## THE INFLUENCE OF USING DEBATE TOWARDS STUDENTS' ENGLISH SPEAKING FLUENCY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KOTABUMI IN THE ACADEMICYEAR

2020/2021

**A Thesis** 

**Submitted as a Partial Fulfillment of The Requirements for S-1 Degree** 

By:

M. FADLY SANDHY NPM. 1611040044

**Study Program: English Language Education** 



TARBIYAH AND TEACHER TRAINING
FACULTY STATEISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2020/2021

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2020/2021

### **ABSTARCT**

The purpose of this research was to know whether there was a significant influence of debate towards students' English Fluency at eleventh grade of SMA N 1 KOTABUMI in the academic year 2020/2021. This research applied Debate to solve the problem, one way that could help the students improve their English Fluency in speaking.

The research methodology of this research was quasi-experimental design. The sample of this research was chosen by using cluster random sampling. There were two classes as the sample of this research, X IPA II as the experimental class and X IPA 1 as the control class. In collecting the data, the researcher used pre-test and post-test as the instrument. The pre-test was conducted before the researcher applied the treatment in the class and the post-test was conducted after the researcher applied the treatment in the class. The instrument of this research was an oral presentation test. Afterfinishing the research, the researcher analyzed the data using Independent Sample T-Test.

After analyzing the data, it was found that the result Pvalue (Sig.) or Sig. (2-tailed) = 0.00 and  $\alpha \neq 0.05$ . It meant that Ha was accepted. It could be concluded that there was significant influence of using Debate towards students' English Speaking Fluency at the second semester of the Eleventh grade of SMAN 1 KOTABUMI in the academic year of 2020/2021.

**Keywords:** Debate, English Fluency, Quasi-Experimental Design.



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### **MOTTO**

وَلَوُ أَنَّمَا فِي ٱلْأَرْضِ مِن شَجَرَةٍ أَقْلَامُ وَٱلْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ عَبْعَةُ أَبُحُرِ مَّا نَفِدَتُ كَلِمَتُ ٱللَّهِ إِنَّ ٱللَّهَ عَزِيزُ حَكِيمٌ

"And if whatever trees upon the earth were pens and the sea (was ink), replenished thereafter by seven (more) seas, the words of Allah would not be exhausted. Indeed, Allah is exalted in Might and Wise." (QS.Luqman:27)

<sup>&</sup>lt;sup>1</sup>Abdullah Yusuf Ali Translation, The meaning of Holy Qur'an, (Maryland: Amana Publication, 2001), p. 1219.

### **DECLARATION**

Hereby, I state this thesis entitled "The influence of Using Debate towards students' English Speaking Fluency at Eleventh grade of SMAN 1 KOTABUMI in the academic year 2020/2021" is completely my own work. I am fully aware that I have quoted some statements and theory sources and they are properly acknowledgment in the text.

Bandar Lampung Declared by

M. Fadly Sandhy NPM: 1611040132

### **DEDICATION**

The thesis is dedicated to:

- My beloved parents, Mr. Fahrizal, S.P and Mrs. Emma wati,
   S.E who always pray and support me to finish this thesis.
- 2. My beloved family in M. Fariz Sandhy, M. Fernanda Sandhy, Fadhillah Femiricha, Febby Qonitha. Thank you for always support me.
- 3. My almamater UIN Raden Intan Lampung



### **CURRICULUM VITAE**

The name of the writer is M.Fadly Sandhy. He was born on August,10th 1997 in Bandar Lampung. The writer came from KOTABUMI, North Lampung. The writer is the third child of five children of Mr. Fahrizal and Ms.Emma wati.

The writer started study of TK Pembina Kota Alam, North Lampung. Then writer continued his studying in elementary school at SDN 1 kembang tanjung, North Lampung. After that the writer continued to Junior High School at SMPN 1 ABUNG SELATAN, North Lampung. Then the writer continued his studying to Senior High School at SMAN 1 KOTABUMI, North Lampung. Finally the writer continued hi studying to university at UIN RADEN INTAN LAMPUNG.

While studying in UIN Raden Intan Lampung, the writer had few Organization experience. The writer was active as a student who joined ESA( English Student Association) as a head of department ERPR. Beside that, the writer joined in PMII ( Pergerakan Mahasiswa Islam Indonesia) as a head of department Litbang.

The Writer,

M. Fadly Sandhy

### **ACKNOWDEDGEMENT**

Bismillahirrohamnirrohim.

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The researcher

M. Fadly Sandhy

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### CHAPTER I INTRODUCTION

### A. Background of the Study

As we have known speaking is a tool to communicate with others. Speaking is an activity that we do in our daily life because hard to believe we interact with others without communication. In our daily life we can express many ideas, we can deliver some opinions, asking for something, and many interactions in this world by using speaking. This situation makes speaking as an important aspect that should be learned.

The basic human interaction is explained by Bailey who said that conversation is one of the most basic and pervasive of human interaction conversations are unscripted. It involves two or more people. In conversation the topic can change and the individuals take turn. By definition, conversations are interactive: although one speaker is more talkative than another, in a conversation, two or more individuals communicate, because speaking is very important aspect in our lives, it is hard to believe if we life in this world without interacting each other by speaking.

From those explanations, we know that speaking is an important aspect in our life. Moreover, John states that accuracy in pronunciation (grammar and vocabulary selection) is not enough. People also need to be fluent and use language in a way that is suitable for the ocasion at hand. This theory is in agreement with Cahyo and Widiati's theory which says that the focus of teaching speaking is on either training of speaking correctly (such as in pronunciation and grammatical structure)

<sup>&</sup>lt;sup>1</sup>Kathleen M.Bailey. *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005),p.42

<sup>&</sup>lt;sup>2</sup>John A. Teaching Speaking And Listening.(2006)

or encouraging students to speak fluently.<sup>3</sup> It can be summed up that to speak upis not enough if people only think about pronunciation, grammar and vocabulary but the fluency is also needed to be taught.

Those explanations from some experts argued that speaking fluency is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. To get students speaking fluently in a class is actually extremely easy if the class is full of students who participate freely and enthusiastically. It can happen if a teacher is able to apply an appropriate technique.

In fact, the reality is diffferent. Based on the preliminary research, the researcher interviewed one of the english teacher named Echo Pramono who teaches three classes (XI IPA, XI IPA2 and XI IPA3), stated that he is lack of techniques in improving students' speaking ability especially in the aspect of fluency. The students still have low scores in learning English because they feel difficult to improve their speaking skill ability especially speaking fluently.

Table 1.1
Student's speaking score

No	Score	XIIPA 1	XI IPA	XI IPA 3	Total
140			2		
1	< 75	24	23	27	74
2	≥ 75	6	7	3	16
Total		30	30	30	90

<sup>&</sup>lt;sup>3</sup>Bambang Y.C & Utami Widiati. *The Teaching Of English As A Foriegn Language In Indonesia* (Malang: State University of Malang Press, 2011) p.15

<sup>&</sup>lt;sup>4</sup>Echo , interviewing with english teacher. SMAN 1 KOTABUMI. 04thFebruary 2021.

The table showed that there are three classes and 90 students in the eleventh grade of SMAN 1 KOTABUMI. Most of the students got low score below the minimun criteria of mastery learning. In XI IPA I, students who got <75 are 24 students then,the students who got  $\ge75$  are 6 students. In XI IPA2,the students who got <75 are 23 tudents then the students who got  $\ge75$  are 7. In XI IPA3,the students who got <75 are 27 students then the students who got  $\ge75$  are 3. Totally 74 students got score <75, and only 16 students got score  $\ge75$ . It can be summarized that in each class students who got <75 are higher than the students who got  $\ge75$ .

Based on the result of quistionare given to the students of XI IPA 1 and XI IPA 2, the researcher discovers that the students still have difficulties to learn english subject and also the speaking aspect. The students argue that they can not speak fluently because the technique used by teacher can not make them feel enjoy to speak up confidently.<sup>5</sup>

The Previous research from Pradana with the title Using Debate To Enhance Students' Speaking Ability As Their Character Building said if speaking stands as an important aspect to be learned, that is why we learn speaking start from elementary school even though in this era speaking has been learned in kindergarten, so to make students get more able to speak the researcher find out if by using debate make students can freely present their idea and then they must be able to speak up in their confidence to deliver their point of view, that is why the researcher believe by using this can conduct an alternative technique to enhance the speaking skill of the students. It is clearly explanation from the expert why speaking should be learned because in this era hard to believe if people can not speak up fluently because in this era speaking has been given since we are in the kindergarten. In

<sup>5</sup>Students quistionare answer. SMAN 1 KOTABUMI. 04th February 2021.

<sup>&</sup>lt;sup>6</sup>Satria Adi Pradana. *Using Debate To Enhance Students' Speaking Ability As Their Character Building*, (Bandar Lampung: UIN RadenIntan, 2015) Vol.10.

this research conclude by using good technique can help students speak up freely present their idea, example by using debate.

Morever the other research comes from Sivana under the title peningkatan kemampuan bicara dengan metode debat said that if the low ability of students to speak into a serious problem that must be handled. So the researcher believe by apply debate can improve students speaking ability, that is why the researcher choose this debate while teaching in the class. And by using debate the researcher believe it is more effective in teaching learning process to build the students' braveness and self confidence to speak up. The students were interested in the implementation of debate in their speaking class. More than half of the student responded that debate was amazing to do, the topic of debate were interesting, there were any improvements in communication for them after the activity.

The previous research above of coruse different with this research. In their research present their idea that using debate can improve students speaking ability. It means in their opinion state that by using debate the ability of speaking in general can be improved. This research just focus on how by using debate can improve the fluency of speaking. This research just focus on one aspect of speaking that is fluency.

The English teacher who teach speaking, knows that students have to speak up a lot durng in the class room. The teacher should create a good atmosphere and choose appropriate techniques or methods in order to maximize the potency of the students speaking. As we have known the aspects of speaking such as pronunciation grammar, vocabulary, comperhansion and fluency should be mastered.

Therefore the Several problems concerning the implementations of debate to the students in teaching speaking ability and investigate of responses of the students in the

<sup>&</sup>lt;sup>7</sup>Dewi, Eva sivana. *Peningkatan Kemampuan Bicara Dengan Metode Debat*. (Mataram: Mataram University. 2017)

implementations of debate in teaching speaking ability. For teacher, this will be practiced in classroom when dealing with speaking ability for motivating conversation. And give teachers some references about interesting techniques of teaching English. For student, they can learn in fun way that gives them motivation for speaking English fluently through debate. The other problems that often happen in the speaking class is often dominated by several activities of students. There are many activities to make the students interested and motivated in learning English. To overcome those problems, debate can be used to teach speaking to the students. Debate is way out, because of the following reasons. First, it motivates the students how to speak up fluently. Second, it is more congruent with learning and talking teaching practices, third it is more like the real.

For developing techniques of teaching in speaking ability by using Communicative language teaching need an activity. The activity to support the active running active in learning process. The interesting activity will be implemented by writer in this thesis is debate techniques. Debate is oral techniques in learning process. In this reserach the researcher will use debate to improve students speaking fluency.

According to Bambang Debate can build up their listening ability and speaking ability and increase their motivation in speakingis the activity which is used for understanding of the topic it is done by two groups<sup>8</sup>. 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 caused a feeling of confident, can give motivation to convey learner's opinion and respond the argument by using English language. It can build up their listening ability and speaking ability and increase their

(Yogyakarta: Graha Ilmu, 2006), p.125

<sup>&</sup>lt;sup>8</sup>Bambang, Setiyadi., *Teaching English as a Foreign Language*.

motivation in speaking. First activity, they argue the topic according to their opinion. Second activity, they make a question about of the topic and answer by using argument from each of group. Third activity, they give conclusion about the topic from each group. This activity builds up their bravery to speak with English language.

As stated before, this research dealed with the use of debate to teach speaking fluency to the eleventh years student in SMAN 1 KOTABUMI. This research was conducted to seek the answer of the research problems. The researcher was found the answer of the question of (1) How was debate implemented in teaching speaking to the second year students of SMAN 1 KOTABUMI, and (2) What the students responsed toward implementation of debate in teaching speaking at second year of SMAN 1 KOTABUMI.

In this Research hopes Debate can built a good atmosphere for the students to speak then make them fluently in the higher than before. It makes the students brave and confident. Therefore, it is helpfull for the students fluency in speaking to motivate themselves to speak and improve the students speaking ability dealing with interaction with other in conversation and debate about the topic.

### B. The Identification of The Problem

Based on the background of the problem above it can be identified some issues such as:

- 1. The students' scores low in learning Speaking English.
- 2. The Teacher had difficulties in teaching English because low of referces
- 3. The teaching techniques was not appropriate to improve fluency in English speaking

### C. The Limitation of The Study

It is important for the researcher to give the limitation of the study. In the reference to the background of the problem and identification of the problem, this study focused on student's English fluency in speaking skill by using debate. The Debate acceptable to improve the students fluency in speaking English. To conduct this research was focused in toward the english fluency in speaking ability of eleventh grade at SMAN 1 KOTABUMI.

### D. The Formulation of The Study

Based on the limitation of the problem above the formulation in this study: was there any influence of using debate towards students' English fluency of eleventh grade at SMAN 1 KOTABUMI?

### E. The Objectives of The Study

The objectives of this research was to know whether there was any influence of using debate towards students' fluency at eleventh grade of SMAN 1 KOTABUMI.

### F. The Use of The Research

- 1. This Research implement the used of debate that can improve students speaking skills, by used debate can influence students English fluency.
- 2. Practically to inform the reader what the strategy that can used to influence students English fluency

### G. The Scope of The Research

The scope of this Research is as follows:

- 1. Subject of This Research
  - The subject of this research was the second year of Eleventh grade of SMAN 1 KOTABUMI in Academic Year 2020/2021.
- 2. Object of This Research
  The research object was The Influence of Debate towards
  students' English Speaking fluency.
- The Place of This Research
   The research was conducted at SMAN 1 KOTABUMI
- 4. Time of This Research

The research was conducted at the second year of scientific department SMAN 1 KOTABUMI in Academic Year 2020/2021



### CHAPTER II LITERATURE REVIEW

### A. Definition of Speaking

As we have known, there are some skills in English that must be mastered by the language learners or english students. They are listening, speaking, reading, writing, but in mastering speaking skill we need to mastered vocabulary and grammar too. Speaking stands as an important aspect in our daily life. Many theories from the experts state that speaking is one of skill that very important. Many experts also statethat speaking is a skill should be learned.

In line with this problems, Thornbury state that speaking is a speech production that becomes a part of our daily activities. That is why speaking is used to express their ideas and to communicate the people in civilized world. This opinion dealed with the real life. In this real life to communicate with others can be done by speaking. This theory also tells us if speaking as tool to communicate with others.

Brown argues that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means speaking is the process producting, receiving and processing an information. In another opinion Huebner says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.<sup>3</sup> In this opinion tell us if speaking really close with our daily life because in

<sup>&</sup>lt;sup>1</sup>ScootThornbury. How To Teach Speaking (USA: Longman Metodology, 2005),p.8

<sup>&</sup>lt;sup>2</sup>Brown, H.D. *Teaching by principles: an interactive approach to language pedagogy* (London: Pearson Education, 1994), p.23

<sup>&</sup>lt;sup>3</sup>Huebner, *Audio Visual Technique in Foreign Language* (New York: Cambridge University Press, 1960), p.5

our daily life we communicate each other by sending and receiving messages thats called speaking.

Doff also give his statement that in all communication or conversation, two people are exchanging information or they have a communication or conversation need.<sup>4</sup> In this statement doff argue in communication the people are exchanging the information to one another. Two or more people that build the interaction orally we can call it the communication by using speaking. The good conversation not only about peaking it self. but the good conversation is how the people share the information each other without troubles.

Thus statements from some experts is about the defintion of speaking. We have many definition about speaking above, from thus statements above speaking is a process of oral activity used in daily life. As a part of communication speaking is a tool that we often used. And also speaking has verbal and non-verbal symbol used in sending and receiving massage.

### B. Aspect of Speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be says as good or bad based on the aspects of speaking. Harris says that aspects of language are:

- 1. Pronunciationis ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.
- 2. Grammaris a rule system in a language. Grammar is a system of units and patterns of language.
- 3. Vocabularyis the words used in a language. We can't speak at all without vocabulary
- 4. Fluencyis one of the important part because it is the parameter of the speaking level of someone. Someone

<sup>&</sup>lt;sup>4</sup>Adrian Doff. *Teaching English*. (Cambridge: Cambridge University Press, 1987),p.2

- who has good fluency will perform or use the language easily and quickly in right order of language.
- 5. Comprehensionnotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.

So in order to make a good speaker those aspects written above have to be fulfilled as the requirement.

Table 2.2
Aspect, Criteria and Score of speaking

	T .	~	~
No	Aspect	Score	Citeria
1	Pronounciation	1	Pronunciation problems so
			severe as to make speech
	4	2	virtually unintelligible.
			Very hard to understand
			because of pronunciation
		3	problems. Must frequently be
			asked to repeat.
			Prununciation problems
		4	necessitate concerntrated
			listening and occsionally lead
		5	to misunderstanding.
			Always intelligible though one
			is conscious of a definite.
			Has accent has few traces of
			foreign accent
2	Grammar	1	Errors in grammar and word
			order so severe as to make
		2	speech virtually unintelligible
			Grammar and word orders
			make comprehension difficult.
		3	Must often rephrase sentences
			and / or restrict him basic
		4	pattern.

		5	Makes frequent errors of grammar and word order which obscure meaning.  Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.  Makes few (if any) noticeable errors of grammar or word order.
3	Vocabullary	2	Vocabulary limitation so extreme as to make conversation virtually impossible.
		3	Misuses of words and very limited vocabulary make comprehension quite difficult. Frequently use the wrong
		5	words: conversation somewhat limited because of inadequate vocabulary.  Sometimes uses inappropriate
			terms and/or must rephrase
			ideas because of lexical inadequacies.
			Uses of vocabulary and idioms
			are virtually that of a native speaker.
4	Fluency	1	Speech as so halting and fragmentary as to make conversation virtually
		2	impossible.
		3	Usually hesitant, often forced

			into silonos las los servicios
			into silence by language
		4	problems.
			Speed and fluency are rather
		5	strongly affected by language
			problems.
			Speed of speech seems to be
			slightly affected by language
			problems.
			Speech as fluent and effortless
			as that of a native speaker.
5	Comprehensible	1	Cannot be says to understand
			even simple conversation of
		2	English.
			Has great difficulty following
			what is says. Can comprehend
	4	3	only "social conversation"
			spoken with frequent repetition.
		4	Understand most of what is
			says at lower than normal speed
			with repetitions.
		5	Understands nearly everything
			at normal speed although
			occasional repetition may be
			necessary.
			Appears to understand
			everything without difficulty.
			everything without difficulty.

### C. Teaching Speaking

Teaching Speaking in Indonesia is not easy to do. There are many problems for the students to speak well. According to Cahyono & Widiati that problems such as pronunciation, grammatical accuracy, fluency and interctive

communication.<sup>5</sup> That problems can be solve if in teaching we use appropriate techniques. As a teacher we should know how make the process of teaching can be successful.

To be successful in teaching speaking, According to Brown there are classroom activities could be conducted, such as imitation (drilling), intensive speaking, responsive speech, transactinal dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship), and extensive monologue (oral reports, summaries, shortspeches). In further, the principles of designing such speaking teching techniques are as follows:

- 1. The techniques could cover the student needs (language-based focus on accuracy and messages-based focus on interaction, meaning and fluency).
- 2. The techniques are intrinsically motivating.
- 3. It encourages the use of authentic language in meaningul context.
- 4. It provides feedback and correction.
- 5. It capitalizes on the natural link between speaking and listening.
- 6. The students have oppurtunities to initiate oral communication.
- 7. It develops the speaking strategies.

### D. Definition of Fluency

As a part of Speaking we know fluency stands as an important part. According to Brumfit considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comperhansion

<sup>&</sup>lt;sup>5</sup>Bambang Y.C & UtamiWidiati. The Teaching Of English As A Foriegn Language In Indonesia (Malang: State University of Malang Press, 2011), p.37

difficulties for the listener.<sup>6</sup> It means fluency not only for the ability of speakers but also for making others people easily to be understood.

Based on Fillmore definition of speaking fluency:

- 1. The ability to talk at length with few pauses
- 2. Be able to produce sentences coherently,reasoned and semantically
- 3. Have appropriate expressions in a wide range of contexts
- 4. Language should be creative and imaginative.<sup>7</sup>

In Fillmore's theories the definition of fluency consists of thoose aspect that should be mastered by the speakers.

Hedge further add his opinion who stated speaking fluency is in line with:

The coherent response within the turns of communications

- 1. Appropriate use of linkin different devices.
- 2. The intelligible pronunciation and proper intonation.

In addition the reason why Hedge insisted on the importance of fluency development is that focusing on the speaking fluency creates a comfortable feeling and cultivates learners' self-confidence through CLT. <sup>8</sup>In this opinion states that fluency should coherent response within the turns of communications, Appropriate use of linkin different devices, The intelligible pronunciation and proper intonation.

In Addition Richards et al argued the strand of fluency is a measurement of one communicarive profeciency level. As a result it is obvious that the speaking fluency is an important component of the communication competence. In this statement believe that in fluency is one of important

<sup>&</sup>lt;sup>6</sup>ChristoperJ.Brumfit. Communicative methodology in Inguage teaching: the roles of fluency and accuracy (Cambridge: Cambridge University Press, 1984),p.13

<sup>&</sup>lt;sup>7</sup>Fillmore, C. J. Individual differences in language ability and language behaviour (New York: Academic Press, 1979),p. 37

<sup>&</sup>lt;sup>8</sup>Hedge, T. *Teaching And Learning In The Classroom*(Oxford: Oxford University Press, 2000), p. 20

<sup>&</sup>lt;sup>9</sup>Richards, J.C., Platt, J., & Webher, H. *Longman Dictionary Of Applied Linguistics* (London: Longman, 1985),p. 75

component to measure the level of communication competence.

### E. The Development of Speaking Fluency

To develop fluency in speaking the students should have to know what are the aspects or the component which measure in fluency. Based on the internasional journal of english language education state that to measure the students' fluencythere are some SMART principle that can be guide as follows:

- 1. Speed: the development of speaking fluency practices the articulation speed, therefore do not hesitate to learn new language and content self-push to articulate fast and try to reduce the pause time. According to the wood state summarized the speech rate is a key perfomance indicator of measuring fluency as a speech rate shows the overall fluency of speaking.
- 2. Meaning: the speaking fluency development is meaning-focused learning. Which does not mean to neglect form-focused instruction. Learning a language is for the communicative use in life. Speaking in the process and convey the message delivered. Hence do not be embrrased when audience points out errors and try to be stress free and be confident when speaking and articulating.
- 3. Accurate: fluency improvement also brings accuracy, complexity and control of content through communicative language teaching. That means form and accuracy is internal related, however the retrieval strategy is to use what what you have learn and known, to practice and practice the accurate language items and contents. One old saying said practice makes perfect.
- 4. Retrieval: fluency is an aim in teaching and a criterion in assessment. It is not good to practice speaking fluency when learners not fully get ready for it. Rossister et al in

- 2010 maintained that reharsal and repitition with consciousness-raising for enhancing oral fluency.
- 5. Time: learning a languages takes a time, espicially learning a foreign language or second language which requires patience, effort and time. Never give up because learning from mistakes. Richards pointed out that technologies has shift language learning from teachercentered to diversified learner-autonomy learning. 10

### F. Definition of Debate

We know that language naturally made as a means of communication, and to teach how can be fluent in speaking means teach people to be able to interact with the others verbally in the right way. Also as we have known teaching fluency in speaking have so many techniques or methods that can used. One of them by using debate.

According to the Krieger, defines debate as an excellent activity for language learning. because it engages students in a variety of cognitive and linguistic ways. <sup>11</sup> In this theory says if in debate can help the students in language learning. The students will get the variety ways of cognitive and linguistic.

In another opinion comes from Maryadi said that "Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves. <sup>12</sup> In this opinion the students' thingking can be motivated. This theory argue the students will defend their opinion from contadiction. Because of that the students will make them self have motivation in show their opinion.

And the last according to the Shan debate is defined as two groups. people on opposite sides of the issue

<sup>&</sup>lt;sup>10</sup>Internaional Journal Of English Language Education. The Implementation Of Speaking Fluency In Communicative Language Teaching. 2014

<sup>&</sup>lt;sup>11</sup>Journal Teaching Debate to ESL Students: A Six-Class Unit,2005. p.1

<sup>&</sup>lt;sup>12</sup>Maryadi, A. *Implementing Debate* (Jakarta: RinekaCipta,2008), p.16

discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided. <sup>13</sup> This theory tell us about the concept of debate.

From thoose statement we can conclude that Debate is the process of presenting ideas or opinions which two opposing parties try to defend and also teach to speak up after that the learners more easier in developing speaking skills to be fluent in order the communication.

### G. Types of Debate

In debate there are consists of two types or styles. This types usually used by the debater or the speakers to deliver their ideas in debatng process. They are:

### 1. American/British

Accrording to Balcer and Seabury provide an American or British style of debate which consist of only two speakers a team. The first round is to construct case. The second is to rebut. <sup>14</sup>

### 2. Australian / Asian

According to Quinn In this style of debate the members of a debate team consist of three either affirmative or negative. The procedures are almost the same with the american or britsh style, except the number of members to speak. This style provides the third speakers the same way with the previous ones. In this reserach the researcher use Australian/ Asian type.

Regarding to the fact that indonesia is part of Asia, most of indonesian are more familiar with Australian/Asian types of debate. So, the researcher used Australian/Asian in this research.

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<sup>&</sup>lt;sup>13</sup>Shan,L. *The Effect of Debate on Oral Communication Skills* (National Tsing Hue University, Taiwan, 2005), p.21

<sup>&</sup>lt;sup>14</sup>Balcer, C.L. & Seabury, H.F. *Teaching Speech In Today's Secondary Schools*(New York: Rinehart and Winston Inc, 1965),p.319

<sup>&</sup>lt;sup>15</sup>Quinn, S. Debating Brisbane, 2005. p.3

### H. Procedure of Debate

According to the George McCoy Musgrave procedure of debate:

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

- questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.
- 7. Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.
- 8. No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.
- 9. The judge must base his decision entirely on the material presented, without regard for other material which he may happen to possess.
- 10. Any gains made outside of the established procedure are disallowed. 16

Considering the fact that Australian/Asian typeof debate consists of three people, the researcher at last decided to used the procedure which is proposed by George McCoy Musgrave.

### I. Teaching Speaking Through Debate

Debate is process of presenting the opinion which to opposing parties try to defend their opinion. In debating process the students can use EFL classes as a tool to make students exercise their skill in speaking engish language in their daily life. In presenting their opinion the students will prove their skill. The process of debating make them self fluenty in speaking.

According to rybold debating will help students to be better speakers in any situation. Through debate, students will gain confidence and they will express their idea more clearly when they speak.<sup>17</sup> As we have known many students lost their confidence to speak up. That condition make the

<sup>&</sup>lt;sup>16</sup>George McCoy Musgrave, *Competitive Debate: Rules and Techniques*, (New York: H.W. Wilson, 1957), p.17

<sup>&</sup>lt;sup>17</sup>Gary, Rybold. *Speaking, Listening and Understanding: Debate For Non-Native English* (New York: International Debate Education Association, 2006),p.2.

students does not have the skill in speaking. Teaching speaking through debate can help the students get their confidence to deliver their idea.

In addition according to kriegersays that debate forces students to think about the multiple sides of an issue and itt also forces them to interact not just with the details of a given topic but also with one another. <sup>18</sup> In this statement krieger argue by using debate technique the students can thingking in all sides point of view. If the students can think an issue in all point of view they will easier interact with one another.

Lidya in her article says that in order to conduct a debate in the classroom, the teacher should prepare the procedures as follows:

- 1. Brainstorm
- 2. Divided students into two groups (pro and cons)
- 3. Prepare the motions
- 4. Give the students short article (to help students got the information to support their opinion)
- 5. Give the students time to prepare
- 6. Allow the students to work at their level
- 7. Observe the students while debate. 19

The researcher will apply lidya's procedures in teaching speaking through debate.

### J. Advantages And Disadvantages of Debate

In this techniques of course have advantages and this disadvantages. According to Kruger states the advantages of debate in academic are:

- 1. It trains to think quickly as well as critically.
- 2. It trains how to express ideas clearly so that they maybe understood and evaluated by others.

<sup>&</sup>lt;sup>18</sup>KriegerD. Teaching Debate To ESL Students: A Six-Class Unit. 2005

<sup>&</sup>lt;sup>19</sup>Lidya D.R. Article Improving Students Speaking Ability Through Debate Technique. 2017

- 3. It develops tolerance for different points of view and is thus a valuable means for seeking the truth.
- 4. It also trains how to speak effectively before a group.
- 5. It motivates the students to learn more about current social, political, and economics problems.
- 6. It provides healthy competition and helps cultivate a sense of fair play. 20

In addition According to the Ericson & Murphy the advantages of this techniques is Debate helps develop effective speaking skills. Debaters need not only speak in front of different audiences and judges, but also apply the best principles of public speaking to select, arrange, and present their materials. They can become flexible and comfortable to speaking in public.<sup>21</sup> So it will be usefull for students to solve their problem in how to speak fluent and present their idea in communicating clearly. And disadvantages of debate is not advocated by everyone and it has opponents too, for instance it is claimed that debate can promote a bias towards dualism.

### K. Concept of Role Play Technique

### 1. Definition of Role Play Technique

According to Curol, role play is a classroom activity which gives the student the oppurtunity to practice the language, the aspects of role behaviours, and the actual roles be may need outside the classroom. <sup>22</sup>FurthermoreNickerson argues that the role play is a special kind of case study, in which there is an explicit situation estabilish with student playing specific roles, spontaneously saying and doing what they understand their "character" would, in that situation. Role plays differ from other case studies in immediacy of the experience. Students

<sup>21</sup>Journal The Effectiveness Of Using Debate In Developing Speaking Skilss, 1993.

<sup>&</sup>lt;sup>20</sup>Kruger, A.N. Modern Debate: Its Logic And Strategy. 1960

<sup>&</sup>lt;sup>22</sup>Curol, Living stone (New York: McGraw Hill Company 1983: 6), p.45

find themseleves in the role play.<sup>23</sup> It can be summarized that role play is a technique applied by a teacher to train or to practice students' language through playing a certain character.

### 2. Procedure of Role Play

According to Hamzah, these are procedures of role play for classroom activity:

- a. The teacher prepares the scenario that they are going to perform.
- b. Pointing several students' to mastery the scenario in view days before the day.
- c. The teacher divides the students' in groups,  $\pm 5$  students each group.
- d. The teacher explains about the competence that they are going to achieve together.
- e. Call pointed pupils to play what they have prepared.
- f. Mean while, the others stand in their own groups to observe the playing scenario.
- g. After that, each student is given work sheet to discuss in each group performance.
- h. Next, each group presents their conclusion:
- i. The teacher gives the general conclusion.
- j. Closing <sup>24</sup>

### 3. Advantages and Disadvantages of Role Play

According to Wehrli, Role Play technique has some advantages and

disadvantages as follows<sup>25</sup>:

<sup>23</sup>Nickerson Stephanie, (Essays on teaching excellence, volume 19,number 05, longman: Pearson, 2007), p.45

<sup>&</sup>lt;sup>24</sup>Hamzah B. Uno, Nurdin Muhammad, Belajar dengan Pendekatan PAILKEM, (Jakarta: Bumi Aksara, 2011) P. 122

<sup>&</sup>lt;sup>25</sup>J.G Nyquist, Wehrli. G, Teaching Strategies/Methodologies: AdvantagesDisadvantages/Cautions, Keys to success, 2003, accessed by internet at March 1st, 2018 from http://som.unm.edu/omed/doesdev/genteachstrategies.pdf (pdf adv-disadv)

### a. Advantages

- 1) Actively involves participants
- 2) Adds variety, reality, and specificity to the learning process.
- 3) Develops problem-solving and verbal expression skills.
- 4) Provides practice to build skills before real-world application andwhen "real" experiences are not ready available.
- 5) Enables learners to experiment in a safe environment with behaviour which strike them as potentially useful and to identify behaviour which are not.
- 6) Can provide an entirely new perspective on a situation and develop insights about feelings and relationships.
- 7) Provide teacher immediate feedback about the learners understanding and ability to apply concepts.
- 8) Improve the likelihood of transfer of learning from the classroom to the real world.

### b. Disadvantages

- 1) Puts pressure on learner to perform, which can create embarrassment and even resistance.
- 2) Depends heavily on learners imagination and willingness to particiate.
- 3) Can engender strong emotions related to past experiences, empathy, etc.
- Can lack focus unless well-planned, orchestrated, and monitored.
- Can reinforce ineffective behavior/strategies if performance is not observed by knowledgeable person who provides appropriate feedback
- 6) Can be unpredictable in terms of outcomes
- 7) Can be time consuming.

### L. Frame of Thinking

Speaking stands as an important aspect to be learned, thats why we learn speaking start from elementary school

even though in this era speaking has been learned in kindergarten, so to make students get more able to speak the researcher find out if by using debate technique make students can freely present their idea and then they must be able to speak up in their confidence to deliver their point of view, thats why the researcher believe by using this method can conduct an alternative technique to enhance the fluency of speaking skill for the students.

We know that language naturally made as a means of communication, and to teach how can be fluent in speaking means teach people to be able to interact with the others verbally in the right way.

In this Research Debate activity can built a good atmosphere for the students to speak then make their fluent in the higher than before. Students will learn about perfoming their argument in front of classroom, this activity in Debate will help the students to improve their oral communication skill so they will also improve their fluency. In presenting their argument in debating, the students have to be brave and confident while they speak up.. Therefore, this debate is also helpful for the students' fluency in speaking to motivate themselves, to speak in addition and to improve the students speaking ability dealing with interaction with other people in conversation and debate

### M. Hypothesis

The reasercher formulates the hyptheses of this research as follows:

Ho: There was no significantinfluence of using debate towards students' english fluency at the second semester of the eleventh grade of SMAN1 KOTABUMI in the academic year 2020/2021

Ha: There was significant influence of using debate towards students'english fluency at thesecond semester of the eleventh grade of SMAN 1 bandar KOTABUMI in the academic year 2020/2021



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