THE USE OF DEBATE TECHNIQUE IN TEACHING ENGLISH TO THE NINTH GRADE STUDENTS OF MTsN DOHO DOLOPO MADIUN IN ACADEMIC YEAR 2016/2017

THESIS

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ABSTRACT

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Key word: Debate Technique, Teaching English.

Speaking is the commonest way used by people in daily communication. To do it in English is needed for global interaction. Debate technique is one of the most prominent teaching techniques which focuses more on speaking skill. It has been popular and used widely in different academic levels. On the other way, teaching speaking in junior high school level is not separated from other skills. They are integrated in teaching English. This thesis discusses the use of debate technique in teaching English at MTsN Doho Dolopo Madiun.

The statements of the problems of this research are as follows: 1) How are the learning activities of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in Academic Year 2016/2017?, 2) How are the impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in Academic Year 2016/2017? The objectives of this study are to describe how the learning activities and the impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun are.

The approach applied in this research was qualitative and the method used was descriptive case study design. The researcher conducted observation, interview, and documentation to collect the data. To analyze the data, the researcher used data reduction, data display and conclusion drawing/verification.

The result of this research is summarized as follows: 1) The learning activities of using debate technique in teaching English are divided into pre-activities, whilst activities and closing. Pre-activities consist of greeting, praying and apperception. Whilst activities consist of explaining the material and conducting the debate using the material. Closing consists of evaluation, giving motivation and homework. 2) Using debate technique in teaching English gives positive and negative impacts. The positive impacts of it are improving students' critical thinking and activeness, enhancing the students' learning motivation and curiosity, enriching students' vocabulary mastery and training students' response toward others around through listening, writing and speaking. Whereas, the negative impacts of it are spending more time for preparation and demanding the teacher's patience.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has an important role. Oxford *Advanced Learner's* Dictionary defines language as the system of communication in speech and writing used by people of a particular country.[67] In line with the rapid development of globalization, people need to communicate not only with their nations but also with foreigner whose language is different. Because of it, people need a particular language which can be used by most of people communities in this world. Jeremy Harmer says, "By the end of the twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language."[68] Considering its importance, students are obliged to learn English and teachers should find the effective way in holding English class to make the students feel familiar with English. The spoken language is the commonest form of language used in people's daily communication, so speaking in English is one of the most important subjects which have to be taught.

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[67] Hornby, S.A., *Oxford Advanced Learner's Dictionary*, Fifth Edition (Oxford University Press, 1995), 662.

[68] Jeremy Harmer, The Practice of English Language Teaching, Fourth Edition (England: Pearson Education Limited, 2007), 13.

One of the propositions in the National Board for Professional Teaching Standards states that the teachers are responsible for managing and monitoring student learning. It is described as accomplished teachers capture and sustain the interest of their students and use their time effectively. Those teachers are able to use a variety of effective instructional techniques, and they use the techniques appropriately.[69] Based on that aforementioned quotation, we can simply state that learning activities including English learning need to be improved continuously in order to encourage students' creativity and motivation. Teachers have to be able to create the students' habit in English by applying the particular methods which are specified into techniques.

Talking about techniques in teaching English, Nancy Claxton says that the most prominent methodologies include debate and discussion, simulation and role play, and individual or group presentation.[70] Debate is considered as one of trusted teaching techniques. Pezhman Zare and Moomala Othman state, "Debate becomes popular in the United States and has been practiced over the last three decades. The use of classroom debate has been expanded to students in all subject areas, regardless of their academic level."[71] The aim focus of it is activating students' ability to construct English sentences and apply it orally and it also involves the ability of listening.

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[69] David A. Jacobsen, Paul Eggen and Donald Kauchak, Methods for Teaching (United States of America: Pearson, 2009), 6.

[70] Nancy Claxton, Using Deliberative Techniques in the English as a Foreign Language Classroom (United States of America: IDEBATE Press Books, 2008), 8.

[71] Pezhman Zare and Moomala Othman, Classrom Debate as a Systematic Teaching/Learning Approach (World Applied Sciences Journal 28 (11), Malaysia: IDOSI Publications, 2013), 1506.

Michele Darby quoted in his journal that Fluharty says, "Debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem."[72] Academically as Zeta Brown's quotation in his journal, "Oros and Jackson say that debates can be embedded in module teaching. Oros says debates can be integrated into course design and assessment and introduced to students from the beginning of a module."[73] The researcher reminds the existence of "Spectrum Debate" and "Stick Debate" methods in Active Learning and Teaching Methods for Key Stage 3 (Northern Ireland Curriculum) book. Both of them are the parts of Debate Technique, so it is fine when it is applied to the students in junior high school. Then, Meyers and Jones consider the use of debates as a teaching strategy that encourages active learning in the classroom, where students are interactively part of the learning process.[74] In addition, Zare and Othman believe that the use of debates has expanded to students in many differing subject areas.[75] Based on the theories, there is a possibility of using debate technique in various students' condition as long as it is suitable with the debate concept.

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[72] Michele Darby, Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking (Journal of Dental Hygiene, Vol. 81, No. 4, October 2007), 1.

[73] Zeta Brown, The Use of in-Class Debates as a Teaching Strategy in Increasing Studen*ts'* Critical Thinking and Collaborative Learning Skills in Higher Education (E-Journal of the British Education Studies Association, Vol. 7 (1), January 2015), 39.

[74] Ibid., 39.

[75] Ibid., 40.

Dee Burek and Carol Losos reveal how the procedure of debate is as follows: The teacher assigns a topic. Students are charged with researching both sides of the debate so they can understand the full argument and be prepared to defend either perspective. The debate involves two teams, the proposition and opposition, each with three students. Similar to a trial, the debate opens and closes with the burden of proof on the proposition. Each student has one speech to deliver in the following order: First Proposition Constructive speaker; First Opposition; Second Proposition Constructive; Second Opposition; Opposition Rebuttal; Proposition Rebuttal. A debate is typically one class period, about 30 minutes long plus time for teacher and peer feedback and assessment. Students learn to appropriately interrupt with questions, called points of information, and may politely heckle (use one word or short phrase to point out errors to the judge). During the debate, the students must listen closely to the other team's arguments and take notes, called flowing in debate jargon. At the conclusion, the judge (teacher and/or student peers) declares a winner and awards speaker points (evaluation for each student's speech).[76] The explanation above shows us what the debate technique implementation looks like. However, the procedure in implementing debate technique is various as in abovementioned paragraph before because it basically adjusts the context around.

[76] Dee Burek and Carol Losos, Debate: Where Speaking and Listening Come First (Journal of Voices from the Middle, Vol. 22, No. 1, September 2014), 50.

Based on pre-research conducted with interview to the ninth grade English teacher of MTsN Doho Dolopo Madiun, Mr. SY. R.A. Aziz Sholih, he stated that he applies debate technique as a technique of teachers' development. The teacher uses this technique for English subject which needs speaking practice. On the other way, he also said that although the implementation of debate technique focuses more on speaking skill, it is impossible for him to teach English speaking separately because the English lesson taught in (Islamic) junior high school is an integrated English. Furthermore, the students also practice writing and listening during the debate technique is implemented in the class. The writing skill is practiced when they have to write down other students' arguments whereas the listening skill is practiced when the students have to listen to other students' responses carefully. He explained that he has been using debate technique since four years ago up to now. He applies this technique to the ninth grade students whenever there is a suitable material to be taught by using debate technique. He said that debate technique is a good method to build students' motivation in learning English. The students become braver to demonstrate their opinion in English and more diligent in accessing information to enlarge the argumentation. He admitted that debate technique brings the positive effect for the students' English achievement.[77]

[77] SY. R.A. Aziz Sholih, Interview of Debate Technique in Teaching English at MTsN Doho Dolopo Madiun, October 1 and November 3, 2016. Look at Interview Transcript 01/I/01-X/2016 at Appendix 17 and Interview Transcript 02/I/03-XI/2016 at Appendix 18.

Having learnt the description above, the researcher is interested to conduct a research entitled **"The Use of Debate Technique in Teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun in Academic Year 2016/2017."**

B. Research Focus

There are some problems that cause the lowness of students' achievement such as students' lack vocabularies and low motivation, teachers' inappropriate teaching technique, etc. This research doesn't cover all of them but it focuses on:

1. Teaching speaking to the ninth grade students of MTsN Doho Dolopo Madiun.
2. The implementation of debate technique in teaching speaking to the ninth grade students of MTsN Doho Dolopo Madiun.

C. Statement of the Research Problems

1. How are the learning activities of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017?
2. How are the impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017?

D. Objectives of the Study

Based on the statement of the problems, the objectives of this research are:

1. To describe how the learning activities of using debate technique are in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017.
2. To describe how the impacts of using debate technique are in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017.

E. Significance of the Study

The significance of this study can be viewed from both theoretical and practical aspects. It is described as follows:

1. Theoretically, it is expected that this research can give contribution to the teaching technique variety in teaching English well.
2. Practically, this research is expected to give positive input as follows:
   a. For the Researcher

      The researcher can deepen the knowledge about debate technique in teaching English and its importance from the observation in the field and various references.

   b. For the Teacher

      Teacher can find the better improvement in teaching English especially teaching speaking using debate technique.

c. For the Institution

The result of this research can be one of the references to make the readers in the institution understand the use of debate technique in teaching English, so it will give contribution to the learning process development.

d. For the Students

This research can enlarge the students' knowledge about the teacher's efforts in teaching English and the importance of being active in the speaking class, so they will have more motivation and increase their ability in speaking English.

F. Research Methodology

Methodology is one of the most important components in the research. In a scientific research, it is necessary for the researcher to present research methodology. Kothari states that research methodology is a way to systematically solve the research problem. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.[78] It means that research methodology covers the process of the researcher to conduct the research.

[78] C. R. Kothari, Research Methodology: Methods and Techniques (New Delhi: Publishing for One World, 2004), 8.

Based on the statement above, research methodology explains the ways how the researcher conducts her/his activities to solve the research problem systematically. By using this methodology, the researcher was able to overcome complex problems of the research. The research methodology applied in this study covers research approach and design, researcher role, research location, data source, technique of data collection, technique of data analysis, verification of data validities, and research procedure.

1. Research Approach and Design

Here, the researcher applied a qualitative research approach. Norman and Yvonna say, "Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields and subject matters."[79] Mack, et al. reveal their notion that qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that:

a. seeks answers to a question
b. systematically uses a predefined set of procedures to answer the question
c. collects evidence
d. produces findings that were not determined in advance
e. produces findings that are applicable beyond the immediate boundaries of the study

[79] Norman K. Denzin and Yvonna S. Lincoln, The Sage Handbook of Qualitative Research, Third Edition (USA: SAGE Publications, 2005), 2.

Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.[80]

While Johnni shows the argument that qualitative Research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. The information or data collected and analyzed is primarily (but not exclusively) nonquantitative in character, consisting of textual materials such as interview transcripts, fieldnotes, and documents, and/or visual materials such as artifacts, photographs, video recordings, and Internet sites, that document human experiences about others and/or one's self in social action and reflexive states.[81]

Moreover, Creswell identifies that there are nine characteristics of qualitative research as follows:

a. Natural Settings

Qualitative researchers tend to collect data in the field at the site where participants' experience the issue or problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically

[80] Natasha Mack, et al., Qualitative Research Methods*: A Data Collector's Field Guide* (USA: Family Health International, 2005), 1.

[81] Johnny Saldaña, Fundamentals of Qualitative Research (New York: Oxford University Press, 2011), 3.

send out instruments for individuals to complete. This up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In the natural setting, the researchers have face-to-face interaction over time.

b. Researcher as Key Instrument

The qualitative researchers collect data themselves through examining documents, observing behaviour, and interviewing participants. They may use a protocol–an instrument for collecting data–but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.

c. Multiple Sources of Data

Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source. Then the researchers review all of the data and make sense of them, organizing them into categories or themes that cut across all of the data sources.

d. Inductive Data Analysis

Qualitative researchers build their patterns, categories, and themes from the "bottom-up," by organizing the data into increasingly more abstract units of information. This inductive process involves researchers working back and forth between the themes and the database until they establish a

comprehensive set of themes. It may also involve collaborating with the participants interactively, so that they have a chance to shape the themes or abstractions that emerge from the process.

e. Participant's Meaning

In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers from the literature.

f. Emergent Design

The research process for qualitative researchers is emergent. This means that the initial plan for research cannot be tightly prescribed, and that all phases of the process may change or shift after the researchers enter the field and begin to collect data. For example, the questions may change, the forms of data collection may shift, and the individu also studied and the sites visited may be modified. The key idea behind qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information.

g. Theoretical Lens

Qualitative researchers often use a lens to view their studies, such as the concept of culture, central to ethnography, or gendered, racial, or class differences from the theoretical orientations discussed in Chapter 2.

Sometimes, the study may be organized around identifying the social, political, or historical context of the problem under study.

h. Interpretive Inquiry

Qualitative research is a form of inquiry in which researchers make an interpretation of what they see, hear, and understand. The researchers' interpretations cannot be separated from their own background, history, context, and prior understandings. After a research report is issued, the readers make an interpretation as well as the participants, offering yet other interpretations of the study. With the readers, the participants, and the researchers all making an interpretation, we can see how multiple views of the problem can emerge.

i. Holistic Account

Qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges. Researchers are bound not by tight cause-and-effect relationships among factors, but rather by identifying the complex interactions of factors in any situation.[82]

Then, for research design, the researcher used case study. A case study is chosen to study a case with clear boundaries, such as the campus in our

[82] John W. Creswell, Qualitative Inquiry and Research Design, Second Edition (London: SAGE Publications, 2007), 37-39.

study (Asmussen & Creswell).[83] Case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context).[84] Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-site study) may be selected for study.[85] The type of case study in this research is descriptive case study. Bruce L. Berg says, "Descriptive case explorations require that the investigator present a descriptive theory, which establishes the overall framework for the investigator to follow throughout the study. What is implied by this approach is the formation and identification of a viable theoretical orientation before enunciating research questions.[86] It can be said from the theoretical explanation above, the researcher fixed the research problems based on the qualitative approach especially case study procedures.

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[83] Ibid., 95.
[84] Ibid., 73.
[85] Ibid.
[86] Bruce L. Berg, Qualitative Research Methods for the Social Sciences (USA: Pearson Education Company, 2001), 230.

2. Researcher Role

A qualitative research promotes human (researcher) as an observer, a participant observer, or some combination of the two.[87] In this research, the role of the researcher was observer. Therefore, the researcher interacted with the studies and actively worked to minimize the distance between the researcher and object which was being researched. Moreover, in this research the researcher was a key instrument who became main data collector while other instruments supported the data.

3. Research Location

This research took place at MTsN Doho Dolopo Madiun. It is located in Doho, Dolopo, Madiun. The researcher took the school as the place of the study for some reasons:

a. Having observed some schools, the researcher found the implementation of Debate Technique in the school, while it is rarely applied in common junior high schools.
b. The school consists of the high-heterogeneity students.
c. The researcher has only about six months in arranging this research from the beginning to the end of its report. To conduct research at this school is appropriate with the limited time which the researcher has.

[87] Donald Ary, et al., Introduction to Research in Education (USA: Wadsworth, 2010), 588.

4. Data Source

Data source is the subject or somebody who can give data as materials of analysis. The data sources in this research are English teacher and the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017. Non-human data source include documents, records, and all which are relevant.

5. Technique of Data Collection

In this research, the researcher applied observation, interview, and documentation.

a. Observation

The researcher applied observation as a technique for collecting data. Kothari argues that the observation method is the most commonly used method especially in studies relating to behavioral sciences.[88] John W. Creswell defines that observation is the researcher takes field notes on the behavior and activities of individuals at the research site.[89]

Based on the quotations above, observation is a data collection technique, which the researcher must know the process of fieldwork or the researcher interacting in their natural settings to know the behavioral. The researcher observed the learning activities of teaching English using

[88] C. R. Kothari, Research Methodology: Methods and Techniques, 96.
[89] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition (London: SAGE, 2009), 181.

debate technique. The researcher carried out the observation in the classroom. In this observation, she didn't take part actively to interact with the teacher and students during the teaching and learning process but she took note during the activity in the class. It was aimed to find detail learning activities happening in the class maximally.

b. Interview

In this research, the researcher also used interview as one of data collection instruments. Kothari defines that interview requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons.[90] In the same manner, Creswell also states that interview is the researcher conducts face to face interviews with participant.[91]

From the explanation above, it can be said that interview is one of the techniques to get the information by asking the person face to face or direct verbal. The use of interview in this research was aimed to get the data about the impacts of using debate technique and to get more explanation about learning activities of debate technique implementation.

This research used in-depth interview. It means the researcher gave some questions intensively about focus of the research to the English teacher who applied the debate technique, so the data about the

[90] C. R. Kothari, Research Methodology: Methods and Techniques, 97.
[91] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 181.

implementation of debate technique could be collected maximally through this technique. Also the researcher asked the students about the impacts of debate technique according to them.

The interview guideline was used to help the researcher to stay focus during the interview sessions. The content of the interview guideline questions are about:

1) The teacher procedure or learning activities in implementing debate technique in his English class.
2) The impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho according to the teacher and the students.

c. Documentation

Documentation is one of the ways in collecting the data. Creswell states that during the process of research, the investigator may collect qualitative documents. These may be public documents (e.g. newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).[92]

From the explanation above, it can be said that documentation is one of technique to collect data during the process of research by using personal journal, letters, etc. The documentation in this research was aimed to get the general data of MTsN Doho Dolopo Madiun from the

[92] Ibid.

administration board of it and specific data of debate technique implementation (including the teacher's teaching instruments and evaluation results) from the English teacher which could support the results of interview and observation. The researcher also took photographs of teaching learning process using debate technique in the English class.

6. Technique of Data Analysis

Matthew and Michael define analysis as consisting of three current flows of activity: data reduction, data display and conclusion drawing/verification. These activities are described below:

a. Data Reduction

Data reduction is meant as the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.

Qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on.[93] In this research the researcher

[93] Matthew B. Miles, Qualitative Data Analysis (United States: SAGE Publications, 1994), 10.

selected the only important data to be researched, especially the data results of the observation, interview and documentation.

b. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

The displays include many types of matrices, graphs, charts and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

c. Conclusion Drawing/Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean–is nothing regularities, patterns, explanations, possible configurations, causal flows and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the

analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.[94] After having reduced and displayed the data, the researcher made conclusion and verification.

7. Verification of Data Validities

The validity level could be done through the techniques below:

a. Conduct of Research

In this stage, the researcher could check that the validity of the data by the techniques below:

1) Through observation which the researcher did to observe the situation in the classroom during the learning process

2) Following all the activities in the classroom and following the learning process to obtain optimal and accurate result

b. Triangulation

Triangulation is the technique used in checking the validity of the data. Jane Ritchie and Jane Lewis say, "Triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening

[94] Ibid., 10-11.

understanding of a subject through the combination of multiple readings."[95]

Creswell defines that triangulation of data will be collected through multiple sources to include interview, observations and document analysis.[96] In addition, Bruce L. Berg states that triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.[97]

8. Research Procedure

The research procedure is the key for researcher to act from the beginning of the research to the end of it.

The research procedure can be various because it adjusts the research context. In this research context, the researcher applied these following procedures:

a. Planning

This step consists of the researcher activities before conducting the research directly. They are:

1) Asking permission to the institution where the research was conducted

[95] Jane Ritchie and Jane Lewis, Qualitative Research Practice (London: SAGE Publications, 2003), 275.

[96] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 199.

[97] Bruce L. Berg, Qualitative Research Methods for Social Sciences, 4.

2) Doing pre-research by general observation and brief interview to the object of the research
3) Arranging the concept of the research
4) Arranging the research instrument

b. Application

This step consists of the researcher activities after planning. The activities are:

1) Collecting Data

The researcher collected the data by using the arranged instruments. The data were collected by observing the learning activities of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun, interviewing the English teacher and the students, and collecting the documents related to it.

2) Analyzing Data

The data having been collected then were analysed by using the arranged techniques.

3) Making Conclusion and Recommendations

The researcher made conclusion of data analysis and gave recommendations for further improvement.

c. Reporting

In this session, the researcher wrote a report in the form of thesis about the learning activities and the impacts of using debate technique in

teaching English to the ninth grade students of MTsN Doho Dolopo Madiun to answer the statement of the research problems.

G. Organization of the Thesis

This research includes many parts that explain about the research planning. The organization of the thesis is formulated into:

CHAPTER I : INTRODUCTION

This chapter is global description about the whole content of the thesis. Its purpose is to make easy the reader in understanding background of the study, research focus, statement of the research problems, objectives of the study, significance of the study, research methodology and organization of the thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter contains theoretical analysis as the basic of the study. It is placed in this chapter to make the reader understand the theory of the study first before the reader sees the result.

CHAPTER III : RESEARCH FINDINGS

This chapter describes the general and specific data of the research.

CHAPTER IV : DISSCUSSION

This chapter consists of the analysis of learning activities of using debate technique in teaching English and the analysis of the impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017.

CHAPTER V : CLOSING

This chapter contains conclusion of the whole thesis and also recommendations from the writer.

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CHAPTER II

REVIEW OF RELATED LITERATURE

H. Theoretical Background

1. Debate Technique

a. Definition of Debate Technique

Technique is the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well.[98] In other word, teachers' activities in the classroom refer to the specific teaching technique they apply. While about the debate definition, Nancy Claxton says, "Debate is a flexible learning tool that meets a number of educational goals. It develops communication and speaking skills by providing students with an opportunity to deliver prepared presentations as well as to practice impromptu speeches in response to the arguments of others."[99] The statement means that debate is a kind of technique which can be used by the teacher as an activity guide in teaching English especially teaching speaking.

Michele Darby quotes in his journal that Fluharty says, "Debate can be defined as an old teaching-learning strategy that presupposes an

[98] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition (San Francisco, California: 2000), 14.

[99] Nancy Claxton, Using Deliberative Techniques in the English as a Foreign Language Classroom, 9.

established position, either pro or con, on an issue, assertion, proposition, or solution to a problem."[100] Fiona Nally says, "Debating is a fun, educational way of encouraging your students to really engage with topics."[101] The statements mean that debate has the positive values to be applied to the students. Zeta Brown also states in his journal that Meyers and Jones consider the use of debates as a teaching strategy that encourages active learning in the classroom, where students are interactively part of the learning process.[102]

Moreover, Rhiannon Bettivia says, "A common misconception is that debate is just a couple of people arguing over some subject. In fact, debate offers a highly structured environment in which two individuals or two teams, often called the proposition or affirmative and the opposition or negative, take turns presenting speeches in favor and against a specific topic proposition called a motion or resolution."[103]

Relating to all of the quotations above, it can be defined that debate technique is an activity of teaching speaking which students are divided in different sides of an issue, pro and con, and have to defend their opinions.

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[100] Michele Darby, Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking, 1.

[101] Fiona Nally, Primary Debating Handbook (Concern Worldwide: 2015), 2.

[102] Zeta Brown, The Use of in-*Class Debates as a Teaching Strategy in Increasing Students'* Critical Thinking and Collaborative Learning Skills in Higher Education, 39.

[103] Rhiannon Bettivia and National Forensic League, *The Middle Schooler's Debatabase: 75* Current Controversies for Debaters (USA: IDEBATE Press, 2011), 2.

Students have a lot of opportunities to practice speaking through this technique.

b. The Components of Debate Technique

Fiona Nally mentions that there are three core components of debate:

1) Communication and Delivery

This refers to the delivery of their argument or position. Good communication skills are important life skills for everyone. Many people fear public speaking but we can train ourselves to become more comfortable with speaking up and speaking out. Debating is a fantastic way to build children's confidence over time. Children that might start out nervous and hesitant can often develop into confident speakers through the forum of debating.[104]

2) Research

Researching a debating motion provides a great opportunity for whole class involvement.[105]

3) Refutation and Rebuttal

This is a core component of debating. In essence, this is what differentiates debating from public speaking. Refutation and rebuttal are the methods of counter arguing. To refute an argument is to

[104] Fiona Nally, Primary Debating Handbook, 5.
[105] Ibid., 6.

produce evidence (facts or figures) to prove it untrue. To rebut an argument is to discredit it by offering a completely different point of view.[106]

While Rhiannon Bettivia mentions several terms related with debate as follows:

1) Topics and Propositions

Topics are broad subjects while propositions, called motions or resolutions depending on the debate format, address the specific parts of an issue the speakers will debate. Propositions tend to follow common patterns such as banning or rescinding a ban; moral harms or moral goods (ethical or unethical); good or bad; benefits versus harms; or suggesting a particular action or policy be put in place or be removed.

2) Arguments

Debaters present their side of the debate in cases and counter cases, specific plans that each side proposes in which they suggest actions people should take; each side also explains how these plans should be implemented. These cases are supported by arguments, which in debate are not verbal fights between people but serve as proofs offered to support a case. Every argument should contain five elements:

[106] Ibid., 8.

a) Statements

These sentences basically summarize what your argument will be about. It is like the heading at the beginning of section in a textbook that lets you know what to expect in the pages following.

b) Definitions

In debate, definition has a special meaning. It is not necessarily what you find in a dictionary. Instead, it tells the judge and the other team what you mean by a certain word or phrase. Definitions are very important because they expand on your statements and give a judge the context of what you are talking about.

c) Reasoning

Reasoning explains the logic or thought process behind an argument.

d) Evidence

This can be statistics, historical or contemporary examples, or experts' opinions that you found during your research on your topic. It is very important to find multiple pieces of evidence for each argument your team plans to make in a debate.

e) Impact

Impact connects your argument to possible consequences.

All five parts are needed to make a single complete argument.

3) Clash

Clash in debate requires that what you say in response to the other team must directly address what your opponent has said.[107]

The teachers should know the components and terms mentioned above before conducting the debate technique in the classroom in order to be able to arrange the debate format which is suitable with their classes.

c. The Procedure in Implementing Debate Technique

Nancy Claxton gives the example of debate technique implementation procedures as follows:

1) Arrange the class in pairs and assign the students a resolution. Examples of appropriate beginner resolutions are the following:
   a) Alcohol is addictive and should be illegal.
   b) Curfews are necessary for people under the age of 18.
   c) Arranged marriages should be banned.
   d) Distributing condoms to minors encourages sexual activity.
   e) The legal age to drive should be raised to 21—the same as the legal age to drink.

[107] Rhiannon Bettivia and National Forensic League, *The Middle Schooler's Debatabase: 75* Current Controversies for Debaters, 2-6.

2) Tell the students that they will be debating one side of the resolution but that they will learn which side they are assigned only just before the debate begins. This means that they must prepare both sides. They will have the next 20 minutes to work with a partner to create a list of five arguments for and five arguments against the proposition.
3) After 20 minutes is up, choose 10–16 students randomly. Conform your group size according to the number of students in your class. You want to have two separate debating groups and an audience. If you have 20 students, for example, have 2 groups of 5 and 10 audience members. If you have 32 students, have 2 groups of 8 and 16 audience members. Ask the debating groups to come to the front of the room and move to opposite sides, while the audience remains in the middle.
4) Assign one group (the affirmative) to argue for the proposition and the other (the negative) against it. Tell them that they have 15 minutes (more if there are more than 5 students per side) to debate the resolution and that you will call out the time remaining periodically throughout the debate. During those 15 minutes, every person must share at least one of his or her points.
5) Explain to the students that often the other team will make a valid point with which they agree. They do not always have to dispute every argument but should acknowledge the argument and go on to

make their point. For example, imagine that a person on the affirmative of the resolution "Alcohol is addictive and should be illegal" makes a compelling argument that alcohol can kill. She then asks a person on the negative if he agrees. If he does, he should say, "You may be correct, but everything in excess can kill—for example, too much oxygen in certain conditions can kill, but we can't make oxygen illegal, can we?"

6) Choose a student from the affirmative to start the debate. This is also known as the constructive speech. After she makes her point, she should call out the name of someone on the negative and ask that person, "Don't you agree?" The chosen person should directly respond to the question and then give a point from the negative argument. This is also known as a rebuttal speech. Once he has done so, he then chooses a person from the affirmative who hasn't spoken, and asks her, "Don't you agree?" This process continues until everyone has made an argument. Call out the remaining time periodically. Do not allow students to exceed the time limit.

7) After 15 minutes, ask the debaters to return to their seats. If this is the first time debating, review the debate and discuss how the students felt about the experience.

8) Choose another group of students and stage another debate as outlined above.

9) After both debates have taken place, have all the students be seated. Discuss the points that were made, the way that some people presented their arguments, and who made the most convincing arguments. Talk with the students about who the winning side was in each debate.[108]

While the Partnership Management Board of Northern Ireland published an Active Learning and Teaching Methods for Key Stage 3 book which gives some examples of debate technique applications for the students aged 11 to 14 years old. One of the examples is called as Stick Debate, it is described as follows:

1) Skills

   Thinking, decision-making, problem-solving and working with others

2) What is it?

   This activity lets pupils give their thoughts, ideas and opinions on an issue and makes them think carefully about what, precisely, they would like to say and how best to express it. It encourages pupils to practise not only their active-listening skills, but also to add constructively to what someone previously has said. The activity seeks to give everyone in the group an equal chance to talk and to

[108] Nancy Claxton, Using Deliberative Techniques in the English as a Foreign Language Classroom, 64-65.

share their opinions, and it prevents more prominent pupils from dominating the discussion. See Talking Heads for a similar activity.

3) Implications for classroom layout

Ideally pupils might be seated in a circle or semi-circle. The room must therefore have enough space to allow for this. Alternatively, pupils could still sit at their desks, although this may not allow for easy face-to-face discussion.

4) How does it work?

a) Each pupil receives three (lollipop) sticks.

b) Pupils commence a debate on a relevant issue.

c) Every time that someone speaks, they must hand in a stick.

d) Once the three sticks have been used the person cannot speak any more. This may encourage pupils to think carefully about what they would like to say and to ensure that they communicate effectively.

e) Everyone should be encouraged to use all their sticks.

f) A facilitator or nominated person may wish to write up important points on a board or flip chart during the discussion.[109]

[109] The Partnership Management Board, Active Learning and Teaching Methods for Key Stage 3 (Ireland: A PMB Publication, 2007), 65.

Based on the explanations above, it can be concluded that debates vary in use. In the classroom, the members of students in each team are adjusted by the number of the students itself.

d. The Benefits of Debate Technique

Debate as a kind of communicative and interactive technique is interesting to be applied in the classroom learning process. The teacher should know the benefits that can be perceived by students from it as Joe Bellon says below:

1) Students' improved communication skills. The students are trained to listen carefully, write accurately and speak argumentatively toward the opposite team.
2) Questioning skills developed in cross-examination make debaters more capable of eliciting important information from their peers, thereby sharpening their analytical skills.
3) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
4) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

5) The best documented educational benefit of debating elaborates the connection between forensics and critical thinking.[110]

e. The Advantages and Disadvantages of Debate Technique

1) The Advantages of Debate Technique

a) Allow students to look at both sides of an issue

b) Improve students' communication and expression skills in a public setting

c) Enhance techniques of searching information

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

e) Foster appreciation of opposing viewpoints

f) Enhance debating/arguing techniques against opposing opinions

g) Allow more interactive exchange among students and teachers

2) The Disadvantages of Debate Technique

a) Students may not be familiar with debates as an assessment method

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

[110] Joe Bellon, A Research-Based Justification for Debate Across the Curriculum (Atlanta, Georgio State University: 2000, Vol. 36), 4-5.

c) Students who do not like public speaking would be less motivated in participating[111]

2. Teaching English

a. Definition of Teaching

Talking about the definition of teaching, Peter Westwood says, "Most dictionaries favour a simple definition such as the imparting of knowledge or skill; the giving of instruction. Similarly, instruction in this context is usually defined as furnishing others with knowledge and information, especially by a systematic method."[112]

Teaching is also defined as transferring knowledge and information to the learners. Brown says, "Similarly, teaching, which is implied in the first definition of learning, may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."[113] Brown adds, "Similarly, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning."[114]

[111] CETL-Assessment Resource Centre, Types of Assessment Methods: Debate, http:ar.cetl.hku.hk/am_debate.htm, Accessed on March 4, 2017 at 3:30 p.m.

[112] Peter Westwood, What Teachers Need to Know about Teaching Methods (Australia: Australian Council for Educational Research Press, 2008), 1.

[113] H. Douglas Brown, Principles of Language Learning and Teaching, Fourth edition (England: Pearson Education Company, 2000), 7.

[114] Ibid.

From the explanation above, the researcher can conclude that teaching is a process of interaction between teacher and students to transfer the knowledge and information in the artificial environment and to activate students' adding capacity and creativities.

b. Teaching English

Teaching English has been done by English teachers or instructors in non-English speaking countries. Because language is influenced by the atmosphere, the teachers should create an English environment during their teaching.

Based on Richard Andrews' quotation in his book, The Cox Report identifies five models of English teaching that is possible to identify within the English teaching profession. The list is as follows:

1) A 'personal growth' view focuses on the child: it emphasizes the relationship between language and learning in the individual child, and the role of literature in developing children's imaginative and aesthetic lives.
2) A 'cross-curricular' view focuses on the school: it emphasizes that all teachers have a responsibility to help children with the language demands of different subjects on the school curriculum.
3) An 'adult needs' view focuses on communication outside the school: it emphasizes the responsibility of English teachers to prepare

children for the language demands of adult life, including the workplace, in a fast-changing world.

4) A 'cultural heritage' view emphasizes the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language.

5) A 'cultural analysis' view emphasizes the role of English in helping children towards a critical understanding of the world and cultural environment in which they live. Children should know about the processes by which meanings are conveyed, and about the ways in which print and other media carry values.[115]

As being explained in research focus subject, this research focuses on teaching English especially speaking skill. Richards and Renandya discuss some matters related teaching speaking as follows:

1) Factors Affecting Adult EFL Learners' Oral Communication

a) Age or Maturational Constraints

Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Krashen, Long, and Scarcella argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults.

[115] Richard Andrews, Teaching and Learning English (Great Britain: Antony Rowe Ltd, 2001), 6.

b) Aural Medium

The central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role–both as a listener and as a speaker.

c) Sociocultural Factors

Many cultural characteristics of a language also affect L2 or foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated (Dimitracopoulou).

d) Effective Factors

The affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

2) Components Underlying Speaking Effectiveness

a) Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

b) Discourse Competence

In addition to grammatical competence, EFL learners must develop discourse competence, which is concerned with intersentential relationships.

c) Sociolinguistic Competence

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

d) Strategic Competence

Strategic competence, which is "the way learners manipulate language in order to meet communicative goals", is perhaps the most important of all the communicative competence elements.

3) Interaction as the Key to Improving EFL Learners' Speaking Abilities

a) Small Talk

Talk of weather, rush-hour traffic, vocations, sports events, and so on may seem "meaningless," but such talk functions to create a sense of social communion among peers or other people.

b) Interactive Activities

Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a key factor in L2 or foreign language development is the opportunity given to learners to speak in the language-promoting interaction. Teachers must arouse in the learners a willingness and need or reason to speak.[116]

c. Teaching English in Secondary School

Being an English teacher requires an adequate knowledge about the students' characteristics. Each level of schools has different characteristics that also affect the way how the teachers teach. These are the explanations about teaching English in secondary schools:

1) Junior Secondary School

a) Purpose of Study

[116] Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching (USA: Cambridge University Press, 2002), 205-208.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.[117]

b) Reading and Writing

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety

[117] Department for Education, English Programmes of Study: Key Stage 3 (England: Crown Copyright, 2013), 2.

of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.

Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for

increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.[118]

c) Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum–cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.[119]

2) Senior Secondary School

a) Purpose of Study

Developing a student's own responsibility for learning is central to A Level (Senior Secondary School) teaching. All examining boards now state that a core aim in English subjects is

[118] Ibid., 3.
[119] Ibid., 2.

to reward students who show that they have developed a confident, individual voice which is analytical and perceptive.[120]

b) Subject Content

GCE A Level English Literature syllabuses vary in their specifics quite considerably across boards. The introduction of modular courses further complicates any 'textbook guidelines'. In practice, however, most A Level Literature courses consist of:

(1) an unseen paper;

(2) a prepared texts paper (open book);

(3) a maximum of 20 per cent coursework or a third prepared paper.

Although these areas are discrete and are often taught as separate clearly defined strands, they do all link together. English Literature A Level aims to develop students as autonomous, critical and confident readers.[121] Then for English Language A Level, the general format is:

(1) Unseen Paper containing examples from a wide variety of possible sources (e.g. popular and specialist magazines and brochures, advertisements, transcripts, children's writing,

[120] Jon Davidson and Jon Dowson, Learning to Teach English in the Secondary School: A Companion to School Experience (London and New York: Routledge, 1998), 269.

[121] Ibid., 270.

textbooks). Students may well be required to 'rewrite' an example in a different form;

(2) Prepared Paper with essay questions on language acquisition, semantics, grammar, sociolinguistic issues such as dialect and political correctness; a compulsory question on the history of language. Essay titles do not of course follow such neat subdivisions as suggested here (although most schools will adopt a thematic approach in Year 12, showing students how the themes cross over later in Year 13);

(3) Coursework Option where students can pursue a language-related study of their own choice, or/and produce some creative writing with an accompanying commentary. This leads to up to 20 per cent of the final A Level result.

c) Approaches

As with all curriculum areas, our unconsidered approach is likely to reproduce our own experiences; with A Level teaching in particular, there is a convention of a sudden change of teaching strategies which do not take into account the previous experience of the students, principles about effective learning which are

considered appropriate at earlier curriculum phases and the range of abilities in the group.[122]

d. Teaching Speaking

1) Elements of Speaking

If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of Enghsh-especially where it is a second language-will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

a) Different Speaking Events

Whatever the purpose of the speaking event, we can characterise it as interactive or non-interactive. The conversation that takes place when we buy newspaper at a new kiosk is interactive, whereas leaving a message on an answer phone is non-interactive. Finally, we might make a difference between speaking that is planned (such as lecture or wedding speech) and speaking

[122] Ibid., 271.

that is unplanned, such as a conversation that takes place spontaneously when we bump into someone on the street. [123]

b) Conversational Strategies

(1) Conversational rules and structure

Zoltan Dornyei and Sarah Thurrell add further categories of discourse, such as conversational openings (How are you? That's a nice dog! At last some sunshine!), interrupting (Sorry to interrupt, but...), topic shift (Oh, by the way that reminds me...) and closings (It's been nice talking to you ...) Well, I don't want to keep you from your work... we must get together sometime.

(2) Survival and repair strategies

Students need to be able to use repair strategies when listening in interactive situations. In other words, if face-to-face conversation is to be successful, students need to be able to ask for repetition by using formulaic expressions, repeating up to the point of conversation breakdown, etc.

(3) Real talk

If students are to be involved in spontaneous face-to-face conversation outside the classroom with competent English language speakers, they probably need to be exposed to more

[123] Jeremy Harmer, The Practice of English Language Teaching, 343.

than just the kind of questions that are commonly found in course books. These are sometimes well formed and take no account of ellipsis.

To raise their awareness, we can get students to analyse transcripts of real speech, directing their attention to how speakers ask questions, respond to the questions of others, etc. We can get them to transcribe small sections of authentic speech, too, and then ask them to produce a 'clean' version, i.e. as if the original piece of conversation had been written down without all the hesitations, false starts, etc. that characterise the actual transcription.[124]

Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyzes of the speech process:

(a) Pronunciation (including the segmental features vowels and consonants-and the stress and intonation patterns)

(b) Grammar

(c) Vocabulary

[124] Ibid., 344.

(d) Fluency (the ease and speed of the flow of speech)[125]

2) Students and Speaking

Getting students to speak in class can be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is in appropriate level, will often participate freely and enthusiastically if we give them suitable topic and task. However, at other times it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. Sometimes it is organisation of the task which is at fault. But a problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part.[126]

3) Classroom Speaking Activities

a) Acting from a script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves.

b) Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

[125] David Payne Harris, Testing English as a Second Language (New York: McGraw-Hill, 1969), 81.
[126] Ibid., 345.

(1) Information-gap games: many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

(2) Television and radio games: when imported into the classroom, games from radio and TV often provide good fluency activities, as the following examples demonstrate In 'Twenty questions' the chairperson thinks of an object and tells a team that the object is either animal, vegetable or mineral - or a combination of two or three of these. The team has to find out what the object is asking only yes/no questions, such as Can you use it in the kitchen? or Is it bigger than a person? They get points if they guess the answer in 20 questions or fewer.

c) Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions.

(1) Buzz groups: these can be used for a whole range of discussions. For example, we might want students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. We might

want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or party.

(2) Instant comment: another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

(3) Formal debates: in a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject. In order for debates to be successful, students need to be given time to plan their arguments, often in groups. They can be directed to a series of points of view either for or against a proposition-or sent to websites where they will get 'ammunition' for their point of view. The teacher can divide the class into groups and then give links to different websites to the different groups.

(4) Unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

(5) Reaching a consensus: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes.

d) Prepared talks

One popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-

like' than this. However, if possible, students should speak from notes rather than from a script.

e) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns – and thus can be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in an aeroplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency or to

train students for specific situations, especially where they are studying English for specific purposes.[127]

4) Speaking Lesson Sequences

In the following examples, the speaking activity is specified, together with its particular focus.

Example 7 : the debate

Activity : discussion; making speeches

Focus : making a compelling argument

Age : young adult plus

Level : intermediate

In the following activity, students are going to debate a serious topic, arguing as well as they can for and against a certain point of view. The activity occurs during work on the topic of holidays. Students are told that they are going to debate the statement 'Tourism is bad for the world. We can start the sequence by inviting them to give any opinions on the subject so that the topic gets an airing. Perhaps we can put them into small buzz groups first just to give them time to think around the topic.

The class is now divided into two teams. In Team A students are told they should agree with the motion and in Team B they are told they should disagree with it. Point out that they will be given an

[127] Ibid., 348-352.

opportunity to air their real views later but that debating is all about how well we argue a case. The teams try to come up with as many arguments as they can. Perhaps they can look up facts on the Internet. If not, we can feed in arguments, e.g.

Tourism is a bad thing:

(a) According to scientists, 15% of alt greenhouse gasses will come from aeroplanes by 2050.

(b) Water is diverted from agricultural/poor areas to feed tourist centres.

(c) Tourism generates rubbish.

(d) Tourism destroys the countryside and pushes wildlife away.

(e) Tourism destroys traditional ways of life, etc.

Tourism is a good thing:

(a) Tourism is fun.

(b) It's the world's largest industry.

(c) Tourism provides employment to many who otherwise would have no jobs.

(d) When tourism is restricted, only the rich can travel.

(e) Everyone needs a chance to relax, etc.

Students get a chance to rehearse their arguments in their teams. While they are doing this, we can go round monitoring what they are doing, offering suggestions and helping out with any language

difficulties they may be having. We can now select a proposer and a seconder, and an opposer and his or her seconder. The proposer must speak for two or three minutes, and the opposer then has the chance to state their case for the same amount of time. Now the seconders speak in their turn, probably for slightly less time (it helps if we are quite strict with the timing). Now the subject is opened up for anyone to make their points. Once again, we may impose a time limit on their offerings. Finally, the proposer and opposer make a short closing speech and then everyone votes on whether they agree with the motion or not. Perhaps the best way to ensure that this all works well is to have the teacher as the debate organiser and controller. But perhaps not! If a student controls the debate, it will give him or her a good role and allow the teacher to prompt students who are having trouble from the sidelines.

Alternatively, we can make this into a TV style debate, and give different students from both Team A and Team B different roles, such as an airline executive, a travel writer, an environmentalist, a holidaymaker, a hotel employee, a local fisherman, a politician and a travel agent. Each one can now use the arguments they have come up with, but from the point of view of the role they are playing.[128]

[128] Ibid., 358-359.

5) Testing Speaking

Most test of oral production fall into one of the following categories:

a) Relatively unstructured interviews, rated on a carefully constructed scale

b) Highly structured speech samples (generally recorded), rated according to very specific criteria

c) Paper-and-pencil objective tests of pronunciation, presumably providing indirect evidence of speaking ability

Of the three, the rated interview is undoubtedly the most commonly used technique, and the one with the longest history.[129]

e. The Characteristics of Effective Teaching

To teach effectively is the main wish of almost all of the teachers, yet they sometimes don't know the characteristics of effective teaching which have to be created. Peter Westwood says, "Teacher effectiveness is not concerned with any particular teaching method. Rather, it is concerned in a more general sense with the way in which teachers operate in their classrooms–the decisions they make, the actions they take, their

[129] David Payne Harris, Testing English as a Second Language, 83.

interactions with students, their presentation skills, and the way they manage the group."[130]

Westwood adds that studies of effective teachers have tended to reveal that they:

1) show enthusiasm
2) have well-managed classrooms
3) provide students with the maximum opportunity to learn;
4) maintain an academic focus;
5) have high, rather than low, expectations of what students can achieve
6) are business-like and work-oriented
7) involve all students in the lesson
8) use strategies to keep students on task, motivated and productive
9) impose structure on the content to be covered
10) present new material in a step-by-step manner
11) employ direct (explicit) teaching procedures when necessary
12) use clear instructions and explanations
13) use a variety of teaching styles, methods and resources
14) frequently demonstrate appropriate task-approach strategies
15) monitor closely what students are doing throughout a lesson
16) adjust instruction to individual needs, and re-teach content where necessary

[130] Peter Westwood, What Teachers Need to Know about Teaching Methods, 56.

17) provide frequent feedback to students
18) use high rates of questioning to involve students and to check for understanding
19) differentiate their questions according to students' ability
20) spend significant amounts of time in interactive whole-class teaching; but also use group work and partner activities when appropriate.

These features of effective teaching may guide to some extent the focus that should be given in teacher preparation courses. They may also serve as a stimulus for individual teachers to reflect upon their own practices.[131]

It is worthy to bring the characteristics of effective teacher above into reality of classroom teaching. The particular techniques are often needed in creating effective learning. Therefore, the teachers also should enrich the knowledge about it.

f. English Teaching Methodology

In teaching English, methodology is very important for teacher. Based on David Nunan's quotation in his book, in the Longman Dictionary of Applied Linguistics, methodology is defined as follows:

[131] Ibid., 59.

1) …the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them.

   Methodology includes:

   a) Study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them
   b) Study of the preparation of lesson plans, materials, an textbook for teaching language skills
   c) The evaluation and comparison of language teaching methods (e.g. the audio-lingual method)

2) Such practices, procedures, principles and beliefs themselves. One can, for example criticize or praise the methodology of a particular language course.[132]

Based on the quotation above, it can be said that the English teachers should master the English teaching methodology. It helps the teachers to arrange the learning activities which are able to achieve the learning objectives.

I. Previous Research Findings

Before conducting this research, the researcher had learnt the previous research findings. There are many studies about the debate technique but the

[132] David Nunan, Language Teaching Methodology (Sydney: Prentice Hall, 1991), 2.

researcher only took the three of them which are related to the scope of this research. They are:

1. A research conducted by Mr. Satit Somjai and Anchalee Jansem in 2015 at Bodindecha (Sing Singhaseni) school Bangkok, Thailand entitles "The Use of Debate Technique to Develop Speaking Ability of Grade-Ten Students at Bodindecha (Sing Singhaseni) School". It is the kind of International Journal of Technical Research and Applications. The statements of the research problems in this research are to what extent the debate technique develops students' English speaking ability and what the students' perceptions towards the use of debate technique learning in the classroom are. This research used mixed-method approach, both quantitative and qualitative. The data collected in this research are the scores of the students' English speaking in pre-test and post-test and the students' perception questionnaire. The subjects of this research are the tenth grade students of Bodindecha (Sing Singhaseni) school in Bangkok, Thailand. The result of the research is that the students taught by using debate technique made significantly higher progress than the students who are not.
2. A research conducted by Junaidi in 2011 at SMAN 1 Sakra East Lombok, NTB entitles "Using Critical Debate Technique to Improve Students' Speaking Ability". The statements of the research problems in this research are to what extent the use of critical debate technique in improving students' speaking ability in learning English is and what happens to the students

when the critical debate technique is applied. The approach of this research is classroom action research. The researcher used test to get quantitative data and used observation, interview, document data analysis and questionnaire to get qualitative data. The subject of this research is the fourth semester of natural program in SMAN 1 Sakra East Lombok, NTB. The result of this research is that the implementation of Critical Debate Technique has many advantages to help students improve their speaking ability and encourage them to be more active in the speaking class.

3. A research conducted by Richa Rubiati in 2010 at IAIN Walisongo Semarang, Central Java entitles "Improving Students' Speaking Skill through Debate Technique". The statements of the research problems in this research are how the implementation of debate technique to improve students' speaking skill is and how the improvement of students' speaking skill after being taught using debate technique is. The approach used in this research is classroom action research. The researcher used observation and test as instruments of data collection. The subjects of this research are the first semester students of English language teaching department tarbiyah faculty at IAIN Walisongo Semarang, Central Java in academic year 2010/2011. The results of this research are that the use of debate technique has been advocated in teaching speaking process and teaching speaking through debate can be enjoyable experience for both teacher and student.

The three previous research findings discussed the debate technique. All of them show that debate technique is evidently good to be applied. On the other way, they are different with this research. The points of differences are in the research methodologies and the statements of the research problems. Two of them are classroom action research and the other one is mixed research, while this research is qualitative research. Moreover, the previous studies involve the advanced levels of students, senior high school and university students, while this research involves the lower level students.

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CHAPTER III

RESEARCH FINDINGS

J. General Data

1. History of the Establishment of MTsN Doho Dolopo Madiun

MTsN Dolopo Madiun, which is also called as MTsN Doho Dolopo Madiun, is located in Doho village, Dolopo subdistrict, Madiun regency. The history of its establishment was started on August 17, 1966 when there was a meeting in Mr. Moch. Cholis's house (a Doho village chief). The meeting was attended by the several socialites, namely: Mr. Kadis Sastrowiyono, Mr. Rusmani, Mr. Islan, Mr. Duryat, Mr. Maryuni and Mr. Moch. Kadis. All of them wanted to preach the Islamic values to the society. Therefore, the decision of the meeting was to build an Islamic Junior High School of Darul Hikmah (Madrasah Tsanawiyah Darul Hikmah) located in Doho, Dolopo, Madiun. Mr. Wasit Probosiswoyo was elected as the first headmaster of the school.

In 1968, the school began accepting new students and doing the learning process. From time to time, the school got very good appreciations from the societies. The proof was that there were many people from Kebonsari and Dolopo subdistrict who trusted their children to this school. On July 9, 1975, Islamic Junior High School of Darul Hikmah (Madrasah Tsanawiyah Darul Hikmah) officially became State Islamic Junior High

School called MTsAIN. That moment coincided with the official announcement of new building of MTsAIN by Mr. Slamet Harjo Utomo, the regent of Madiun. In 1984/1985 MTsAIN succeeded renovating 6 schoolrooms, it was named MTs Negeri Doho Dolopo Madiun.[133]

2. Vision, Mission and Objectives of MTsN Doho Dolopo Madiun

a. Vision

To realize generations who have god-fearing, excellent and have a conception about environment based on the spirit of mutual cooperation in 2019.

b. Indicator of Vision:

1) Being diligent in worship by strengthening faith and god-fearing to the God almighty.
2) Having good behaviour and attitude in religious activities.
3) Being excellent in academic achievement, religious activities, KIR, PMR, UKS, scout movement, science and technology, arts and sport activities.
4) The realization of clean and healthy school environment in order to commemorate "adiwiyata" school.
5) Working hard, diligently, vigorously and in discipline manner in all aspects of life.

[133] Look at Document Transcript 01/D/17-III/2017 at Appendix 1.

c. Mission

1) Inculcating akhlaqul karimah (good attitude) holistically and harmonically and applying it into daily life through religious activities.
2) Growing the spirit of excellence and competing intensively to all school members through development and guidance in academic and non-academic field.
3) Implementing education and training continuously toward all human resources of the school to develop the ability relating to study field, teaching skill, soft skill, information technology mastery, management and leadership.
4) Shaping up the school members who have good character, cultural urge, empathy sense and society care.
5) Creating the safe shady beautiful clean comfortable well-regulated environment of school in the atmosphere of kinship and mutual cooperation spirit.

d. Objectives of MTsN Doho Dolopo Madiun

1) Upgrading faith and god-fearing of school members
2) Improving students' skill and knowledge
3) Developing students' personality, independence and creativity
4) Preparing the students to be good citizen for community and nation
5) Preparing the students to get the next education level

6) Educating the students to be able to write and read holy Qur'an
7) Accustoming the students in doing prayer five times in a day together
8) Increasing students' academic and non-academic achievement
9) Educating the students to have good awareness toward their environment and society. [68]

3. Geographical Position

MTsN Doho Dolopo Madiun is geographically located in the middle of society environment that is in Doho village, Dolopo subdistrict, Madiun regency. The boundaries of the school are:

a. North side : Bangunsari village
b. East side : Dolopo village
c. West side : Ketawang village
d. South side : Dolopo village

The complete data of geographical position of MTsN Doho Dolopo Madiun can be seen in appendix.[69]

[68] Look at Document Transcript 02/D/17-III/2017 at Appendix 2.
[69] Look at Document Transcript 03/D/17-III/2017 at Appendix 3.

4. Situation of Teachers, Students and Employees

a. Teachers

The existence of teachers in education institution is undoubtedly very important. They are the first components of learning activities, so it is necessary to pay attention to the condition of the teachers in the institution. The number of teachers in MTsN Doho Dolopo Madiun is 52 teachers, consisting of 36 civil servant teachers, 10 erratic teachers and 6 teachers from other school. The teachers' educations are mostly undergraduate degree and the others are postgraduate degree. Each teacher teaches the subject which is linear with his or her education background. It is aimed to create an institution which has professional educator. The complete data about the teachers of MTsN Doho Dolopo Madiun can be found in appendix.[70]

b. Students

The existence of students in an education institution also has significant role in learning activities. A school which has high quantity of the students means that it is a trusted school. The number of the students in MTsN Doho Dolopo Madiun becomes more and more from year to year. The total number of students in MTsN Doho in academic year

[70] Look at Document Transcript 04/D/17-III/2017 at Appendix 4.

2016/2017 is 740. The detail calculation of the students division can be seen in appendix.[71]

c. Employees

Employees are the important components after the teachers and students in an education institution because they help the progress of school activities. The school activities are not merely learning but also other activities which need the existence of employees to hold them like the school security, cleanliness, public relation, etc. The detail of employees of MTsN Doho Dolopo Madiun is attached in appendix.[72]

5. Organization Structure of the School

In order to manage the school programmes and achieve the vision and mission of MTsN Doho Dolopo Madiun, it is necessary to create a school organization which consists of people with particular positions and duties. The members of organization can be from the teachers or some elected people to hold the school organization. The organization structure of MTsN Doho Dolopo Madiun is also attached in appendix.[73]

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[71] Look at Document Transcript 05/D/17-III/2017 at Appendix 5.
[72] Look at Document Transcript 06/D/17-III/2017 at Appendix 6.
[73] Look at Document Transcript 07/D/17-III/2017 at Appendix 7.

6. Facilities and Basic Facilities

The facilities and basic facilities are needed to be media of school activities and to support an education quality making-up of the school. To create it, the school facilities are always completed and updated periodically. The detail of facilities and basic facilities of MTsN Doho Dolopo Madiun can be seen in appendix sheet.[74]

K. Specific Data

1. The Learning Activities of Using Debate Technique in Teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun

Teaching English gives the particular challenges to the teachers when they use English as a foreign language. The teachers should be able to convey the core of learning process to the students and make them understand it. That is why the teachers often use some particular methods and techniques in their teaching in order to achieve the learning objectives. The teachers should know the characteristics of each method and technique they apply. There are many trusted techniques in teaching English especially speaking skill including debate technique.

One of the teachers in MTsN Doho Dolopo Madiun who applies the debate technique is Mr. SY. R.A. Aziz Sholih. He has been applying the debate technique for four years. He knows that debate is usually used to

[74] Look at Document Transcript 08/D/17-III/2017 at Appendix 8.

teach advanced level students like senior high school and university students. However, he modifies the debate technique so that it is suitable to be applied to the ninth grade students of MTsN Doho Dolopo Madiun. He applies debate technique in teaching English which focuses more on speaking skill although practically the students also learn listening and writing indirectly through this technique. The information above was gotten by interview with Mr. SY. R.A. Aziz Sholih, the English teacher of ninth grade students. He says that:

> I have tried many techniques in teaching English, so I know which technique is suitable with each material I teach. Debate is one of the effective techniques that I have ever tried. I have been applying this technique in this school for four years. Before using debate at MTsN Doho, I have used it at SMAN 1 Batu, Malang. Because the level of this school is senior high school, so I use it by adjusting the students' ability. I make it simpler and easier than senior high school debate.[75]

Before teaching by using debate technique, the teacher has determined which material is suitable to be taught by using debate technique, for example: How to express doubt, how to express certainty, how to respond to doubt and show concern as well, etc.[76] The material is gotten from the English handbook for the ninth grade students. The teacher also talks about the preparation of teaching using debate technique through result of interview as follows:

> I always determine the suitable techniques for my materials when I arrange syllabus. Before teaching by using debate technique, I have to

[75] Look at Interview Transcript 03/I/03-III/2017 at Appendix 19.
[76] Look at Document Transcript 09/D/17-III/2017 at Appendix 9.

> prepare at least one day before it to master debate topic and motion, so it is easy for me to answer the students' questions when they find difficulties.[77]

The researcher felt curious about the learning activities using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun. To get answer of it, the researcher did observations and interview.

The observation was conducted toward the classes where the English teacher applied debate technique. The researcher did the observation three times in the different classes. The English materials among the classes are same because the English handbook of the ninth grade is applied to all class categories. During the observation, the researcher took notes about the activities happened in the class to get the data needed. The observation result showed that the teacher, Mr. Aziz Sholih, did the procedures of teaching English using debate technique as follows:

a. Pre-activities

Pre-activities were the activities done by the teacher spending about five minutes before starting the teaching and learning process.[78] These activities are:

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[77] Look at Interview Transcript 04/I/12-IV/2017 at Appendix 20.
[78] Look at Observation Transcript 01/O/28-II/2017 at Appendix 28.

1) Greeting and Praying

To open the class, the teacher greeted the students, "Assalamu'alaikum warohmatullahi wabarokatuh" and they replied it, "Wa'alaikumsalam warohmatullahi wabarokatuh." Then, the teacher asked the chief of class to lead the class to pray together, "The chief of class, please lead praying together." After that, the teacher asked whether anyone absent was or not, "Is there anyone absent today?" Further, the teacher gave the motivation to the students that they had to keep their spirit in learning because they would face their future, "My dearest students, I will never feel tired to tell you always to study hard, study hard and study hard especially studying English as international language, because the future is going to be more and more challenging. You have to compete with many people who also have similar dream as yours."

2) Apperception

Apperception is an activity when the teacher stimulates the students' curiosity by relating their prior knowledge with today's material through some questions. In the apperception, the teacher said, "Have you ever felt doubt?" The students answered, "Yes, I have."

"What are you saying when you are doubt of something?" The students answered, "I feel doubt of it."

"Have you ever felt sure?" The students answered, "Yes, I have."

"What are you saying when you are sure of something?" The students answered, "I am sure."

"How to respond someone who feels doubt of something?" The students did not answer, the teacher continued, "Ok, today we will learn about them all, how to express certainty, to express doubt and to respond to doubt and show concern as well."

3) Telling the Objectives of Learning

The teacher told the students the objectives of the learning and the ways of evaluation, "At the end the lesson, you are expected to be able to comprehend and mention, explain the social function, apply and identify the expressions to express certainty, to express doubt and to respond to doubt and show concern as well in daily transactional conversation fluently. The form of evaluation is oral test, you have to answer questions from me and perform short conversation with your friend using the material. Do you understand, students?" The students answered, "Yes, sir."

It could help students to adjust themselves during the learning process.[79]

[79] Look at Document Transcript 10/D/07-III/2017 at Appendix 10.

b. Whilst Activities[80]

The total time for whilst activities was about forty five minutes. These whilst activities consist of:

1) The teacher presented the material to the students.

The teacher presented the material contained in the handbook of Buku Bahasa Inggris kurikulum KTSP (BSE) 2006 SMP kelas IX edisi 4, published by: Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008, "Alright students, right now open your English handbook page 7, the title is Are You Sure About...?" This is an example of English material which is suitable to be taught by using debate technique. There are more materials in the handbook that can be used to apply debate technique as long as the teacher is able to select them well.[81]

Title of chapter: Are You Sure About...?

Title of material: To Express Certainty, To Express Doubt and To Respond to Doubt and Show Concern As Well.

a) The Expressions of Certainty

(1) I'm sure about it.

(2) I'm quite sure that he told the truth.

(3) I'm no doubt about it.

[80] Look at Observation Transcript 02/O/07-III/2017 at Appendix 29.
[81] Look at Document Transcript 11/D/06-III/2017 at Appendix 11.

(4) I'm sure/certain about …..

(5) I've no doubt about ……

(6) I'm sure/certain about …..

(7) I've no doubt about ……

b) To Express Doubt

(1) Sorry, I'm not sure about it.

(2) I'm not really sure that he told the truth.

(3) I'm not really sure about it.

(4) I'm not too sure about the news.

c) To Respond to Doubt and Show Concern as Well

(1) I think you don't need to be worried about it.

(2) Everything will be fine.

(3) It's all going to be okay.

(4) Don't be worried too much. Next time better.

The teacher also explained the function of the material above and he stated that the class would directly practice the material by debating, "People are sometimes sure or not sure about something and they convey it by using certain expressions. You say, "I am sure that I will pass the test." When you are sure that you will pass a test. When you want to ask whether someone is sure that he or she will pass a test, you may say to him or her "Are you sure that you will pass the test? After this explanation, we will practice together by

debating." He also wrote important information about material on the whiteboard.[82]

2) The teacher divided the students into two big groups.

The teacher divided the students into affirmative and negative group or the pros and cons, "Alright students now these two lines are affirmative group and the others are negative group, please move your table based on your group. You are all become participants and audiences, whereas I am the adjudicator who determine the winner of debate." There was no audience group in this class because the teacher wanted all of the students became active participants of the debate. The teacher here had the double function, as a teacher who gave instructions to the students and as adjudicator who adjudicated each group's performance in debate.[83]

3) The teacher explained the role of each group.

The teacher explained that each group had the particular duties, "You have to know that in debate, each group has a role. The duties of affirmative group agreed with the motion and looked for the arguments to defend your position while the duties of negative group were as the opposite team who disagreed with the motion and looked

[82] Look at Document Transcript 12/D/06-III/2017 at Appendix 12.
[83] Look at Document Transcript 13/D/07-III/2017 at Appendix 13.

for the arguments to rebut the affirmative team. Is there any questions?"

4) The teacher gave a controversial issue, "Today we have interesting motion to be discussed, that is the increase of cigarette price. It is the most updated issue, students. Give your opinion using the expressions of certainty, doubt and response to doubt and show concern as well."

   The statement above was called a motion, a controversial debatable statement. This motion is related to the updated national or international issues, so the students can search the arguments from the newspaper or internet.

5) The teacher asked each group to discuss the issue and to prepare arguments of it. The teacher gave the preparation time about 15 minutes for discussion and listing the arguments, "I give you fifteen minutes for preparing argumentations. You are permitted to open dictionary to look for vocabularies."[84]

6) The teacher instructed the students to write down their argument because every student was obliged to present at least one argument in debating, "Write your argument on your paper because if the time is enough, I will ask every student to present at least one argument."

[84] Look at Document Transcript 14/D/07-III/2017 at Appendix 14.

7) The teacher asked the leader of each group to present the result of discussion. He instructed, "Now let us start, students! The presentation will be begun by the affirmative group. Please, the leader of affirmative group to explain the definition of the motion and the general reasons which brought his group to the agreement toward the motion. Afterwards, the leader of opposite team, please explain about the motion from the different view that finally brought his group to the disagreement."[85]

8) The teacher asked, "Please each member of group to respond the opposite group by using the material explained. You can use the statement like this, for example, "Sorry, I'm not sure about it. Based on the information I got from newspaper, Jawa Pos, that some smokers will conduct demonstration of the increase of cigarette price." It ran continuously until all members had done it.

9) The teacher gave feedback to the students individually.

"Nina said that the increase of cigarette price would decrease the men's productivity because most of them cannot concentrate without smoking. Your argument is good. Now please answer it, Ahda!" The feedback was revealed by simple statement, repeating student's argument or compliment to make the students stay focus on

[85] Look at Document Transcript 15/D/07-III/2017 at Appendix 15.

the process of debate. The teacher also reminded the students to use the material in expressing their arguments.

10) The teacher concluded the debate result and asked the students to share their experience during debating, "Ok students, after we have debated about the increase of cigarette price, we can conclude that every policy will give positive and negative impacts, but we have to compare whether the positive impacts more than the negative impacts or not. What do you feel after debating?" The students answered, "Amazing, I want to continue and be winner." He adds, "So we have to be wise and use our critical thinking to face every condition. Now, the time is up and I will announce which team the winner is. The winner of this debate is affirmative team. Give applause!"

When the time for debating was over, the teacher became adjudicator who determined the winner of debate. Then the teacher asked the students to share their feeling and experience during the debate process.

c. Closing

The closing session spent about thirty minutes. The closing activities consist of:

1) Teacher involved the students to conclude the learned material.

"Now let's conclude together the material we learn today. We have learnt about the expressions of doubt, certainty and to respond to

doubt and show concern as well." He also gave questions, "If I say I am sure about it, this is the expression of? Yes, the expression of certainty."

2) Teacher gave evaluation to the students.

"Students, now I will evaluate your comprehension of this material. Firstly, I will call you one by one and give a question about particular condition. You have to determine what kind of expression to be said. After that, you have to make short conversation with one of your friend using the title of material: to express certainty, to express doubt and to respond to doubt and show concern as well. The conversation is at least one minute. If it is less than one minute, I will reduce your score. You have to perform in front of the class."

The teacher evaluated the students' mastery toward the explained material. The evaluation instruments were made based on the indicators of learning objective. The forms of structured evaluations in this class were question-answer directly and paired conversation. The teacher asked the students about the specific situation. Then, the students determined whether the questions should have been answered by using 'to express certainty, to express doubt or to respond to doubt and show concern as well' in the first evaluation. It was done individually. After it had been finished, the students were asked to make groups consist of two members and

practice simple conversation by using the explained expression materials (How to express doubt, how to express certainty, how to respond to doubt and show concern as well). The performance of the conversation was done per group with the duration at least 1 minute. The teacher also turned on his stopwatch for the time accuracy.

3) Teacher gave the motivation and homework by saying, "Ok, those are all our materials today. Do not forget to study hard and I give you homework. The next meeting you have to bring one real food or snack, like heci or tempe and something else."[86]

2. The Impacts of Using Debate Technique in Teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun

Each technique that is applied by a teacher always causes particular impacts. The impacts can be positive, advantages, or negative, disadvantages. Before using a technique, the teacher should know the main objectives of learning, the advantages and disadvantages of the technique and the type of material that is appropriate to be taught by using the technique. The learning activities using debate technique in teaching English also have the advantages and disadvantages. The researcher did in-depth interview to Mr. SY. R.A. Aziz Sholih as the English teacher about the

[86] Look at Observation Transcript 03/O/07-III/2017 at Appendix 30 and Document Transcript 16/D/09-III/2017 at Appendix 16.

impacts of using debate technique in teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun either its advantages or disadvantages. The result of interview about the advantages of debate technique was that he says:

> I can feel the difference in my classes between before I apply the debate technique and after I apply it. The students become more active in asking questions to me after I apply the debate. I realize it because debating trains the students' critical thinking and makes them braver to express their ideas. Moreover, the students become aware of information enrichment. The motion of debate demands the students to find information related to it for the arguments. At first, I inform the motion to them the day before debating for their preparation, but afterwards they accustom themselves to search information independently. The students also become more diligent to open dictionary in order to get the vocabularies for their speaking in debate. They are also accustomed to listen to English carefully by the activity of listening to other students' arguments. Writing down other students' arguments is also useful to train their ability of writing. Debate is actually a packet teaching technique for listening, writing and speaking skill.[87]

The researcher also got the data from the students by conducting interview with them. Nuriza, the chief of the ninth grade A class says:

> At first, some of class members feel afraid of debate because if they cannot speak fluently, they will feel ashamed. However, it demands the students to be better, add more knowledge and updated news. It is very useful for us.[88]

To strengthen the perception above, the researcher also conducted interview with other class members. Ahda, one of Nuriza's friends says:

[87] Look at Interview Transcript 05/I/10-III/2017 at Appendix 21.
[88] Look at Interview Transcript 06/I/10-III/2017 at Appendix 22.

> We are very happy that Mr. SY. R.A. Aziz Sholih teaches us because he always motivates us to speak English with many activities.[89]

Moreover, Nina, other class member says:

> I feel my speaking ability improves after being taught by using debate technique by Mr. Aziz because we are forced to speak English in debating. I definitely agree if teaching English using debate technique is applied continuously by Mr. Aziz.[90]

Based on the interviews above, the researcher can find that there are some advantages of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun:

a. Improving students' critical thinking and activeness
b. Enhancing the students' learning motivation and curiosity
c. Enriching students' vocabulary mastery
d. Training students' response toward others around through listening, writing and speaking

However, debate technique also has disadvantages in its application. Mr. SY. R.A. Aziz Sholih says:

> Using debate technique in teaching needs more time because either the teacher or the students have to make preparation to make it run well. The beginner teacher who applies debate technique for the first time may be difficult to motivate the passive students who have not been familiar with debate technique. To solve the problem, the teacher has to apply debate technique periodically, so the students feel familiar with it and they will make better progress.[91]

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[89] Look at Interview Transcript 07/I/10-III/2017 at Appendix 23.
[90] Look at Interview Transcript 08/I/17-IV/2017 at Appendix 24
[91] Look at Interview Transcript 09/I/10-III/2017 at Appendix 25.

Mr. Aziz adds:

> Indeed, it is a challenge for a teacher to apply debate technique in the class. However, it will not be useless as long as the English teacher has strong intention to educate students.[92]

While Bahtiar, one of the ninth grade class member says:

> Sometimes, when the debate is running we do not know that the break time is over or we know it but the debate has not finished, so it is continued for more minutes.[93]

Based on the interviews above, the disadvantages of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun can be listed as follows:

a. The implementation of debate technique in teaching English needs more time for preparation.
b. Applying debate technique for the first time gives a challenge for the teacher that is motivating the particular students who are usually passive in the class.

Regarding the disadvantages of using debate technique in teaching English to the ninth grade students, the teacher had the solution to overcome the problem. That is applying debate technique periodically whenever there is an opportunity for it. The opportunity here means there is adequate time and appropriate material in English book.

[92] Look at Interview Transcript 10/I/18-IV/2017 at Appendix 26.
[93] Look at Interview Transcript 11/I/10-III/2017 at Appendix 27.

CHAPTER IV

DISCUSSION

L. The Learning Activities of Using Debate Technique in Teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun

It is an obligation to teachers who want to teach effectively that they have to find the best way in teaching so that they can manage the classroom well and present the material as good as possible. So do they in teaching English. Teaching English gives the particular challenges to the teachers when they use English as a foreign language. Sometimes, the teachers need to try some particular methods and techniques in their teaching in order to achieve the learning objectives. From all kinds of techniques, debate technique is one of trusted techniques in teaching English which focuses on speaking skill.

There are many varieties of learning activities in debate technique application. It is caused by the flexibility of debate technique itself. Based on the results of interview with Mr. SY. R.A. Aziz Sholih, the English teacher of MTsN Doho Dolopo Madiun who applies the debate technique, he stated that he has been applying the debate technique for four years up to now. He knew that debate was usually used to teach advanced level students like senior high school and university students. However, he modified the debate technique, so that it was suitable to be applied to the ninth grade students of MTsN Doho Dolopo Madiun. He applied debate technique in teaching English which focused on

speaking skill although practically the students also learnt listening and writing indirectly through this technique.

The aforementioned statements above can be analysed that the learning activities of debate technique application displayed in this research are formulated for the ninth grade students of junior high school. It is equal to the debate modification which is formulated by The Partnership Management Board of Ireland in handbook of Active Learning and Teaching Methods for Key Stage 3 (junior high school students) in Northern Ireland. The debate formulation in that book is called as stick debate. Debate in this case is conducted lighter and easier than debate toward advanced level of students. The focus skill of teaching using debate technique is speaking but this technique can be also implemented for writing and listening. In writing skill, it happened when the students write down the other students' arguments or their arguments themselves. While on the listening skill, it happened when the students listen to other students' argument to determine their next responses.

Afterwards, based on the results of observation activities and the documentation of teacher's lesson plan, the researcher can simplify the learning activities of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun as follows:

The first is pre-activities session. They were done before the teaching and learning process was begun. In this session, the teacher started by greeting and praying together. After that, the teacher checked the students' attendance list.

Further, the teacher gave the motivation to the students. It was continued by giving apperception. The apperception was given to stimulate the students' prior knowledge by asking them some questions relating to the material which was going to be explained. Next, the teacher told the students the objectives of the learning and the ways or forms of evaluation. The time spent in this session was about 5 minutes.

The second session is whilst activities. In this session, the teacher presented the material contained in the handbook which was going to be used in debate activity to the students. The teacher also explained the function of the material and noticed that the class would directly practice the material by debating. The process of debate technique implementation was started by dividing the students into two big groups, affirmative and negative group. The teacher here had the double function, as a teacher and as an adjudicator. Afterwards, the teacher explained the role of each group. Then, the teacher gave a motion, a controversial statement which is debatable. Next, the teacher gave the preparation time about 15 minutes for discussion and listing or writing down their arguments. After the time for preparation had been over, the debate was begun by the presentation of each group's leader. The leader of affirmative group explained the definition of the motion and the general reasons which brought his group to the agreement toward the motion. Afterwards, the leader of opposite team gave explanation about the motion from the different view that finally brought his group to the disagreement. The teacher asked each member of group to response the opposite

group by using the material explained and personal arguments. It ran continuously until all members had done it. During the debate, the teacher gave feedback toward the students' arguments individually. The teacher allocated 30 minutes for debating only. When the time for debating was over, the teacher became an adjudicator who determined the winner of debate. Then, the teacher asked the students to share their feeling and experience during the debate.

The last session is closing. Here teacher involved the students to conclude the learned material. Teacher gave evaluation to the students. Because debate technique was used in teaching English which focused on speaking skill, the form of evaluation was oral test. At first, the teacher gave some questions about the specific condition; then, the students had to answer the questions based on the material. The next session, the teacher instructed the students to make groups consisting of two members. Afterwards, each group performed simple conversation using learned materials in front of the teacher. After the evaluation was finished, the teacher gave the motivation and homework. The time allocated for this session was about 30 minutes.

The learning activities above especially the activities in implementing debate technique are similar with Nancy Claxton's theory in her book of Using Deliberative Techniques in the English as Foreign Language Classroom about the procedure in implementing debate technique. However, there are several differences between them. The differences are in time allocation and students division. Based on Nancy Claxton's theory, the time needed for whilst activities

session of debate technique implementation in the class is 35 minutes but the time allocation of debate technique implementation above is 45 minutes. Claxton's theory also divides the students into three divisions during the debate technique implementation, affirmative, negative and audience. Whereas, the students in the class above are divided into two divisions only, affirmative and negative, there is no audience division but all of the students are audiences automatically.

It is fair because the debate technique implementation depends on the context and the objectives of learning process. This is proved by the existence of difference theories of procedure in implementing debate technique as having been discussed in the previous chapters.

The important point which needs to be known that before teaching by using debate technique, the teacher has to determine what kind of material is suitable to be taught using debate technique. Having learnt the learning activities of using debate technique in teaching English above, the researcher sum up that the materials which are suitable for debate technique implementation are the materials which demands the students to practice speaking interactively, for example: How to express doubt, how to express certainty, how to respond to doubt and show concern as well, etc. The materials are gotten from the English handbook for the ninth grade students.

Based on the data above, the researcher can analyze that the learning activities of using debate technique in teaching English to the ninth grade

students of MTsN Doho Dolopo Madiun are appropriate with the common concept or theory of debate technique with little modification in order to make it suitable with the junior high school students' ability and learning context.

M. The Impacts of Using Debate Technique in Teaching English to the Ninth Grade Students of MTsN Doho Dolopo Madiun

Teaching English by using a particular technique can be successful or less successful. Both of them are possible to happen because every technique that is implemented by a teacher always causes particular impacts either advantages or disadvantages. The learning activities using debate technique in teaching English also have the advantages and disadvantages.

Based on the result of in-depth interview with Mr. SY. R.A. Aziz Sholih as the English teacher about the positive impacts or advantages of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun, he said that he could feel the difference in his classes between before implementing the debate technique and after implementing it. The students became more active in asking questions to him after he applied the debate. He realized it because debating trained the students' critical thinking and made them braver to express their ideas. Moreover, the students became aware of information enrichment. The motion of debate demanded the students to find information related to it for the arguments. At first, He informed the motion to them the day before debating for their preparation, but afterwards they

accustomed themselves to search information independently. The students also became more diligent to open dictionary in order to enrich the vocabularies for their speaking in debate. They were also accustomed to listen to English carefully by the activity of listening to others students' arguments. Writing down the others students' arguments was also useful to train their ability of writing. Debate was actually a packet teaching technique for listening, writing and speaking skill.

On the other way, when the researcher interviewed Mr. SY. R.A. Aziz Sholih anymore for asking about the negative impacts or disadvantages of debate technique implementation, he stated that using debate technique in teaching needed more time because either the teacher or the students had to make preparation to make it run well. The beginner teacher who applied debate technique for the first time may have been difficult to motivate the passive students who had not been accustomed to debate technique. To solve the problem, the teacher had to apply debate technique periodically, so the students felt familiar with it and they would make better progress.

Based on the interviews above, the researcher can sum up that the impacts of using debate technique in teaching English to the ninth students of MTsN Doho Dolopo Madiun as follows:

The positive impacts or advantages of the debate technique implementation:

1. Improving students' critical thinking and activeness
2. Enhancing the students' learning motivation and curiosity

3. Enriching students' vocabulary mastery
4. Training students' response toward others around through listening, writing and speaking

The negative impacts or disadvantages of the debate technique implementation:

1. The implementation of debate technique in teaching English needs more time for preparation either for the teacher or the students.
2. Applying debate technique for the first time gives a challenge for the teacher that is motivating the particular students who are usually passive in the class. The solution for it is that the teacher should apply debate technique periodically whenever there is an opportunity for it. The opportunity here means there is adequate time and appropriate material in English book.

The points of positive and negative impacts above are suitable with the formulation of CETL-Assessment Resource Centre in part of Types of Assessment Methods: Debate about the advantages and disadvantages of debate technique implementation as follows:

The advantages of debate technique:

h) Allow students to look at both sides of an issue
i) Improve students' communication and expression skills in a public setting
j) Enhance techniques of searching information
k) Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments

l) Foster appreciation of opposing viewpoints

m) Enhance debating/arguing techniques against opposing opinions

n) Allow more interactive exchange among students and teachers

The disadvantages of debate technique:

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

However, some of the formulations could not be found by the researcher in the research field. They are "enhance debating/arguing techniques against opposing opinions, foster appreciation of opposing viewpoints" in list of advantages and "students who do not like public speaking would be less motivated in participating" in list of disadvantages of debate technique.

Based on the data explained above, the researcher can analyze that implementing debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun brings both positive and negative impacts. However, its advantages are more than its disadvantages and the disadvantages are able to be overcome by implementing debate technique itself frequently.

CHAPTER V

CLOSING

N. Conclusion

Having analyzed the data, the researcher can conclude that:

1. The learning activities of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017 can be divided into: pre-activities, whilst activities and closing. Pre-activities consist of greeting, praying and apperception. Whilst activities consist of explaining the material then conducting the debate using the material. The main procedures of debate technique implementation are: dividing the students into two groups, the pros and cons, stating the motion, giving the preparation section, conducting debate toward the motion by using the material during speaking, concluding the debate result and determining the class winner. This session spends about forty five minutes. The last is closing which consists of asking the students' experiences gotten from the debate, evaluating the students' achievement and closing the class by motivation and homework.
2. There are two kinds of impacts of using debate technique in teaching English to the ninth grade students of MTsN Doho Dolopo Madiun in academic year 2016/2017, positive and negative. The positive impacts of it are improving students' critical thinking and activeness, enhancing the students' learning

motivation and curiosity, enriching students' vocabulary mastery and training students' response toward others around through listening, writing and speaking. Whereas, the negative impacts of it are spending more time for preparation and demanding the teacher's patience.

O. Recommendation

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For the English teacher

   It will be better for teacher to improve the debate technique implementation, so the students will get the optimal benefits of debate technique and the disadvantages of it can be minimized.

2. For the students

   The researcher expects that the students become more active and confidence in English class, especially when the teacher applies debate technique. The students' achievement in learning is important for their future themselves.

3. For readers

   This thesis is expected to be a good reference which can help the readers to add more knowledge or conduct the next research.

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