Contents:

Improving Students' Speaking Skill through Debate

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Abstract: *The study attempts to know how to improve the students' speaking skill through Debate at the third Semester of English Department Students at FKIP UHN Pematangsiantar. A debate is real or simulated issue that they have shared knowledge and different opinions or interest to defend. This study concerned with classroom action research. The data debates were taken from 30 participants. The researcher analyzed five items of scoring guidance Test from the student's debate; Pronunciation, grammar, vocabulary, fluency and Comprehension. The result of research the student's achievement from cycle one was 76.6. The second cycle was 81. The enthusiasm percentage was 77, 5 %. The second cycle, it was 82, 5 %. The minimum score was 69 to be 72. The Maximum score was 81 to be 87. The researcher concludes that improving speaking skill through Debate is helpful to enhance the students' skill in pronunciation, grammar, vocabulary, fluency and comprehended speaking.*
Keywords: *Achievement, comprehension, cycle, debate, fluency, pronunciation, skill*

I. INTRODUCTION

Language is communication of thought and feelings through a system of arbitrary signals, such as voice sound, gestures, or written symbols. The four languages are listening, reading, speaking, and writing. One of the language skills that learned by English is speaking. Speaking considered as a necessary skill because of its essential role in facilitating students to master English. It enables students to express themselves creatively, imaginatively and to communicate with others effectively.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. The cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. The response that the students get makes them loose their self-confidence to improve their speaking. The students do not have desire rejected by the people around them, so communicate in English fluently outside the class. Other reason is lack of motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in conversation. .

Considering this condition, English teacher needs to provide better strategy for helping students to improve their speaking achievement. The strategy should be interested students in teaching learning process. The students also need to increase their critical thinking skill in speaking. One of the appropriate and comprehensive strategies for teaching speaking is debate strategy. It is an active learning process because students will learn more through a process constructing   and   creating,   working   in   a   group   and   sharing   knowledge.

In other words, people may often judge the students' language competence from speaking skill rather than from any of the other language skills. Many teachers have already been very good at teaching vocabulary and grammar in order to translate texts and to prepare students for examinations. However, organizing lessons to practice speaking English can be a big challenge for both teacher and students.

In some learning contexts, it is clear why students need to learn to speak English. Students need to get involved in lessons, which have a variety of activities. Every student expected to be active in practicing his or her speaking skills. Speaking requires immediate comprehension and real-time reaction. When conversing student cannot go and look up a word or search a grammar book for the right tense or the right structure. Student has to produce language instantaneously with the right vocabulary and right time indicators. That is why student need to practice speaking as much as possible. Based on the background, the researcher formulates the problems how the improvement of students' speaking skill after being taught by using debate whether the debate improves student's achievement in speaking or not.

II. THEORETICAL REVIEW

2.1 Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Kimtafsirah, et al (2009:6) states that "in teaching speaking, the characteristic of the class should be students center, cooperative, the students should work in a small groups, they should be active in discussing the task and exercises".

According to Bashir, Azeem and Dogar (2011:36) there are five stages in teaching speaking. They are:

1. Pre production stage
   It called the silent period. In this stage, the students only imitate what the teacher says.
2. Early production stage
   On the second stage, the students have just use short language expressions, but they still cannot always use them correctly.
3. Speech emergence stage
   At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have an initiative to try a short conversation with their classmate.
4. Intermediate fluency

At this stage, the students are able to use more complex sentence in speaking and share their feeling and expression they are able to ask question to clarify with they are learning in class, and they have been able to work with some teacher support.

5. Advance fluency

In this stage, the students have increasing facility in discussing their vocabulary without any proper preparation.

In concluding, teacher speaking is started at teaching the student how to speaking in English as their foreign language, and then ask them to be able to pronounce the new language accurately.

2.2 The Principles of Teaching Speaking

According to Nunan (2003:54-56) teaching speaking has some principles, they are:

a) Be aware of the differences between second language and foreign language learning contexts. A foreign language context is one where the target language is not the language communication in the society. The second language context is one where the target language is the language context is one where the target language is the language communication in the society.

b) Given students practice with both fluency and accuracy. Accuracy is the extent to which students "speech matches what people actually say when they use the target language, and fluency is the extent to which speakers use the language quickly and confidently, with few hesitations of unnatural pauses, false starts, and word searches.

c) Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.

d) Plan speaking tasks that involve negotiation for meaning. Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make you understood.

e) Design classroom activities that involve guidance and practice in both transaction and interaction of speaking.

2.3 The Factor of Speaking

No language skill is so difficult to assess with precision as speaking ability, and for this reason, it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. According to Harris (1974:81) of language, that influences speaking ability. They are:

a) Pronunciation is very important in speaking we do not appropriate pronunciation it can influence meaning of word. Pronunciation is the way in which a language spoken, the way in which a word is pronounced, the way a person speaks the words of language.

b) Grammar is know how to arrange word in sentence, what tense will be used how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c) Vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose.

d) Fluency is in speaking we must speak fluency because listeners are able to response what we say.

e) Comprehension. In speaking, comprehension needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

2.3 The Roles of Teacher in Speaking Class

According to Jeremy Harmer (1998:87) state that the teacher must enable the students to overcome their psychological problems and must help them develop their self-confidence. The teacher also must help the students' ability in speaking English. Teachers are conductors, guiding students to start activities.

There are 4 ways the roles of teacher in speaking class to teach the students how to speaking English well in the classroom, and the teacher will try to get the students to speak fluently:

a) Rehearse

Getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

b) Prompter

When the students get lost and cannot think of what to say next, or in some other way lose the fluency teacher expect of them.

c) Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is good reason for 'boomerang' lessons); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

d) Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set, up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it.

2.4 The Characters of Successful Speaking

According to Underhill (1987:120), there are some characteristics of successful speaking activity:

a) Students talk a lot

As much as possible period allotted to the activity occupied by students talk. This is obvious, but often most time taken up with teacher talks or pauses. It means the students must be active to speak with their friends as must as possible.

b) Participation is even

Classroom discussion not dominated by a monitory of talkative participants: all students get a chance to speak, and participate in class.

c) Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in speaking.

2.5 Debate
2.5.1 The Definition of Debate

According to Joe Bellon (2008:7) debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.

According to Paulette Dale &James C Wolf (2000) Debate is data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chairperson.

"Debate is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters" (Gene, 2001:23). Quin (2005:15) defined debate as "a formal discussion of issues in a public meeting or in a parliament and it is an argument or discussion expressing different opinion".

Debate is one of effective speaking activity encourages students to improve their communication skill. As stated by Browne & Keeley (2004:32) that "to support the reason, the speaker should provide some evidences which can come in the form of expert opinion, results of a research study, statistics, case examples and analogies". Debates are most appropriate for intermediate and advanced learners who guided how to prepare for them.

Based on the definitions above, it concluded that debate is an activity in which students take up positions on issue and defend their position. The example of debate: in the classroom, the teacher will make two groups for students, one group consisting of 10 people, the group will be called the group A and group B. Group A is Affirmative team and Group B is Negative team. they are face to face. They will discuss one topic, which is the topic will to become advocates and opponents on the topic.

2.5.2   The Advantages of Debate

According to O'Melley, J. M., & Pierce (1996:90) argues that learning English debate has the following advantages:

a) Debate can motivate the students since the students ensured that the communication acts they are doing have a real purpose instead of a mere make belief.
b) Debate can develop the fluency in communication using the target language. Students will be motivated to communicate using the target language because they immersed in an environment where language becomes a primary necessity, such as in debate to describe the situation required by students.

c) Language is a communication in presenting the tasks given by teacher and it will not be same as tests to demonstrate the ability of grammar or pronunciation produced by the students in presenting the debate.

d) Debate is combination of the skills in the language. Debate will give an opportunity for the students to apply their language skills, develops the non-verbal components of language, cross-culture adeptness and second language capability. Debate also develops cognitive ability, for instance in analyzing evaluating and understanding information.

e) Debate will motive the students to be active participants in the discussing among their friends.

f) Debate can reduce anxiety since the students not evaluated nor corrected in detail in relation to his/her capability in second language. Debate will motivate the students to interact and give them opportunity to communicate with a clear objective.

2.5.3 The Parts of Debate

In the debate technical system, we will get some items which relate to the debate process. According to Joe Bellon (2000) the parts of debate consist of seven. The following are some items related to debate:

a) Motion

The topic debated called a motion. Usually, motion stars with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion should be debatable and impartial. Debatable means that the motion is still falsifiable denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it does not incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education.

b) Definition

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

c) Theme line

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

d) Timekeeper

Timekeeper is responsible for the accurate timing of each speech, so that time signals given at appropriate points. The timekeeper should also keep a record of how each speaker spoke for and give this to judges at the end of the debate.

e) Argument

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

f) Rebuttal

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

g) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable. Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate run success.

III. RESEARCH METHODOLOGY

3.1 Research Design

The research design used in this study is Classroom Action Research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and appropriate of certain activities and procedures (2003:344). Classroom action research is a classroom action in a research, which done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through debate, this data analyzed through two cycles in action.

Data resources take by researchers from the third semester students of English Department FKIP UHN Pematangsiantar who contract Speech and Debate Class. They are from group B, consists of 30 students. The researchers divided the groups into several groups. Each group consists of seven student's affirmative team (3 students), opposition team (3 students) and a moderator. The source of the data in this research is from what the researcher gets during the research. The researchers collected the source of the data related to this research from observation and test, which conducted in every cycle.

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle conducted integrated like spiral. Each phase concluded based on the previous one and the next. It means that the activities in the classroom action research based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.
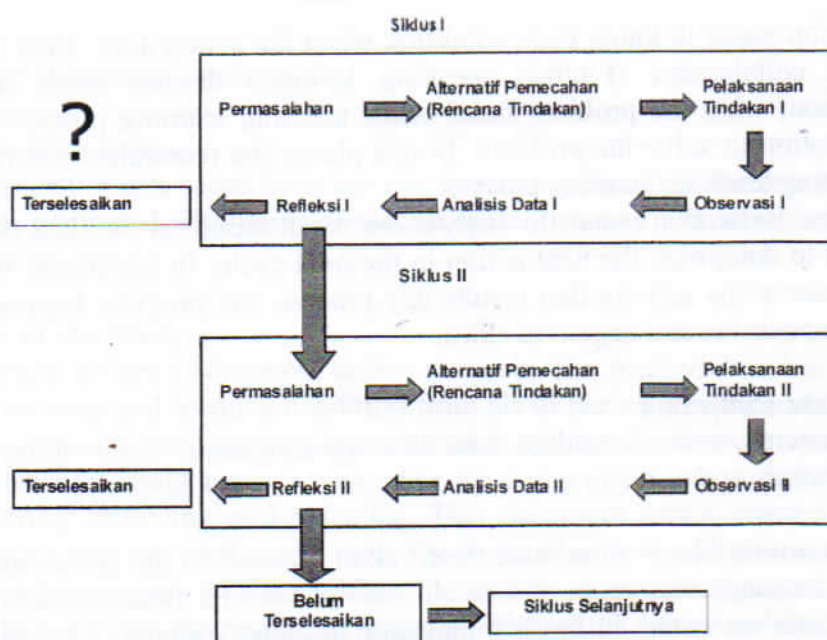
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Figure 1. Cycle in Classroom Action Research

Before the researcher conducting the cycle in action, she will do an Initial observation at first. Then she does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

1) Data collected such as documentation includes the number of the students, students' list, and the course plan.
2) Observe the class.
3) Identify the problem.

Based on observation, the researcher can identify the problem of teaching learning process at third semester students of English Department at FKIP UHN Pematangsiantar. The problem of this research is students' speaking skill was still low. Therefore, researcher plans the action to improve it.

b. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

   1) Planning. Planning an action research by focusing on who, what, when, where, and how the action done.
   2) Action. The planning strategy will be applied in teaching learning process.
   3) Observation. Observation is the next step to monitor and watch closely teaching-learning process and collect the data from result of action. The researcher prepares the

observation paper to know class condition when the action done, then the researcher and the collaborator (English speaking lecturer) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4) Reflection. Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.

3.4 Technique of Data Collection

There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test.

1. Observation. Classroom observation is an observation focused on the understanding of how social event of the language classroom enacted. In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening, which might happen. Observation intended to see and to know about the condition of class and students. Process of teaching and learning through debate to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

2. Test. Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually. The researcher used an achievement test to measure the student's progress in speaking. The forms of tests are spoken test in the form of debate. From those forms, the researcher can get score directly the specific learning. The scoring is done quickly and easily. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension.

3.5 Technique of Data Analysis

The data from observation are grouped based on students' behavior and students' response taken as a clue or indicator for students' activeness when the debate technique introduced. The result of observations analyzed such as below:

$$Score = \frac{Total\ Score}{maximal\ score} \times 100\%$$

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in speaking.
The formula is as follow:

$$M = \frac{\sum x}{N}$$

Explanation:

M: The average of students' score

Σx: Total score

N: The number of students

The researcher gets score from the two cycles conducted in the research. Mean of score from first cycle compared with mean of second cycle. It is to know how far the progress of the students in this research.

3.7 Procedure of the Study

This research uses a classroom action research. The method is to know how the teacher organizes his teaching and learning condition from his or her own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research arranged into two cycles, they are cycle one and cycle two. The researcher will collaborate with the speaking lecturer who teaches in class B. The activities that will be done in each cycle is as follows:

1. Pre-cycle. In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in speaking class Based on the observation the researcher knows the problem that happened to the students and their difficulties in speaking.

2. Cycle 1. The teacher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure as follow:

a. planning

1) Arranging lesson plan

2) Preparing the media related to the material.

3) Preparing teaching material.

4) Preparing checklist observation.

5) Making the test material.

b. Action

1) Teacher explains the material.

2) Teacher introduces debate technique to the students

3) Teacher asks students to make group and conduct debate based on the topic given.

c. Observation

The observation done to check:

1) The students' activity in debate

2) The students' response during the teaching and learning process

3) The students' speaking skill improvement

d) Reflecting, this step is analyzing the whole action that had been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem.
2) Arranging lesson plan
3) Preparing the media related to the material.
4) Prepare teaching material.
5) Prepare checklist observation.
6) Make the test material.

b. Action

1) Teacher explains the material.
2) Teacher introduces debate technique to the students.
3) Teacher asks students to make group and conduct debate based on the topic given.

c. Observation. The observation is done to check:

1) The students' activity in debate.
2) The students' response during the teaching and learning process.
3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

IV. DATA ANALYSIS AND FINDINGS

4.1 Data Analysis

In this research, the researcher used classroom action research. Its purpose is to know students ability in speaking. In these findings, the researcher presents the result of research and the analysis of the data collected conducted through pre-cycle, cycle one and cycle two. The results descriptions of all cycles are as follows:

4.1.1 The analysis of Pre-cycle

The pre-cycle was conducted in January 9th 2017. In this occasion, the researcher joined the speaking class and observed the initial condition and students' activity in the class to identify the problem. Students asked to practice a debate, teacher only asked students to practice agreement and disagreement in pairs. They brought kinds of preparing materials from many kinds of resources such as magazine, newspaper, internet etc. The researcher found that many students have difficulties in speaking, that is because students have little practice in speaking. From the problem found in pre-cycle observation, researcher planned to implement debate in speaking class in order to improve their speaking achievement.

The first cycle was held on January 09th, 2017. The first cycle was about teaching learning process and the assessment test. Teacher implemented debate technique to support students' activity in expressing agreement and disagreement. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in last meeting. Teacher asked many students to retell their activity The next steps teacher explained the new topic. The teacher explained the expression of agreement and disagreement, and then asked many students to gives an example of the expression. After explaining the expression teacher told students that students will be divided into two team, affirmative and negative team for practicing debate. Teacher explained the way of debate to students in order to make the debate runs well. After that, the teacher asked each team to discuss and prepare many arguments related to the topic of debate for about 15 minutes. The topic of debate was ' Smoking should be banned". Debate was begin and it started by affirmative team to deliver their opinion. The researcher observed students' activity during teaching learning process. The result of observation was shown in the table below:

Table 1. Observation Checklist in the First Cycle

No.	Activities	Grade					Score
		1	2	3	4	5	
1	Students Pay Attention to the teacher explanation				√		
2	Students ability to manage class in the form of team			√			
3	Students' activeness and enthusiast				√		
4	Students role in debating			√			
5	Minimal on notes in debating				√		
6	Presents arguments appropriately				√		
7	Active giving opinions				√		
8	Responses on another's opinion					√	
	Total Score						31

The score of the observation as below:

$$\text{Score} = \frac{\text{Total Score}}{\text{maximal score}} \times 100\%$$

$$= \frac{31}{40} \times 100\%$$

$$= 77.5\%$$

Based on the result of observation above, can be concluded that many of students joined the class an enthusiastically. Teaching learning was run pretty well. To measure the students' speaking, lecturer recorded it and analyzed the test. The result of the first cycle test showed in the table:

Table 2. Students' Speaking Score test in the First Cycle

No	Name	Students Score
1	Resni	76
2	Uli	75
3	Arfandi	69
4	Edoward	81
5	Endang	78
6	Sela	81
7	Emma	80
8	Gembira	75
9	Rismeilina	72
10	Endah	75
11	Daniel	75
12	Natalina	73
13	Yandina	81
14	Daniel	78
15	Rotua	78
16	Linda	75
17	Sondang	75
18	Paskah	78
19	Devi	79
20	Meylinda	81
21	Yolanda	81
22	Reny	80

23	Soelastryo	75
24	Rexsy	73
25	Reni	79
26	Juliana	80
27	Faisal	80
28	Clara	75
29	Cindy	77
30	Rani	78
	Total Score	**2307**

The mean of Students' score as follow:

$$M = \sum \frac{X}{n}$$

$$= \frac{2307}{30} = 76.9$$

From the analysis above, it is clear that the average of the students test result of the first cycle, 76.9. The score are highest, 69, the highest score, 81. The score of 69 is categorized B.

4.1.2 The Analysis of the Second Cycle

The second cycle was held on February 07th, 2017. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the topic of debate was different for the first cycle. Teacher reviewed the expressions of agreement and disagreement given in last meeting, teacher divided students into two teams to conduct debate. The researcher observed students' activity during process teaching and learning. The result of observation shown in the table below:

Table 3. The Result of Observation during Process Teaching and Learning

No.	Activities	Grade					Score
		1	2	3	4	5	
1	Students Pay Attention to the teacher explanation					√	
2	Students ability to manage class in the form of team				√		

No.	Activities	Grade					Score
		1	2	3	4	5	
3	Students' activeness and enthusiast				√		
4	Students role in debating			√			
5	Minimal on notes in debating				√		
6	Presents arguments appropriately				√		
7	Active giving opinions				√		
8	Responses on another's opinion					√	
	Total Score						33

Score = $\frac{33}{40}$ = 82.5%

In conclusion, the second cycle could run well. It showed from their responses about 85%. While the process of debate, majority of the students were taking good involvement in debating.

Table 4. Student's Speaking Score in the Second Cycle

No	Students	Students' Score
1	Resni	80
2	Uli	80
3	Arfandi	72
4	Edoward	85
5	Endang	84
6	Sela	84
7	Emma	84
8	Gembira	74
9	Rismeilina	76

No	Students	Students' Score
10	Endah	76
11	Daniel	79
12	Natalina	77
13	Yandina	86
14	Daniel	82
15	Rotua	81
16	Linda	81
17	Sondang	77
18	Paskah	81
19	Devi	84
20	Meylinda	87
21	Yolanda	87
22	Reny	85
23	Soelastryo	81
24	Rexsy	76
25	Reni	82
26	Juliana	85
27	Faisal	85
28	Clara	77
29	Cindy	82
30	Rani	82
	Total Score	**2431**

$$M=\sum \frac{x}{n} = \frac{2431}{230} = 81$$

The result of the second cycle considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate

4.2 Finding

The researcher compared the score test from the First Cycle and the Second Cycle seen as follow:

Table 5. Students' Speaking Score test in the First Cycle

No.	Name	Students' Score C1	Students' Score C2
1	Resni	76	80
2	Uli	75	80
3	Arfandi	69	72
4	Edoward	81	85
5	Endang	78	84
6	Sela	81	84
7	Emma	80	84
8	Gembira	75	74
9	Rismeilina	72	76
10	Endah	75	76
11	Daniel	75	79
12	Natalina	73	77
13	Yandina	81	86
14	Daniel	78	82
15	Rotua	78	81
16	Linda	75	81
17	Sondang	75	77
18	Paskah	78	81
19	Devi	79	84
20	Meylinda	81	87
21	Yolanda	81	87
22	Reny	80	85
23	Soelastryo	75	81
24	Rexsy	73	76
25	Reni	79	82
26	Juliana	80	85
27	Faisal	80	85
28	Clara	75	77
29	Cindy	77	82
30	Rani	78	82

No.	Name	Students' Score C1	Students' Score C2
	Total Score	2310/30	2431/30
	Average	76.9	81.0
	Minimum Score	69	72
	Maximum Score	81	87

The whole the meetings ran well. There was some significant improvement from cycle one to cycle two. In the first cycle, the average result was 76.6. The teacher used debate as technique in teaching speaking. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate.

In the second cycle, the average result was 81. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the activity.

The researchers felt that the implementation of debate in teaching speaking was successful, because debate is an interesting activity where students have a lot of opportunity to practice speaking in speaking class. Students also have active involvement during the debate process in order to defend their opinions. Researcher concluded that debate is an appropriate technique used in teaching speaking for university students.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and findings, the researcher concluded that:

1. Debate is very interesting implemented to improve the students' speaking from 77.5% to 82.5%. Therefore, the proportions of debate subject in English have serious attention, because the students follow the rule of debating. To achieve the good performance in debate classroom, the students have to master as much vocabulary related to the topic being discussed

2. In conducting classroom debate, students should have good preparation whether as an affirmative or opposition team. From the students achievements in speaking test in each cycle. In the first, cycle the students 'score average was 76.9. In the second cycle the students score, average was 81.

3. Teaching speaking through debate can be enjoyable experience for both teacher and student.

5.2 Suggestions

From the result speaking skill by using debate the students in both affirmative and opposition team, In line with the above conclusion drawn, the researcher suggests that:

1. The lectures of students at 3rd semester at English Department of FKIP UHN Pematangsiantar should accustom the students in speaking through debate. So that, the speaking skill of students,
2. The students in both affirmative and opposition team must follow the rule make by the English lectures. So that, the students can obtain a nice performance,
3. The English lecturers give students a lot of opportunity to practice speaking active, involved in debate.
4. Debate is an appropriate technique used to improve students' speaking skill, thus suggested for the English teacher to create enjoyable, fun and interesting situation as possible as the teacher can.

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