CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

English has become the most common foreign language used for communication among people who don't speak the first language. Learning English will facilitate people to get through world information. In order to participate in international communities, the need of English learning has increased in many countries included in Indonesia. That is why English has been taught in Indonesia as a compulsory subject of education level in Indonesia.

English as undoubtedly becoming increasingly important nowadays, it has been important part of the curriculum of Indonesian school which has been thought to student from elementary school. To have a good English, students must master the four basic skill of the language, namely listening, reading, writing, and speaking. Those four skills speaking seem to be the most important one because speaking skill represent a real challenge to most language learner[1]. by mastering speaking skill students can carry out conversation with others, give the ideas and exchange the information with others.

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[1] Scott thornbury,2005, *How to teach speaking,(*Edinburgh gate : person education limited),p.iv

In addition, Louma states, "Speaking skills are an important part of the curriculum in English language learning, and this makes them an important object of assessment as well."[2] It is believed that the speaking ability is important aspect in learning English that need to be focused by English student. It is because many benefits from mastering speaking skills, such as English student will have good English learning process, achieve their public speaking ability, and communicate with others using their own ideas easily. Unfortunately, it is believed that not all of English student have good speaking ability. There are English student who have difficulties to express and deliver their ideas, arguments, or even questions.

In speaking, students should master the element of speaking. Such as vocabularies, pronunciation, grammar, and fluency. Many students has amount vocabularies and mastering the grammatical structure, but they still have difficulty in speaking and have problem in performing speech. Bassed on the Students oral language observation matrix (SOLOM)[3] the difficulties of the students are many factors such as **First** is comprehension ; students are not able to understand even simple conversation. **Second** is fluency ; the students found that their speech is halting when they speak in English. They cannot handle the situation and they feel hard to grope the next word to speak. **Third** is

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[2] Sari,Louma. 2004. *Assessing Speaking.* (New York: Cambridge).p.1

[3] Http://www.mc3edsupport.org/community/knowledgebases/student-oral-language-observation-matrix-solom-1061.html

vocabulary ; the students have limitation of their vocabulary, because they rarely speak in English. **Fourth** is pronunciation ; students feel so difficults to pronounce many English words. **Fifth** is grammar ; the students are difficult to use grammer directly when they speak.

After classifying the problem,the writer think about the solution. Bassed on the writer experience as debater, students who join English debate club would produce English better and actively involved in discussion. It is because debate give the student chance to stand up and argue with someone in public, in a stimulating, and organize dispute about real issue.[4] The teacher has provide them English debate club to improve the students' speaking skill. By Joining English debate club the students will get many benefits especially on their speaking skill.

English debate clubs' SMKN 1 Serang is an English debating society for all of the students in that school it is located in Jl. KH. Fatah Hasan No. 88 Serang. English debate club practice debate every Saturday at 08.00-11.00, the debate club is lead by the English teacher and Banten debater. Moreover, it does not only have many achievements in national, but also it does routine practice to enhance the members' debating and speaking skills.english Debatte Club SMKN 1 Serang also famous with their achievement in many competition especially in vocational school competition in Banten province. Bassed on the experience at the first time, It is quite difficult to recruit the member for English

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[4] Simon R. Quinn,2005, *Debating,*(Brisbane : International debate educatin association,) p.1

Debate Club, because many students think that English debate club is only for the clever student and the student think debate is a complicated activity.

Actually through English debate club,student will practice to organize their speech including their comprehension, fluency, vocabulary, pronunciation and grammar around the problem and solution, causes and result, similarities and differences although many students are quite difficult to pay attention of their comprehension, fluency, vocabulary, pronunciation and grammar.

Concerning the problem above and the disadvantages of English debate club, the writer decide to analyze the use of English debate club towards student speaking skill in SMKN 1 Serang.

B. LIMITATION OF THE PROBLEM

This research limited on student' activity in practicing debate actively in English debate club. This research will conduct in English Debate Club SMKN 1 kota Serang

C. FORMULATION OF THE PROBLEM

Based on background of study above, this research was aiming to answer the following questions:

1. How are the English activities of the English debate club SMKN 1 Serang?

2. How is students' attitude in practicing debate system in SMKN 1 Serang ?

3.   How extent does English debate club in SMKN 1 Serang help the student building their speaking skills ?

D. OBJECTIVE OF THE RESEARCH

From the previous explanation above in the background of the study, the researcher had the several objectives, as follows:

1.   To know English activities in English Debate Club SMKN 1 Serang

2.   To describe students' attitude in practicing debate in SMKN 1 Serang

3.   To find out English Debate Club impact in building students' speaking skills in SMKN 1 Serang

E. THE METHOD OF RESEARCH

1.   The technique of collecting data

The choose of good method of research will be suitable with the purpose of research being investigate. The writer chooses descriptive method to investigate. Descriptive method is a research where researcher describe the indication and even which occur at the recent time.

a.   Population

According to Suharsimi Arikunto, a population is a set (or collection of all elements prossessing one or more attributes of interest[5]. The writer observe the Member in English debating club at SMKN 1 Serang. There are 30 members of English debate club in SMKN 1 Serang.

b.   Sample

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[5] Suharsimi Arikunto,2010, *Prosedur Penelitian*,(Jakarta: Rineka Cipta) p.173

Sample of this research is the senior and junior member of English debate club SMKN 1 Serang .Senior member is a student who are in the twelve grade and junior member is a student who are in ten and eleven grade.and the writer take 7 person of this research, because these are the active member of English Debate Club SMKN 1 Serang.

2.   The instrument of collecting data

a.   Observation

Observation is one of data collecting in the land. The observation is done to collect data about the improvement and attitude of English debating club on student speaking skill. By observation the research observed the student practice in this club.

b.   Interview

The interview intended to know the impact of English debating club towards students speaking skill.

c.   Documentation

Document is every evidence such as magazine, note, document, and etc.[6] Here the writer will show the document such as document of observation and document of interview.

F. PREVIOUS STUDY

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[6] Suharsimi Arikunto,2010, *Prosedur Penelitian,* (Jakarta : Rineka Cipta) p.201

1. A research Richa Rubiati (063411083) Tarbiyah faqulty IAIN Walisongo Semarang has conducted a study "Improving students' speaking skill through debate technique" (a classroom action research with first semester students of English language teaching department tarbiyah faculty at IAIN Walisongo semarang), her research was aimed to identify the number of student who are getting improvement in their speaking skills after being taught by using debate technique. The result of this research showed that the debate technique improve the students' speaking skills. It is because debate technique is very interested and enjoyable to be implemented in classroom speaking. From this research, it is proved to researcher that debate technique really helps students' to improve their speaking skills.

2. A research Siti Nuraeni (1090140000104) Tarbiyah faculty UIN Syarif Hidayatullah Jakarta has conducted a study "The effectiveness of classroom debate to improve students' speaking skill" (A quasi-experimental study at the eleventh year student of SMAN 3 South Tangerang), her research was aimed to find out the empirical evidence whether or not classroom debate is effective to improve students' speaking skill. And the result performed the mean score of experimental class was greater than the mean score of control class in the post test. The experimental class received treatment of classroom debate while the control class did not.

3. A researched Muerice bagoes wicaksono English department of Sultan ageng tirtayasa state university Serang-Banten was conducted a study

"Analysis british parliamentary debate system in building English student teachers' speaking skill in Sultan ageng tirtayasa state university". His research was aimed to find out british parliamentary debate system impact in building English student teachers' speaking skill. And the result English student teachers did not only use English, but also used bahasa Indonesia in practicing british parliamentary debate system activity.

Therefore, the researcher conduct an analysis research based on the previous studies have been done. The previous study concerned to find out the effectiveness of using debate technique toward the students' speaking skills improvement in the classroom speaking. The current study will analyze the use of English debate club in English students' speaking skill and their attitudes in practicing debate. The population and sample of this research also in senior high school.

G. THE ORGANIZATION OF WRITING

This research will be devided into five chapter :

Chapter 1one id introduction which involves background of research, limitation of the reasech, formulation of the problem, objective of the research, previous study, the method of research and organizing of the writing.

Chapter two is theoretical review, those are the meaning of English debating, the meaning of English debating club, the meaning of speaking, type

of speaking activity, type of spoken test, the meaning of debate, the meaning of English debate club, function of English debating club, advantages and disadvantages of English debate club.

Chapter three is research methodology, it consists of objectives of research, the method of study, palce and time, population and sample, technique of data collection and analysis data.

Chapter four is description of research and finding discussion, it consists of the research finding in SMKN 1 Serang And discussion of the data result

Chapter five is closing, that contains about conclusion and suggestion.

CHAPTER II

FRAME OF THEORIES

A. CONCEPTS OF SPEAKING

1. Definition of speaking

Speaking is a skill and such a needs to be developed and practiced independently of grammar curriculum. Speaking is interactive and requires the ability to co-operate in the management of speaking turns.[7]

Louma stated that "speaking in a foreign language is very difficult to speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals"[8]. "Nunan defines speaking as an ability to carry out a conversation in tha language"[9]

In other source, Bayri writes that speaking has always been one of the most challenging skills for EFL students, the reason is the fact that speaking is a complex skill which requires more effort that putting words together in order to

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[7] Scott thombury,2005, *How to teach speaking,(*Edinburgh gate person education limited,)p.4
[8] Sari louma,2004 *Assessing speaking*,(Cambridge : Cambridge university press,) p.ix
[9] David nunan,1998, *Language teaching methodology* : a text book for teacher p. 39

communicate.[10] An effective speaking always created by elements of speaking, they are micro- and macroskills of speaking. Therefore, the students also need to focus in pronunciation, grammar, vocabulary, fluency, and body language to achieve an effective speaking activity.

Based on some definitions above, it can be summarized that speaking is a verbal communication that involved oral production of language to share or express ideas, to negotiate, or esthablish social relationship and friendship. Speaking has particular goals and components so people can maintaining the communication. Speaking can be measured empirically when the process of transferring information is effectively done.

2. Function of speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Speaking as interaction refers to what we normally mean by "conversation" and described interaction thst serves a primsrily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others.

Speaking as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and

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[10] Bayri, Gayre. 2010. The Student Perception of Visual Arts in the Speaking Classroom.p.1

accurately is the central focuss, rather than the and how they interact socially with each other.

Speaking as performance refers to public talk, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

3. Element of speaking

As like other language skills, speaking skill also have elements inside its oral production. There are micro- and macroskills as elements of speaking skills. Brown states that there are 16 objectives in micro- and macroskills of speaking. These are the 16 objectives in micro- and macroskills of speaking:

Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor one's own oral production and use various strategic devicespauses,fillers, self-corrections, backtracking-to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.

13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new

information and given information, generalization and exemplification.

15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

It is believed that for achieving an effective oral production, a speaker must focus and/or fulfill elements (micro- and macroskills) of speaking[11].

In addition, Harmer said there are two elements of speaking, it is language features and mental/social processing.

    a. Language Features

1) Connected speech : effective speakers of English need to be able not only to produce individual phonemes of English but also use fluent of connected speech

2) Expressive device : native speaker of English change the pitch and stress of particular parts of utterences, vary volume and speed, and

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[11] Brown Doughlas H,2004 *Language Assessment*, *Principles and Classroom Practices.* New York: Cambridge.p 142

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showed by other physical and non-verbal, it means how there are feeling.

3) Lexis and grammar : spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

4) Negotiation language : effective speaking benefit from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental/Social Processing

1) Language processing : effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that intended.

2) Interacting with other : most speaking involves speaking interaction with one or more participants. This means that effective speaking also involves a good deal listening.

3) (on-the-spot) information processing : quite apart from our response to other feeling, we also need to be able to process the in formation they tell us the moment we get it.[12]

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[12] Jeremy harmer, 2004, *The practice of English language teaching*, (England : Longman) . p. 269

4. Type of speaking activity

When we talk about types of speaking activity, we firstly consider the aim of activity. Is it to improve learners' accurate use of English or improve learners' fluent use of English ? the distinction between accuracy and fluency aims is important here to devide the activity into two types. Accuracy-based activity or oral accuracy practice and fluency-based activity or oral fluency practice.

accuracy practice is usually based on the substitution of elements in a pattern. Nowdays it is usually kept brief or given a communicative element, typically some from of information gap (one person knowing something the other does not). It may be mechanical and extensive in large groups. Even then attractive topics and lively handling can make it fun, but effective cues and nomination of learners are vital. In general, varied topic, activities, interactions are important in accuracy practice.[13]

5. Type of classroom speaking

There are six type of classroom speaking by Brown. The six types of classroom speaking are imitative, intensive, responsive, interactive, and extensive.[14]

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[13] Paul David and Eric pears,2000 *Success in English teaching*, (New York: oxford university press), p.57

[14] Brown Doughlas H,2004, *Language Assessment*, *Principles and Classroom Practices.* (New York: Cambridge).p. 141

1) Imitative Classroom Speaking

The imitative classroom speaking is a class with speaking performance that imitates a word or phrase or possibly a sentence.

2) Intensive Classroom Speaking

The intensive classroom speaking is designed to focus the competences in grammatical, phrasal, lexical, or phonological relationship in speaking.

3) Responsive Classroom Speaking

Responsive classroom speaking include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive Classroom Speaking

Interactive classroom speaking gives interaction between multiple participants with specific information. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5) Extensive Classroom Speaking (monologue)

Extensive classrooms speaking include speeches, oral presentation, story telling, and so on so for. In extensive classroom speaking, oral interaction from listeners is either highly limited or ruled out altogether.

From the six types of classroom speaking, debate belongs to an extensive classroom speaking product. Because in debating, the speaker has limit interaction of interruption from their listener (opposition) while delivering speech. Also, the speaker is trying to convince adjudicators by using a persuasive monologue (speech).

6. Type of spoken test

The most commonly used spoken test types are these :

1. Interviews- These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The rather formal nature of interviews means that the situation is hardly conductive to testing more informal, conversational speaking styles.

2. Live monologues- the candidate prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview.

3. Recorded monologues- these are perhaps less stressfull than a more public performance and for informal testing, they are also ,ore practicable in a way that live monologue are not.

4. Role play- most stdent will be used to doing at least simple role-play in class, so the same format can be used for testing.

5. Collaborative tasks and discussion- these are similar to role play exept that the learners are not required to assume a role but simply to be themselves.[15]

B. Concept of Debating Club

1. Definition of debate

Debate is well enough known as arguing ideas between two opposites side. Debate demands student to be able to defend their opinion so it requires good ability to speak English well. Debate is a communication process in which participants argue for an against a given topic.[16]

As Quinn saud in his book, *Debating,* debate give you the chance to meet new people and new ideas. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and orginazed dispute about real issue.[17] It means that debate facilities student to disscuss their ideas

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[15] Scott thonbury, 2005. *How to teach speaking,*(Edinburgh gate : person education limited), p.125

[16] Nahariko INOUE, 2009, *Let's Practice Debating in English,* (Japan : Kyushu University). P. 7

[17] Simon R. Quinn, 2005. *Debating,*(Brisbane : International debate educatin association), p.1

and try to convince people. And Debate also allow many student to know many different people with many different ideas.

According to Harahap, debate is about assembling and organizing effective arguments, persuading and entertaining an audience, and using the language to convince people that your argument outweight the opposition's.[18]

Furthermore, debate does not only help students in building their speaking skills, but also enhancing their other skills. It supported by Krieger (2007)that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways[19].

Therefore, it is believed that debate is an attractive activity that does not only help students in building speaking skill, but also make students to think more critical toward a motion.

The process of debate offers profound and lasting benefits for individuals, for societies and for the global community as a whole. Which is emphasis on critical thinking, effective communication, independent research and teamwork, debate teachs skills that serve individuals well in school, in the workplace, in political life and fulfilling their responsibilities as citizens of democratic societies. Once students have learned how to debate, they are better

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[18]Harahap, Permata, *What is Competitive Debating* ? p.1

[19] Krieger, Daniel 2007. *Teaching debate to ESL students: a six-class unit.*

able to critically examine the pronouncements of their political representatives and to make informed judgments about crucial issues.[20]

2. Benefit of Debate

According to Joe Bellon, student who participate in competitive debate enjoy a number of positif benefits. The first and the most obvious of this is improved communication skills, the questioning skills developed in cross examination make debaters more capable of eliciting important information from their peers, thereby sharpening their analytical skill. The positive benefits of debate are not limited to the classroom. In fact, much of the current research establishing the value of debate does account for the time students spend preparing for debate tournaments.[21]

3. Elements of Debate

It is believed that to conduct a competitive debate, the speaker must focus on several elements in debate. There are six elements in the debate that speakers should be known well. According to Samanhudi, the elements of debate are motion; definition; theme line; team split; arguments; and rebuttals. The brief explanation for elements of debate as follow:

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[20] Idebate.org/about/debate/why, Access on 13 June 2015
[21] Joe Bellon, 2000, AReseach-Based Justification For Debate Across the Curriculum, (Atlanta : Georgia state University)

a) Motion

A full prepositional statement that determines what debate should be about. In the debate, the affirmative team must argue or defend the prepositional statement of the motion, and the negative team must argue to oppose it. An example of motion, This House Believe That (THBT) wearing religious relic/ symbol should not be allowed in the school.

b) Definition

A definition gives a clear description of boundaries, to the motion, thereby limiting what the debate will be about into a focused area of discussion.

c) Theme Line

The theme line is the underlying logic of a team's case. It is the main instrument of argumentation that is used to prove a team's stand on the motion.

d) Team Split

Debating is a team activity. One person cannot take all the arguments and become the sole defender of the team's case. Therefore, there is a need decide on how the arguments should be distributed among speakers.

e) Arguments

Argumentation is the process of explaining why a point of view should be accepted. It concerns the logic and the evidence supporting a particular conclusion.

f) Rebuttals

Rebuttal is the process of providing that the opposing team's argument should be accorded less weight than is claimed for them.[22]

4. Teaching Speaking by Using Debate

Teaching speaking by using debate is challenging strategy that must be implemented by teachers. According to Samanhudi, there are five stages in teaching speaking by using debate in the classroom. He explained each stage as follows:

a) Approaching the Topic

In this stage, the students learn about the topic, examine it for potential controversies, and consider its terms.

b) Researching the Topic

In researching the topic, students read from various sources (books, newspapers, magazine, internet, etc) to gain more information about the topic, and also to review the topic.

c) Preparing to Debate

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[22] Samanhudi, Udi. 2013. *Teaching As Public Speaking.* (Bandung: Alfabeta), p. 68-69

In this stage, the students practice activities like critiquing, formulating, and responding to arguments in their own group. They discuss what they have known regarding the topic from their reading activity conducted in the researching stage.

d) Debating

In this debating stage, the students perform their debating skill. Each group will be adjusted into one side affirmative or negative and in a certain allotted time.

e) Reflection

Here the teacher and students review the arguments and counter-arguments that arose in the course of the debate.[23]

5. **Definition of English Debate Club**

The debate club is great place for student to explore the art of "organized arguing". Students in debate club tend to enjoy discussing current issue and if they don't already have a strong voice and good presentation skills, they will learn this abilities in a fun, save environment. Student learn to create factual or logical, ethical and emotional arguments to persuade others in the club that their "side" is correct.

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[23] Samanhudi, Udi. 2013. *Teaching As Public Speaking.* (Bandung: Alfabeta), p.73-74

The debate club uses the formal debate format. The goal is to compete in tournaments with middle and high school students.

In addition, The debate club can be an excellent means to give young people practice in public speaking, listening, and note-talking as well as a host of other skill[24]

6. Function of English Debate Club

The english debate club's purposes is to teach and train students in fundamentals of debate, public speaking, essay writing.

1. Educate students about the art of speech and debate

2. Teach students how to develop research, reasoning, organizational, and essay writing skills

3. Train student to be more confident speakers and debaters

4. Help student build leadership skills and improve individual responsibility

5. Compete with other school debate teams

6. Teach student to work collaboratively

7. Advantages and disadvantages of English debating club

Advantages of Debate

1. Allow students to look at both sides of an issue

2. Improve students' communication and expression skills in a public setting

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[24] J. parnell mcCarter,2005 *A manual organizing a speech and debate club*, p.5

3. Enhance techniques of searching information

4. Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments

5. Foster appreciation of opposing viewpoints

6. Enhance debating/arguing techniques against opposing opinions

7. Allow more interactive exchange among students and teachers

Disadvantages of Debate

1. Students may not be familiar with debates as an assessment method

2. Debates are time-consuming (e.g. time for research and preparation, time for presentation of each group)

3. Students who do not like public speaking would be less motivated in participating[25]

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[25]http://ar.cetl.hku.hk/am_debate.htm ,*Advantages and dissadvantages english debate club*, access on 25th January 2015

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to explain population, the sample, observation and interview. Additionally, this chapter is also intended to describe the procedure and method used for analyzing the data of students who are joining English Debating Club at SMKN 1 Serang.

A. The objective of research

The writer is conducted in order to prove wheter English Debating Club gives any impact on student's speaking skill.

B. Research design and method

The method of this research is qualitative research. Accordinng to Dale T. Griffee, this research is an imprecise term that creats at least two problems. One problem arises because qualitative refers to a type of data, not a type of research design. A second and related problem is that the general term qualitative research can refer to any number of research design, for example case study, ethnography, or grounded theory.[26]

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[26] Dale T. Griffee,2012 *An introduction to second language research methods*, p.37

This research provided an accurate portrayal of characteristics of a particular individual, situation, or group. Descriptive qualitative studied were a means of discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information.[27] It is believed that this research would describe and explain English debating club in improving students' speaking skills explicitly.

C. Place of the research

The place of the research is SMKN 1 serang. It located on Jl. KH. Fatah Hasan NO.88 Kota Serang, Banten. The writer choose SMKN 1 Serang because SMKN 1 Serang near to the writer's house and also English Debate Club SMKN 1 Serang has good reputation in Serang especially in vocational school Serang.

D. Population and sample

According to Suharsimi Arikunto, a population is a set (or collection of all elements prossessing one or more attributes of interest.[28] David Nunan also stated population is all cases, situation, or individual or share one or more characteristic.[29]The writer take the population from the member of the English

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[27] Sugiyono. 2012. *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta), p.9
[28] Suharsimi Arikunto,2010, *Prosedur Penelitian,* (Jakarta Rineka Cipta)p.173
[29] David Nunan, *Research Method in Language Learning*, (New York : Cambridge university press, 1992)p. 27

debate club it self. There are 15 members of English Debate Club in SMKN 1 Serang And the writer use senior and junior member. Senior member is a student who are in the twelve grade and junior member is a student who are in ten and eleven grade.and the writer take 6 person of this research, because these are the active member of English Debate Club SMKN 1 Serang.

The aim for choosing from different part is to describe the development in every member. This is feasible to be done since the writer had experiences in debating and presenting in that organization, and also English Debating Club SMKN 1 Serang conducts daily practice in order to get and build debating and speaking skills material.

E. Sourch of Data

The data for this research will take from English Debate club SMKN 1 Serang. The writer will use the senior and junor member of this research. The aim for choosing the senior member is to describe the development of those member.This is feasible to be done since the writer had experience in debating and training in that organization.

F. Data Collecting Technique

The writer use three instruments in order to collect the data. The three research instruments are observation,interview, and document. The result from

research instrument will help the writer to get the need data. These are the explanation for observation, interview and documentation instrument that will use by the writer in this research :

1. Observation

According to dale, observation is intentional and systematic rather than casual and random. Although the classroom is frequently the object of observation, any situation can serve as a data-gathering scene for an observation.

The writer used semi-participant observation where the researcher participated in the activities of the group being observed. The writer observed and noted student attitude while preparing the case, debating process, and interaction with adjudicators along debating practice.

2. Interview

A face-to-face encounter between a reasercher asking questionts and respondent answering the question. Interview follow a line of questing called a protocol, and may vary from strict (all question know in advance,asked exactly as stated, and asked the same order to all respondents) to rather loose (a general question is asked with the answers and follow up questions arising from the first question).

3. Documentation

Document is every evidence such as magazine, note, document, and etc.[30] Here the writer will show the document such as document of observation and document of interview.

In this research, the writer used semi-structured interview. It is believed that in semi-structure interview the writer can generate the rich data in order to explore and get information related to the research from the interview. The writer will ask several questions on the interview sheet and might be asked other questions spontaneously while it is necessary.

G. Presence of The Research

The presence of writer in this research is as semi-participant in debate activity. The writer did not only become as observer and interviewer toward the student, but also as advisor toward the debate practice. The writer used position as semi-participant in order to focus in seeing and analyzing the debate system in building student' speaking skill deeply.

H. Data Analysis Technique

In this research, the writer used oral proficiency scoring by Brown . The writer used five aspects from Brown's oral proficiency scoring. They are grammar, vocabulary, comprehension, fluency, and pronunciation. The scale

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[30] Suharsimi Arikunto,2010, *Prosedur Penelitian,*(Jakarta : Rineka Cipta) p.201

scores in this oral proficiency scoring is one to five. The table below is brief explanation about Brown's oral proficiency scoring.[31]

1. Table 3.1 Grammar Scoring Scales

Excellent	5	Equivalent to that of an educated native speaker
Very Good	4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.
Good	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively.
Average	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
Poor	1	Error in grammar are frequent, but speaker can be understood by a native speaker.

2. Table 3.2 Vocabulary Scoring Scales

Excellent	5	Speech on all levels is fullyaccepted by educated native speakers.
Very Good	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision

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[31] Brown H. Douglas, *Language assessment principle and classroom practice*, new York : Cambridge. P. 172-174

		of vocabulary.
Good	3	Able to speak the language with sufficient vocabulary to participate effectively.
Average	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
Poor	1	Speaking vocabulary inadequate to express anything but the most elementary needs.

3. Table 3.3 Comprehension Scoring Scales

Excellent	5	Equivalent to that of an educated native speaker.
Very Good	4	Can understand any conversation within the range of his experience.
Good	3	Comprehension is quite complete at a normal rate of speech
Average	2	Can get the gist of most conversations of non-technical subject.
Poor	1	Within the scope of his very limited experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

4. Table 3.4 Fluency Scoring Scales

Excellent	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker
Very good	4	Able to use the language fluently on all levels normally pertinent to professional needs
Good	3	Can discuss particular interest of competence with reasonable ease.
Average	2	Can handle with confident but not with facility most social situations, including introductions and casual conversations about current event.
Poor	1	(No specific description. Refer to other four language areas for implied level of fluency)

5. Table 3.5 Pronunciation Scoring Scales

Excellent	5	Equivalent to and fully accepted by educated native speakers.
Very good	4	Errors in pronunciation are quite rare.
Good	3	Errors in pronunciation are quite rarely disturb the native speaker.
Average	2	Accent is intelligible through often quite faulty.
Poor	1	Errors in pronunciation are frequent but can be understood by a native speaker.

I. Research Procedure

The research procedure took as follows :

1. Determining the source of data

2. Observing student in practicing in debate club

3. Interviewing the student

4. Evaluating and analyzing the whole data

5. Arranging the report

6. Making a conclusion

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research, the writer used descriptive qualitative. Its aim is to describe and explain English debate club impact in improving students' speaking skills. Therefore, the writer presents the results of research which are conducted through observation and interview.

A.   Research Findings

As mentioned by Samanhudi[32], there are five activities in the debate process. They are approaching a topic or motion, researching material of topic, preparing to debate, debating, and reflection or assessing the debate. The writer used five aspects in oral proficiency scoring by Brown[33] to analyze students' speaking skills in this research. The oral proficiency scoring are grammar, vocabulary, comprehension, fluency, and pronunciation. In this research, the writer observed and interviewed English student teachers regarding their English speaking skills and positive attitudes in the debate process (preparing to debate, debating, and reflection or assessment process). From observation and interview, the researcher got some data related to

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[32] Udi Samanhudi. 2013. *Teaching as Public Speaking*. (Bandung: Alfabeta). P.73-74

[33] Brown H. Douglas, *Language assessment principle and classroom practice*, (New York : Cambridge.) P. 172-174

students' speaking skills and attitude conducting Debate in English Debate club.

In the observation, the writer found that the student did not only use English, but also used *Bahasa Indonesia* in practicing debate system activity. The student used *Bahasa Indonesia* in preparing to debate (case preparation), debating and reflection or assessment of debate process. But in the debating process, student used mixing language English and rarely *Bahasa Indonesia* to communicate with their teammate and present their proposal toward adjudicators.

The table below shows students' speaking skills score in the observation, especially in the debating process.

Table 4.1

Students' Speaking Skills Score

No	Name	English Student Teacher's Speaking Skills Score				
		G	V	C	F	P
1	Kisti	4	3	3	3	3
2	Nova	1	2	1	1	1
3	Annabella	3	3	3	3	2
4	Fadhilah	3	3	3	4	2
5	Stella	2	2	2	2	2
6	Ayu	1	2	1	1	1

Table 4.1 above shows that students' score is from 2 until 4 which it means that their scores are average to above average.

In the interview, the writer also found some interesting information from students' answers. Every student got different impact in their speaking skills after joined English Debate Club. For example Stella, Ayu, Nova got improvement in Vocabulary. And then Kisti got improvement in pronunciation and vocabulary. Bella and Dillah got improvement in their fluency. It can be seen in transcript 1 until 6. The different improvement happened because students have their own problem in speaking skills. The table below shows students' improvement in their speaking skills from joining English Debate Club

Table 4.2

Students' Improvement

No	Name	Speaking Skills Improvement
1	Kisti	Vocabulary and Pronunciation
2	Annabella	Vocabulary and Pronunciation
3	Dillah	Fluency
4	Stella	Vocabulary
5	Ayu	Vocabullary
6	Nova	Vocabulary

In fact, Everystudent has their own focus in improving speaking skills by joining English Debate Club. Students did not focus on all aspects of oral proficiency. Student focused on one or few aspect of oral proficiency that they need to improve e.g., fluency, to speak sentences clearer and better in a

speaking. It is because the rest of several aspects of speaking had been improved. The following table shows students' preference in improving their speaking skills.

Table 4.3

Students' Preference

No	Name	Preference
1	Kisti	Grammar
2	Annabella	Fluency
3	Fadhillah	Grammar
4	Stella	Fluency
5	Ayu	Fluency and Comprehension
6	Nova	Pronunciation

In the next findings, the writer found some students' positive attitude while practicing debate. In general, the students' positive attitude in practicing debate is quite same. The students' positive attitude supported student to practice their speaking skills in practicing debate e.g., listen, note, and then communicate in English. The table 4.4 shows several students' attitudes while they are practicing debate.

Table 4.4

Student's Attitudes

No	Debate Process	English Student Teachers' Positive Attitude
1	Preparing to Debate	Discuss the proposal team goal; argument; and example, ask and answer questions, communicate in English and *Bahasa Indonesia,* note speech on papers.
2	Debating	Listen and note to opponent's case, whips to teammate, communicate in English, gesture e.g., hand, head, body movement.
3	Reflection or Assessment	Listen and note to adjudicator's verbal explanation, ask for suggestion.

It can be seen at table 4.4 that students did discussion in making their proposal and note their own speech in preparing to debate process. It could make students ready to present their proposal in debating process. While moving into debating process, student did not only present their own proposal toward the adjudicator, but they also listened; noted; and responded toward the opponent's case. And at the end of debate, there would be reflection or assessment from adjudicators. Students listened and noted, and even asked some suggestions regarding their strength and weak points during the debating process from adjudicators in reflection or assessment process.

B.   Discussion

1.   English Debate Club Impact toward Students' Speaking Skills Development.

This research, in general found that English debating Club has been helpful in improving students' speaking skill e.g., grammar, vocabulary, comprehension, fluency, and pronunciation as it focused in this research. Data findings in the observation indicated that process in debate system e.g., debating, give more chances for students to practice and develop their speaking skills. This finding is in line with data gained from the interview. Kisti said that debating helped her to improve her vocabulary and pronunciation as can be seen in the following excerpt.

"e… Yes, I do. Because, I think that e… when I practicing debate that e… you know it can improve my speaking because e… I oftenly practice debate everysaturday. So,e… step by step it can improve my speaking English. e… I… I believe that it is really improve my speaking English, especially in my vocabulary and pronunciation, I can know many new verb and it make me feel happy." (Transcript 1)

English Debate Club also gives impact toward Bella's vocabulary and pronunciation. She explained that vocabulary and pronunciation has been developing since joining English debate club."Mostly now I can find many new vocabulary by joining English Debate Club, now yaaa sedikit sedikit heheeee.. I can know vocab in e….. law, politic and many things hehee and e…..also from many vocab I can learn about the pronunciation also.." (Transcript 2).

English Debate Club also gives impact toward Dillah's Fluency. She explained that Fluency has been developing since joining English debate club."Hmmm that really I feel e….. especially about maybe fluency kaa heheee. But it's not fore…. grammatical. Because I realize that e….. in the kind of e…. grammatical, I still have e…. many lack, yah he..he..he"

English Debate Club also gives impact toward Stella's Vocabulary. She explained that vocabulary has been developing since joining English debate club."e… Yes, I do. Kaa heee.. Actually I'm newby here same with nova Ayu and the other, by joining EDC I can little bit get improvement, e… because I always practice it. may be vocabulary kaa, now I can know many vocab by practicing debate kaaa"

English Debate Club also gives impact toward Ayu's Vocabulary. She explained that vocabulary has been developing since joining English debate club. Ayu said that "Yes kaaa because EDC teach me many things, I thing vocabulary kaa."

On the other side, Nova also got good impact from joining English debate club. Nova said that after joining English debate club, she got improvement in her vocabulary.

The explanation above got supported by observation findings related to student improvement and preference. As explained in the research findings, students' speaking skills improved after student joining English debate club and always practicing debate to develop their speaking skills.

In conclusion, it is believed that student got improvement in their speaking skills after practicing debate system continuously. It can be seen in the researcher's observation and interview findings. English student teacher found development in some speaking skills aspects e.g., fluency and pronunciation, and then they wanted to develop the rest of speaking skills aspects e.g., grammar; vocabulary; and comprehension. It could be happened because student got more chances to practice and speak their English in debating process. In debating process, student did not only think critically toward the motion, but also spoke all ideas in their mind through a speech. It is also in line with Krieger[34] who explained that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Therefore, British Parliamentary debate system helped English student teachers in building their speaking skills.

2.   Students' Positive Attitudes in Practicing Debate System

This research found students' positive attitudes in practicing debate e.g., listen, note, communicate, body movement, and so on so for. Students' positive attitudes started from preparing to debate (case preparation) until reflection (assessment of debate) process. Students' positive attitudes are attitude which support the development of students' speaking skills. The writer found students' positive

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[34] Krieger, Daniel 2007. *Teaching debate to ESL students: a six-class unit.*

attitudes as phenomena in this research. Therefore, the writer explained it in the following explanation below.

Preparing to debate or case preparation is a preparation process for debaters to make a speech or proposal related to the motion or topic in debate. In debate, 30 minutes is given toward debaters to prepare a speech or proposal before debaters proceed to the debating process. It is believed debaters will brainstorm, manage, and even predict all things which important to be brought in a proposal team. In the writer's observation, student did some similar positive attitudes and interactions along the case preparation process. They are dealing the proposal team goal, discussing argument to achieve proposal team goal, formulating the specific case for each debater. Student sometime used Indonesia or English in communicate with team mate along case preparation process. Its aim is to explain and discuss huge material effectively and quickly in 30 minutes preparation time.

In dealing the proposal team, student looked for the goal that they want to achieve. The goal in debate should be tangible and realistic to be done. The English student teachers' positive attitudes in discussion helped them usual to communicate either in Indonesia or English, because in discussion they demanded to deliver their ideas through well explanation in speaking.

Student continued discuss the arguments to support the proposal team goal. student did a brainstorm during their discussion, asked and answered questions; mentioned and explained real examples; and looked for arguments relations and

effectiveness. Moreover, student did predictions regarding responses that possible to break their arguments down. Its aim is to make their arguments still stand to the end.

After long process at the beginning of case preparation, student made their own speech specifically. Student are demanded to make their own speech with their words and knowledge. Its aim is to make student personal arguments well prepared and organized in a speech. It helped students' to explore their own English for their own speech.

Debating process would be started after 30 minutes in case preparation process is over. In debating process, student did two major things, focused to opposite team case and delivered the speech. Student did not only listen and note every detail points from opposite team speech, but also whispered and talked to team mate along the run of debate. Its aim is to understand opposite team goal and arguments; and then to respond and break it all. In debating process, English student teachers have to deliver their speech in 7 minutes and 20 seconds. In writer's observation, student delivered their speech through great manner and material. Hand gestures and body movement, direct eye contact, and even more correct English grammar and fluency are student great manner in delivering speech. English student teachers did those manners smoothly in 4 minutes speech. They minimized mistakes in their speech in order to do great persuasion toward adjudicators. Student also focused their speech in material. As mentioned before, all arguments prepared in case preparation would be explained in 7 minutes and 20 seconds of speech. Student also responded to opposite team arguments and rebuilt their own arguments in the speech.Its aim is to break all

opposite's arguments down and keep all students' arguments up. As explained above, debating gives more chances for student to practice and enhance their speaking skills.

The last process of debate system is assessment or reflection process. In assessment or reflection process, there would be English verbal explanation from adjudicators and feedback from debaters. The English verbal explanation is around 5 until 10 minutes. Its aim is to make debaters would know their own strength and weak points along debating process. Therefore, debaters could improve their debating skill based on suggestion from adjudicators. Adjudicators would assess based on debaters performance and persuasion in debating process, there is no such bias assessment from adjudicators in debate system. In writer's observation, student listened to adjudicator explanation regarding debating process and took some important notes that should be fixed in the next debating match. student also asked several questions related to correct arguments and cases to adjudicators after the assessment process is over. Its aim is to get deeper correct point of view from adjudicators. Students' speaking skill also got chance to be explored in the reflection process, it is because they still use English in code-mixing sentences.

In conclusion, students' positive attitudes in debate also help them to explore their speaking skills in the debate. Debate gave them more chances to explore their speaking skills and followed by the natural attitudes as debater. Therefore, it is believed that English Debate club helped student improve and develop their speaking skills.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. The writer concludes that English Debate Club help the student to improve their speaking skills up. It can be seen from the research findings which collected through observation, interview and documentation process. Based on research findings, the student found the improvement at one or some speaking skills aspects. Moreover, the student found more chances to practice their speaking skills in debating process.

2. English Debating Club gave an interesting activity for the student to speak their ideas in English elegantly and diplomatically. These challenges made the student did not only improve their speaking skills, but also improved their critical thinking skills. Therefore, English Debate Club made the student usual to declare and describe their ideas in speaking English confidently without worrying to make mistake anymore.

B. SUGGESTION

Debate is one of the techniques in teaching speaking. It gives more chances for the students to practice their speaking skills. Moreover, teacher can give their reflection after debating process is over. Teacher can give their feedbacks or

suggestion as objective as possible. Because, it would help the students get a lot suggestion for improving their speaking skills. Therefore, the writer would like to give several suggestions.

1. The suggestion for an education institution is the education institution should have more effort and option to increase learning quality and development in order to achieve better learning result in future and also make a regulation that everyschool shoul conduct English Debate Club.

2. The suggestion for teacher is to apply debate technique in teaching English especially in speaking. The teacher should choose the topic or motion that is really interesting for the students, manage the class and times as good as possible in the debate practice.

3. The suggestion for students is the students should practice to speak their English more often in order to improve their speaking skills. Students' active interaction in learning process is demanded by better learning result to make students get much information during the learning process.

4. In the end, for further research, it could be suggested that there are good various methods and techniques that can be used to develop students' English speaking skills, one of them is English Debate Club.

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