score 60.

In fact, the goal of the standard competence and the Minimum Competence Criterion (MCC) above are not achieved well. Students get difficulty to speak English. Based on the researcher's observation and also the information from English teacher in SMK Negeri 1 Aramo, students are not able to be active and creative in speaking skill. Students just listen and keep silent in the process of teaching speaking. They are not able to show and to express their ideas. Finally, the researcher concludes that the students cannot achieve the minimum standard of competence caused by these reasons.

Based on the statements above, the researcher should design the instruction well. The instruction process must be interesting to stimulate the students' motivation. The researcher tries to search a new technique which is also used in teaching speaking, that is, a debate technique. It is seen as an active learning process in constructing and

creating, working in a group and also sharing knowledge.

A debate technique is a competition where two opposing sides argue over a particular topic. Each side's goal is to defend its position and persuade its opponent. This technique can involve all students to be active, not only debate performer. It persuades the people to express ideas and thought in communication.

Based on the explanation above, the researcher intends to carry out this study to see how this technique can significantly improve the students' ability in speaking. Hopefully by this way, the teachers will consider use this technique in their teaching process to get the students' ability in speaking.

Speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with other, we are able to know what kinds of situation are in the world. Stated by Hughes (2003), there are five components of testing speaking ability by interviewing that consist of six-points scale for each component, namely: Accent, Grammar, Vocabulary, Fluency, and Comprehension. Here the proficiency description according to Hughes, namely:

a. Accent

6. Native pronunciation, with no trace of "foreign accent".
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
4. Marked "foreign accent" and occasional mispronunciations that do not interfere with understanding.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

2. Frequent gross errors and a very accent make understanding difficult, require frequent repetition.

1. Pronunciation frequently unintelligible.

b. Grammar

6. No more than two errors during the interview.

5. Few errors, with no patterns of failure.

4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

2. Constant errors showing control of very few major patterns and frequently preventing communication.

1. Grammar almost entirely expect in stoke phrases.

c. Vocabulary

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

2. Vocabulary limited to basic personal and survival areas

(time, food, transportation, family, etc).

1. Vocabulary inadequate for even the simplest conversation.

d. Fluency

6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Speech is effortless and smooth, but perceptively non – native in speech and evenness.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

2. Speech is very slow and uneven expect for short or routine sentences.

1. Speech is so halting and fragmentary that conversation is virtually impossible.

e. Comprehension

6. Understands everything in both formal and colloquial speech to be expected; of an educated native speaker.

5. Understands everything in normal educated conversation expect for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

2. Understands only slow, very simple speech on common social

and touristic topics; requires constant repetition and rephrasing.

1. Understands too little for the simplest type of conversation.

Debating is an important and interesting way to discuss issues facing our society. However, debating is necessarily an artificial way of doing this-debaters are expected to follow recognized structures, and teams are told which sides of what issues they must support. Therefore, although we debate about important public issues, debating is not designed to be a public forum: debates don't necessarily reflect the most important issues in society, and speakers are not invited simply to speak their mind. Debating is important, interesting and relevant, but debating is also a game.

Sumartini (2011) in her research about the implementation of debate technique in teaching English speaking to the third year students of SMA N 3 Salatiga revealed about to how the procedure of teaching speaking is conducted and what strengths and weaknesses of teaching speaking involved by using debate technique. The results show that the students in implementing debate technique are that they found challenging to be able to think smart, more active, and more creative. Moreover, she affirmed that debate technique could increase the willingness of the students to express their opinions or ideas.

METHOD

As Blevins (2007:203-204) states that a debate is a discussion in which two teams argue opposite positions on an issue. To debate means to argue one side of an issue, using logic, persuasion and proof. Before we debate an issue with another person, we must first develop a good argument. A

good argument depends on logic, persuasion and proof.

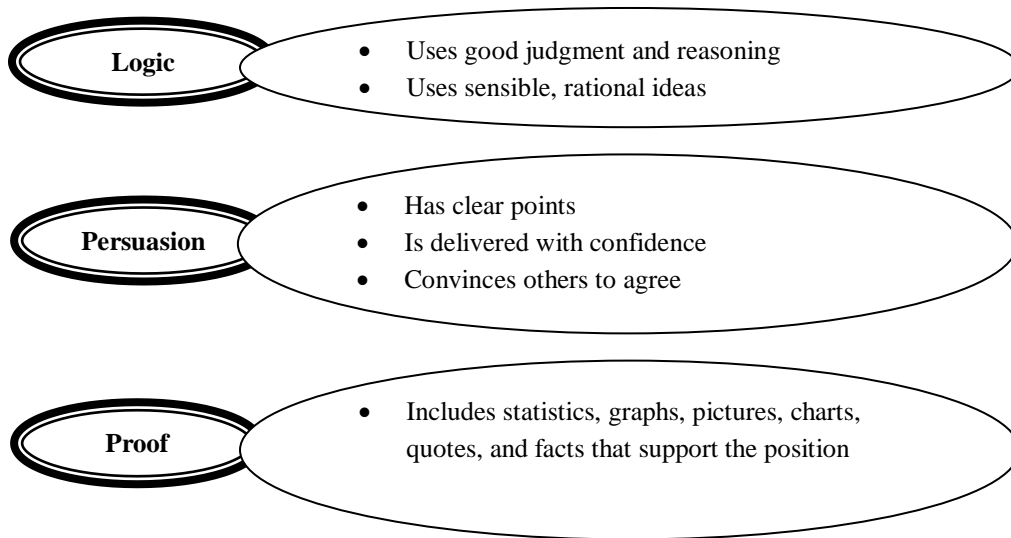


Figure 1
Principles in Debates

The purpose of the debate is not to declare winners and losers, but to help the students practice making claims and defending them with reasons, even when others defend different claims. Working with claims, reasons and arguments; debating ideas without attacking people.

There are some steps to conduct debate technique as follows:.

Step 1: Prepare a binary question. To have a debate, you need a binary question—that is, a question that has a yes/no answer. The researcher thinks of a question that will truly divide the students’ opinions, and puts the question on the chalk board for all to see. (If you are not sure the question will divide the students roughly equally, ask for a show of hands on each side of the issue before proceeding with the debate.)

Step 2: The students think about the question and discuss it freely.

They may first jot down their response on a piece of paper, and after some minutes share their answer with a partner in order to stimulate more ideas.

Step 3: The class is divided into some groups. Those who believe one answer to the question is right should go stand along the wall on one side of the room; those who think the other is right should stand along the wall on the other side. Those who are truly undecided (that is, after thinking about it, they believe both sides are partially right or neither side is right) should stand along the middle wall.

Step 4: The researcher explains the two ground rules:

- a. Students must not be rude to each other. (The researcher may have to explain and demonstrate what this means.)
- b. If students hear an argument that makes them want to

change their minds, they should walk to the other side (or to the middle).

- Step 5: The students on each side have three or four minutes to decide why they are on that side. Then the researcher asks them with a sentence that states their position. The researcher asks the students on each side to appoint someone to say that sentence.
- Step 6: One person from each side (including the undecided group) states that group's position.
- Step 7: Now anyone on any team may say things (counter-arguments or rebuttals) in response to what the other team has said, or more reasons in support of their own side.
- Step 8: The researcher monitors the activity to make sure the tone stays away from negative attacks. The researcher asks for clarification. He offers an idea or two as necessary from the devil's advocate position. He changes sides. He encourages the students to change sides if they are persuaded to.
- Step 9: When the debate has proceeded in some minutes, the researcher asks each side to summarize what they have said.
- Step 10: The researcher "debriefs" the debate by reviewing the ideas and arguments that came to light. Or she may ask each student to write an argumentative, writing down what she believes about the issue and why.

RESULTS AND DISCUSSION

This research was conducted in SMK Negeri 1 Aramo. It was located at

Aramo village, Aramo sub District. Before doing this research, firstly the researcher communicated to the headmaster of SMK Negeri 1 Aramo and based on the agreement and the consideration, the researcher got permission to do the research.

The total of the students in this school was 82 persons. The subject of this research was the students of tenth grade which consists of two classes. The researcher observed the students in Class X, majoring in Pertanian which were 16 persons. This Classroom Action Research (CAR) was carried out by implementing debate technique. The procedures of research were conducted as follows:

1. **Planning**, preparing the lesson plan, the observation paper, the field notes, material for teaching and the schedule of the research.
2. **Action**, doing the teaching-learning process by using debate technique.
3. **Observation**, this was done by asking English teacher to help the researcher to observe the students' and also the researcher's activities during the teaching-learning process.
4. **Reflection**, it was done after the class over for making improvement in the next meeting or cycle.

1. The Explanation of Each Cycle in Improving the Students' Speaking Ability by Using Debate Technique

In doing the research, the researcher did two cycles, such as below:

a. First Cycle

First cycle consisted of two meetings by covering some procedures as described below:

1) First Meeting

The total number of this class consisted of 16 persons and the allocation of time was 2 x 45

minutes. The material of first meeting was “Expressing and giving opinion”.

First meeting was done by following the procedures, as follows:

a) Planning

In this phase, the researcher prepared the lesson plan as the compass of conducting the teaching-learning process, the material, the observation paper of the researcher’s and students’ activities and the field notes of the students’ activities.

b) Action

After planning, the researcher conducted the action in the classroom. The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. Entering the classroom, the researcher greeted the students, checked the students’ preparation, introduced himself to the students and checked the students’ attendance list. After that, the researcher applied the procedures of implementing debate technique, such as presented the material to the students and explained the main goal would be achieved. Then the researcher divided the students into groups, the researcher gave some statements or instructions that were going to be discussed by the students.

Moreover, the researcher asked the students to practice the conversation together with their peers while the researcher facilitated them during the learning process. In this process, the students were expected to be able to practice the conversations, the researcher gave chance to the

students to pay attention, analyze and do the conversations. However in the first meeting they could not yet show the improvement. The students were passive; they seemed lack of confidence, and having no creativities. From these problems the researcher asked the students’ difficulties and then, the researcher explained it. In the last, the researcher took a conclusion and asked the students to study the material and prepare themselves for the next meeting.

c) Observation

This observation covered the students’ and the researcher’s activities and field notes of the students’ activities.

- (1) The students’ observation paper
- Based on the students’ observation paper which consisted of some aspects to be observed for the students in first meeting, the students did not do all of the aspects well. It can be described below:
- (a) The students who had done the first aspect of assessment: 9 persons (56%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 8 persons (50%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 9 persons (56%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 7 persons (44%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 7 persons (44%) of 16 students.

- (f) The students who have done the sixth aspect of assessment: 5 persons (31%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 5 persons (31%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 4 persons (25%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 5 persons (31%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 4 persons (25%) of 16 students.
- (2) The researcher's observation paper
The researcher's observation paper in first meeting consisted of 33 activities of aspects to be observed in the research (See Appendix 6a). The researcher got 0% for the first option of aspect, 6% for the second option of aspect, 15% for the third option of aspect, and 79% for the fourth option of aspect.
- (3) The field notes of the students' activities in the first meeting, it can be seen below:
- (a) The students who were active: 5 persons (31%) of 16 students.
 - (b) The students who were inactive: 11 persons (69%) of 16 students.
 - (c) The students who were creative: 5 persons (31%) of 16 students.
 - (d) The students who were uncreative : 11 persons (69%) of 16 students.

(e) The students who were cooperative : 6 persons (38%) of 16 students.

(f) The students who were uncooperative: 10 persons (63%) of 16 students.

d) Reflection

In this phase, the researcher did not evaluate the students because the material was still unclear to be understood by the students and it would be continued in the second meeting. The students were not able to speak to express their ideas and they were inactive, uncreative and uncooperative because the students were stiff and afraid to express their ideas during the teaching-learning process, so they could not do Debate Technique. Therefore, the researcher improved the weaknesses of the students by giving them motivation to study hard and then the researcher asked them to ask some questions about the lesson material that they did not understand.

2) Second Meeting

The researcher did the second meeting as a continuation of the first meeting. The material of this meeting was still same in first meeting, namely "Expressing and giving opinion".

The second meeting was done by following procedures, such as below:

a) Planning

The researcher prepared the lesson plan, the observation paper of the researcher's and students' activities; field notes of the students' activities and the camera and hand phone.

b) Action

In this research, the researcher continued the material that had

been discussed in the first meeting. The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. The researcher presented the material and divided the students in their groups that consisted of various good students and weak students. The researcher gave a statement or instruction that was going to be discussed by the students. While the researcher monitored and facilitated the groups while conducting the Debate Technique, the researcher gave the chance to the students to pay attention, to analyze and to discuss the statement.

The researcher gave the chance to the students to express their opinion based on what they had discussed, the researcher also asked the difficulties that the students found. In this meeting, the students got enthusiasm; they were active, creative and cooperative; one by one they expressed their thinking by asking questions. From the students' comments or opinions, the researcher explained material according to the target which had been reached. And then, the researcher took a conclusion.

c) Observation

This observation covered the students' activities, the researcher's activities and the field notes of the students' activities.

- (1) The students' observation paper
Based on the students' observation paper which consisted of ten aspects of assessment to be observed by the teacher-collaborator in the second, the result of the students' observation paper can be described below:

- (a) The students who had done the first aspect of assessment: 11 persons (69%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 10 persons (63%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 12 persons (75%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 8 persons (50%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 7 persons (44%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 5 persons (31%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 6 persons (38%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 7 persons (44%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 5 persons (31%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 5 persons (31%) of 16 students.
- (2) The researcher's observation
In the second meeting, the researcher's observation paper consisted of 33 activities of aspects to be observed in the research. The researcher got 0% for the first option of aspect, 3% for the second option of aspect,

12% for the third option of aspect, and 85% for the fourth option of aspect.

(3) The field notes of the students' activities

The result of the field notes of the students' activities in the second meeting can be seen below:

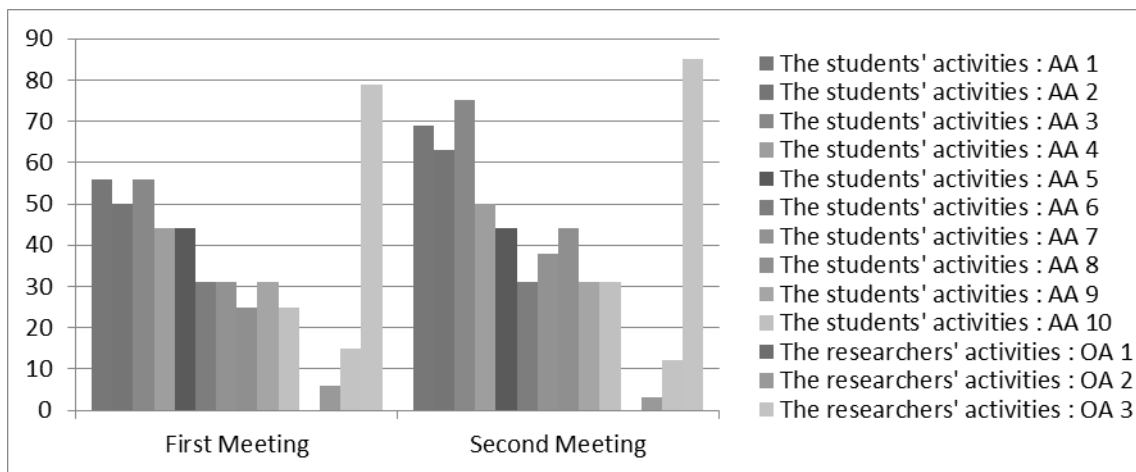
- (a) The students who were active: 7 persons (44%) of 16 students.
- (b) The students who were inactive: 9 persons (56%) of 16 students.
- (c) The students who were creative: 7 persons (44%) of 16 students.
- (d) The students who were uncreative: 9 persons (56%) of 16 students.

(e) The students who were cooperative : 9 persons (56%) of 16 students.

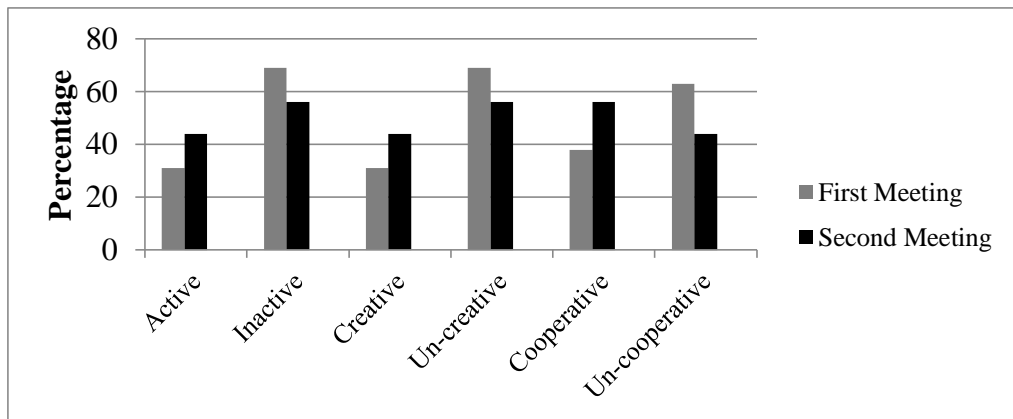
(f) The students who were uncooperative: 7 persons (44%) of 16 students.

d) Reflection

In this last phase, the students could do the debate technique but they still had to prove it because the result of students' speaking ability in this cycle did not achieve the Minimum Competence Criterion (MCC). So, the research would be continued in the next cycle. The result of the observation paper of the students' and the researcher's activities and the field notes in first meeting and second meeting, it will be showed in the following graphics as follows.



Graphic 1
The Result of the Students' Observation Paper and the Researcher's Observation Paper in the First Cycle



Graphic 2
The Field Notes of the Students' Activities in the First Cycle

Based on the students' speaking ability from the first meeting until the second meeting, the researcher took their results as described in table 1 below:

Table 1
Improving the Students' Speaking Ability by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo in the First Cycle

| No. | Fluency Level | Frequency | Percentage |
|-------|---------------|-----------|------------|
| 1. | 1 | 7 | 44 % |
| 2. | 1+ | 4 | 25 % |
| 3. | 2 | 1 | 6 % |
| 4. | 2+ | 3 | 19 % |
| 5. | 3 | 1 | 6 % |
| Total | | 16 | 100% |

Based on the data above it shows that:

1. 7 students who got fluency level 1
2. 4 students who got fluency level 1+

3. 1 student who got fluency level 2
4. 3 students who got fluency level 2+
5. 1 student who got fluency level 3

The results above show that the students were still unable to speak in a good speaking because 44% of the students who got average score 30 by classification level was less, 25% of the students who got average score 35 by classification level was less, 6% of the students who got average score 46 by classification level was less and 19% of the students who got average score 59 by classification level was less and 6% of the students who got average score 65 by classification level was adequate. Whereas, no one who got the classification in good and very good level. The data from the available table will be showed in the graphic below:



Graphic 3
The Results of the Students' Speaking Ability in the First Cycle

The students' weaknesses found in the first cycle were as follows:

1. The students were still worried and afraid to express their ideas.
2. The students are lack of vocabularies in order that, the students were not able to arrange the sentence.
3. The students were unable to construct their oral expression correctly and grammatically.
4. The students could not speak English so they got difficulties to understand and to comprehend the sentence by sentence.

All of the students' weaknesses above were caused by the students who could not do debate technique seriously; they were still stiff and afraid of expressing their thoughts. Then, the researcher's weaknesses found in the first cycle is that the researcher was still unable to apply the whole procedures of debate technique. Therefore, the advantages found in this cycle were as follows:

1. The students became enthusiasm to study.
2. The students were able to work cooperatively.

b. Second Cycle

This cycle consisted of two meetings by covering some procedures as described below:

1) First Meeting

The material of the first meeting in Second Cycle was "Expressing and giving opinion".

First meeting was done by following the procedures, as follows:

a) Planning

In this phase, the researcher prepared many things such as the lesson plan, the material, the observation paper of the students' and the researcher's activities and the field notes of the students' activities.

b) Action

The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. As usual, the researcher explained about speaking skill and the procedures in conducting Debate Technique and explained the main goal could be achieved. After that, the researcher conveyed lesson material. The researcher asked the students to follow his speech in order to check the students' pronunciation. Then, researcher gave time to the students to ask some questions. The students were divided into their groups. The researcher gave some statements that were going to discuss by the students.

The researcher gave the chance to the students to pay attention, analyze, and discuss the statement. After that, the students expressed their opinions based on what they had done. From the students' comments and opinions, the researcher explained the target which would be reached. During the teaching-learning process, the students were seen more actively, creatively, and cooperatively in their study. They could show their braveness and seriousness. And also, they could follow the material. Before ending the class, the researcher took the conclusion and asked the students to prepare themselves for the next meeting.

c) Observation

This observation phase covered the students' activities, the researcher's activities and the field notes of the students activities, as follows:

- (1) The students' observation paper
The students' observation paper consisted of some aspects of assessment to be observed for

the students in the first meeting.
It could be described below:

- (a) The students who had done the first aspect of assessment: 14 persons (88%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 12 persons (75%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 13 persons (81%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 9 persons (56%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 11 persons (69%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 8 persons (50%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 6 persons (38%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 12 persons (75%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 14 persons (88%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 10 persons (63%) of 16 students.
- (2) The researcher's observation paper
The researcher's observation paper in the first meeting consisted of some activities of

aspects to be observed in the research. The researcher got 0% for the first option of aspect, 9% for the second option of aspect, 3% for the third option of aspect, and 88% for the fourth option of aspect.

- (3) The field notes of the students' activities

The result of the field notes of the students' activities in the first meeting, it can be seen below:

- (a) The students who were active: 12 persons (75%) of 16 students.
- (b) The students who were inactive: 4 persons (25%) of 16 students.
- (c) The students who were creative: 11 persons (69%) of 16 students.
- (d) The students who were uncreative: 5 persons (31%) of 16 students.
- (e) The students who were cooperative: 10 persons (63%) of 16 students.
- (f) The students who were uncooperative: 6 persons (37%) of 16 students.

d) Reflection

The students could follow the procedures in conducting debate technique. The researcher motivated and facilitated them to be more active and creative to improve their ability in speaking and also to achieve the Minimum Competence Criterion (MCC).

2) Second Meeting

In the second meeting, the researcher continued to apply debate technique as a continuation of the first meeting, in which the total number of this class consisted of 16 persons. The allocation of time was 2 x 45 minutes. The material of the first

meeting was “Expressing and giving opinion”.

This meeting was done by following procedures, such as below:

a) Planning

In this phase, the researcher prepared the lesson plan, the observation paper of the students’ activities, the researcher’s activities, the field notes of the students’ activities and the camera as a tool of test.

b) Action

In this phase, the researcher continued the material from the first meeting. This meeting was done by applying the procedures of debate technique. Teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. The researcher presented the material and divided the students in their groups that consisted of various good students and weak students. This group was divided in Pro and Contra group. Each group consisted of 8 persons.

After that, the researcher invited the students to do the debate with the statement that had been conveyed in the first meeting. Furthermore, the researcher facilitated them well. In this phase, the students could show their ability in speaking and creativeness in their study. In the last time, the researcher did the interview test to the students and then the class was ended after researcher took the conclusion.

c) Observation

This observation phase covered of the students’ activities, the researcher’s activities and the field notes of the students’ activities.

- (1) The students’ observation paper
The students’ observation paper consisted of some aspects of assessment to be observed for

the students in the second meeting. It can be described below:

- (a) The students who had done the first aspect of assessment: 16 persons (100%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 15 persons (94%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 16 persons (100%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 15 persons (94%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 16 persons (100%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 16 persons (100%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 15 persons (94%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 16 persons (100%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 16 persons (100%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 15 persons (94%) of 16 students.
- (2) The researcher’s observation paper
Based on the researcher’s observation paper in the second meeting, it consisted of some

activities of aspects to be observed in the research. The researcher also had done all of the observation aspects during the teaching-learning process was going on. The researcher got 0% for the first option of aspect, 3% for the second option of aspect, 0% for the third option of aspect, and 97% for the fourth option of aspect.

(3) The field notes of the students' activities

The result of the field notes of the students' activities in the second meeting, it can be seen below:

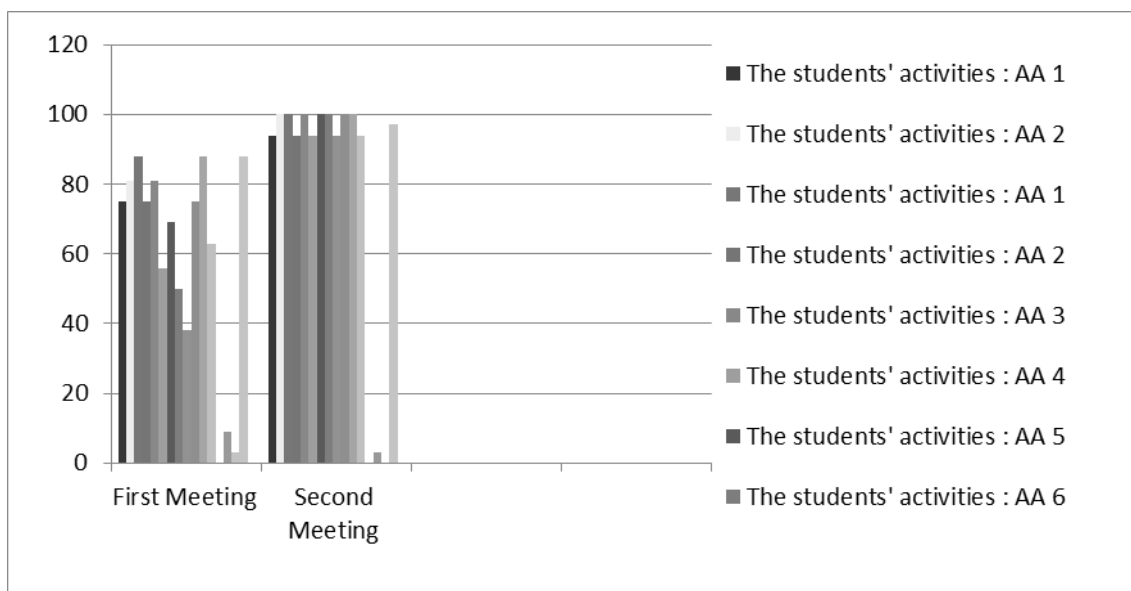
- (a) The students who were active: 15 persons (94%) of 16 students.
- (b) The students who were inactive: 1 person (6%) of 16 students.

- (c) The students who were creative: 15 persons (94%) of 16 students.
- (d) The students who were uncreative: 1 person (6%) of 16 students.
- (e) The students who were cooperative : 16 persons (100%) of 16 students.
- (f) The students who were uncooperative: 0 person (0%) of 16 students.

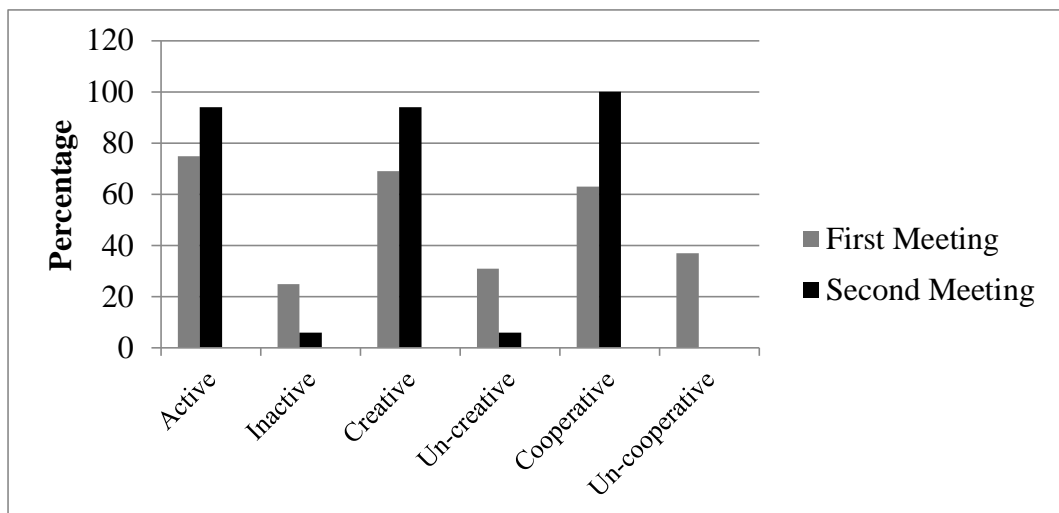
d) Reflection

In the second meeting showed the students could follow the teaching-learning process by implementing debate technique, they did it well and they achieved the Minimum Competence Criterion (MCC).

The result of the observation paper of the students' and researcher's activities and the field notes in the first meeting and second meeting, it will be showed in the following graphics as follows:



Graphic 4
The Students' Observation Paper and the Researcher's Observation Paper in the Second Cycle



Graphic 5
The Field Notes of the Students' Activities in the Second Cycle

Based on the students' speaking

| No. | Fluency Level | Frequency | Percentage |
|-------|---------------|-----------|------------|
| 1. | 2 | 1 | 6% |
| 2. | 2+ | 4 | 25% |
| 3. | 3 | 8 | 50% |
| 4. | 3+ | 3 | 19% |
| Total | | 16 | 100% |

ability from the first meeting until the second meeting in the second cycle, the researcher took their results as described in Table 2 below:

Table 2
Improving the Students' Speaking Ability by
Using Debate Technique
at the Tenth Grade of SMK Negeri 1 Aramo in
the Second Cycle

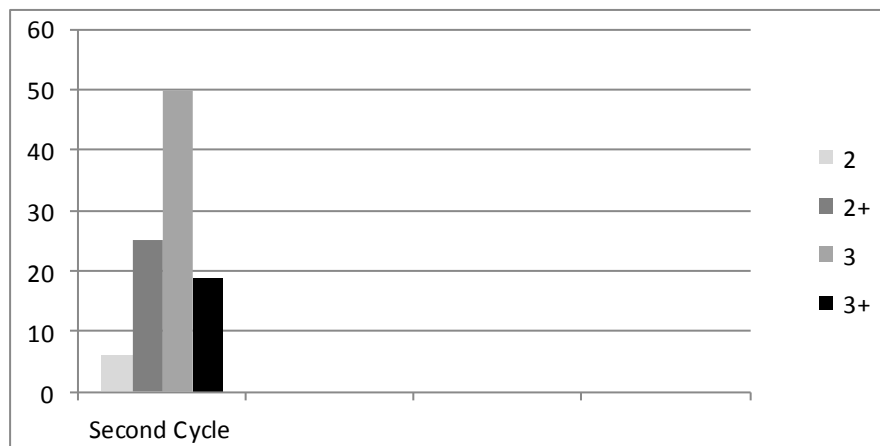
Based on the data above, it shows that:

- 1 student who got fluency level 2.

2. 4 students who got fluency level 2+
3. 8 students who got fluency level 3
4. 3 students who got fluency level 3+

From the results above show, 6% of the students who got average score 51 by classification level was less, 25% of the students who got average score 60 by classification level was adequate, 50% of the students who got average score 65 by classification level was good and 19% of the students who got average score 78 by classification level was good.

In accordance to the result above showed that this result in the second cycle was better than the first cycle, therefore the researcher stopped doing the research in the second cycle, because the students were able to speak in a good speaking and they achieved the Minimum Competence Criterion (MCC). The data from Table 2 explained above will be showed in the graphic below:



Graphic 6
The Results of the Students' Speaking Ability in the Second Cycle

2. The Classification of the Students' Speaking Ability

Based on the results of the data analysis, below in tables 3 and 4 were the classification of the students' activities and the activeness, creativity and cooperation of the students' activities and the students' speaking ability by using Debate Technique.

Table 3
The Classification of the Students' Activities in All Cycles

| No. | Cycle | Meeting | The Students' Activities | Percentage |
|------|----------------|---------------|--------------------------|------------|
| 1. | First Cycle | First Meeting | AA 1 | 56% |
| | | | AA 2 | 50% |
| | | | AA 3 | 56% |
| | | | AA 4 | 44% |
| | | | AA 5 | 44% |
| | | | AA 6 | 31% |
| | | | AA 7 | 31% |
| | Second Meeting | AA 8 | 25% | |
| | | AA 9 | 31% | |
| | | AA 10 | 25% | |
| | | AA 1 | 69% | |
| | | AA 2 | 63% | |
| | | AA 3 | 75% | |
| | | AA 4 | 50% | |
| AA 5 | 44% | | | |
| AA 6 | 31% | | | |
| AA 7 | 38% | | | |

| | | | | |
|-------|--------------|----------------|-------|------|
| 2. | Second Cycle | First Meeting | AA 8 | 44% |
| | | | AA 9 | 31% |
| | | | AA 10 | 31% |
| | | Second Meeting | AA 1 | 88% |
| | | | AA 2 | 75% |
| | | | AA 3 | 81% |
| | | | AA 4 | 56% |
| | | | AA 5 | 69% |
| | | | AA 6 | 50% |
| | | | AA 7 | 38% |
| AA 8 | 75% | | | |
| AA 9 | 88% | | | |
| AA 10 | 63% | | | |
| 2. | Second Cycle | Second Meeting | AA 1 | 100% |
| | | | AA 2 | 94% |
| | | | AA 3 | 100% |
| | | | AA 4 | 94% |
| | | | AA 5 | 100% |
| | | | AA 6 | 100% |
| | | | AA 7 | 94% |
| | | | AA 8 | 100% |
| | | | AA 9 | 100% |
| | | | AA 10 | 94% |

Table 4
The Classification of the Result of the Field Notes of the Students' Activities in All Cycles

| No. | Cycle | Meeting | Criteria | Percentage |
|-----|-------|---------|----------|------------|
|-----|-------|---------|----------|------------|

| | | | | |
|-------------------|-------------------|------------------|-------------|-----|
| 1. | First Cycle | First Meeting | Active | 31% |
| | | | Inactive | 69% |
| | | | Creative | 31% |
| | | | Un-creative | 69% |
| | Second Meeting | Cooperative | Un- | 38% |
| | | | cooperative | 62% |
| | | | Active | 44% |
| | | | Inactive | 56% |
| 2. | Second Cycle | First Meeting | Creative | 44% |
| | | | Un-creative | 56% |
| | | | Cooperative | 56% |
| | | | Un- | 44% |
| | Second Meeting | Cooperative | Active | 75% |
| | | | Inactive | 25% |
| | | | Creative | 69% |
| | | | Un-creative | 31% |
| Second Meeting | Cooperative | Un- | 63% | |
| | | cooperative | 37% | |
| | | Active | 94% | |
| | | Inactive | 6% | |
| Second Meeting | Cooperative | Creative | 94% | |
| | | Un-creative | 6% | |
| | | Cooperative | 100% | |
| | | Un- | 0% | |
| Second Meeting | Cooperative | cooperative | 0% | |

Table 5
The Classification of the Students' Speaking Ability by Using Debate Technique in All Cycles

| No. | Cycle | Fluency | Frequency |
|-----|--------------|---------|-----------|
| 1. | First Cycle | 1 | 7 |
| | | 1+ | 4 |
| | | 2 | 1 |
| | | 2+ | 3 |
| | | 3 | 1 |
| 2. | Second Cycle | 2 | 1 |
| | | 2+ | 4 |
| | | 3 | 8 |
| | | 3+ | 3 |

In doing and getting the data in this research, there were some limitations:

- a. Debate technique improved the students' speaking ability at the tenth grade only.

- b. This research just applied debate technique in teaching speaking, no in other language skills.
- c. This research just searched at the tenth grade of SMK Negeri 1 Aramo.
- d. The result of this research was possible to be different, if the subject and the problem of this research would be changed.

CONCLUSION

Based on the result of the research as explained above, the researcher draws some conclusions as follows:

1. Debate technique is appropriate to be used in teaching speaking.
2. Debate technique improves the students' speaking ability. It can be seen of the result of tests from the first cycle to the second cycle.
3. Debate technique can motivate students' thinking, moreover, if they must defend their opinion which is in contradiction with conviction to themselves.
4. By using debate technique, the students enjoy the teaching-learning process and they find challenging to be able to think smart, more active, and more creative.
5. By using debate technique, the students are active, creative, and cooperative. It can be proven from the result of students' observation paper and the field notes of the students' activities during implementing the actions.

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