

# **IMPROVING STUDENTS SPEAKING SKILL THROUGH DEBATE AT MA AS'ADIYAH NO.17 BABU'E**

*Thesis*

*Submitted To The Tarbiyah And Teacher Science faculty Of IAIN Palopo To  
Conduct Thesis Research To Complete Undergraduate Studies In The English  
Language Education Study Program*



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**ENGLISH STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING**

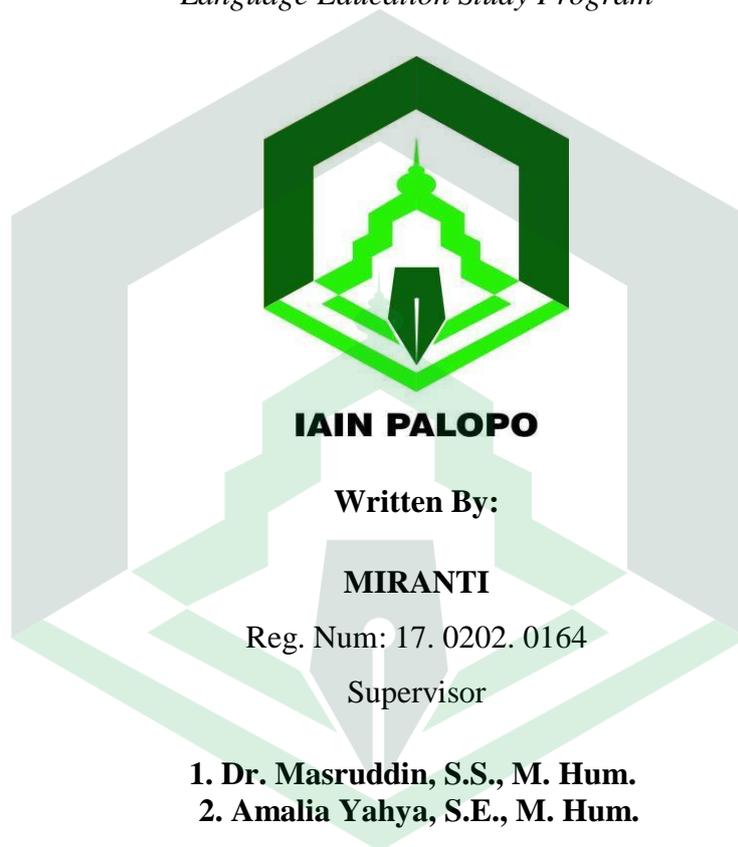
**THE STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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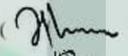
**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING  
THE STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

## THESIS APPROVAL

This thesis, entitled “IMPROVING STUDENTS SPEAKING SKILL THROUGH DEBATE AT MA AS’ADIYAH NO 17 BABU’E” written by **Miranti, Reg. Number 17 0202 0164**. English Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday 18<sup>th</sup> November 2021 M**, coincided with **Rabiul Awal 11<sup>th</sup> 1443 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, November 19<sup>th</sup> 2021

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*Wassalamu'Alaikum Wr.Wb*

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God ( ALLAH ) that has been given his guidance, chances, and good health. So that, the researcher could finish the thesis on the title “Improving Student Speaking Skills Through Debate Ma As’adiyah No.17 Babu’e”.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to them.

1. Dr. Abdul pirol, M.Ag. as the head of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advised, and guidance the researcher during is a study in IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd as the head of Tarbiyah and Teacher Training Faculty State Islamic of Palopo and the writer’s respect for him.

3. Amalia Yahya, S.E.,M.Hum, as the head of the English Study Program, always gave support and encourage how to be good students.

4. Dr. Masruddin.,S.S.,M.Hum, as the first consultant and Amalia Yahya.,S.E.,M.Hum., as the second consultant who had given the writer guidance, explanation, suggestion, some ideas, and correction to the researcher in finishing this thesis and the researcher respect for them.

5. The author would like to express his deepest gratitude to the late mother ( wero ), father ( Toing ) and brothers ( andi baso nanang, andi wara, andi

jiwer, andi ) and sisters( Mimi ) Thank you for the love, prayers, understanding, sacrifice, and enthusiasm so that author can skip this last page.

6. Thank you very much to friends and to all of the BIG 2017 family, and all of the researcher who cannot mention one by one for their help and support the researcher in finishing this thesis.

7. Thank a million to all of the students of eleventh graduates at Ma As'adiyah No 17 Babu'e . that had been participating and joining this research as the respondent so the research can be run well.

The writer also thanks to others who can not be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some value to the students of the English Department and English Teacher and the readers especially Improving Students Speaking Skills Through Debate. The researcher admits that this thesis is not perfect so that the writer will accept suggestions from the readers to make it better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis, May ALLAH SWT. Bless us.Aamiin

Palopo,11 Agustus 2021

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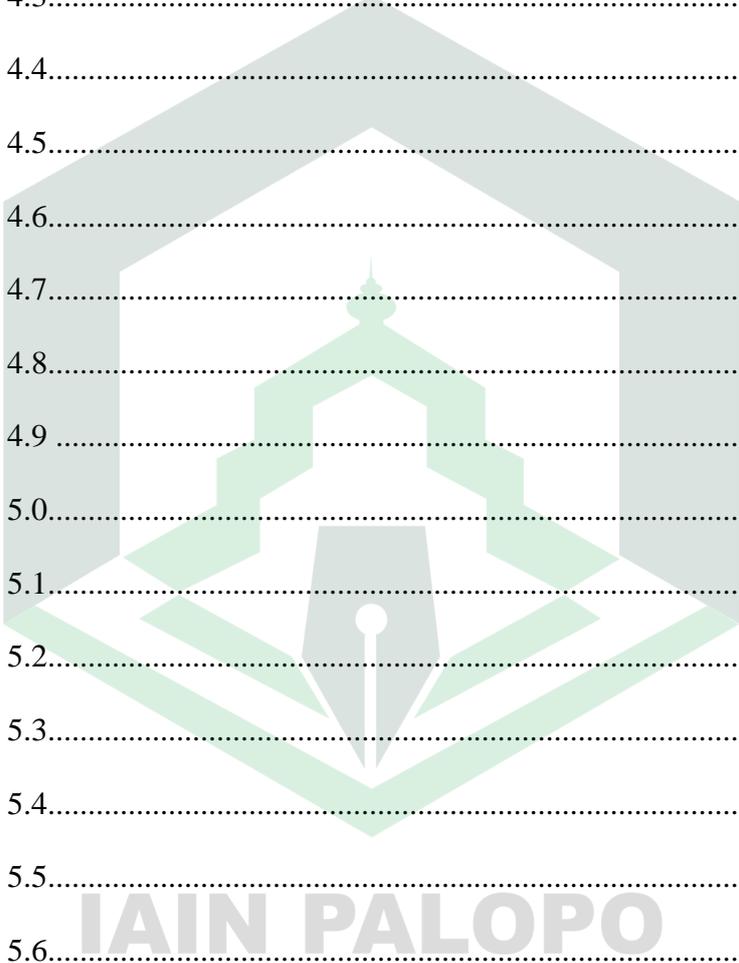
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## ABSTRACT

**Miranti, 2021** *“Improving Student Speaking Skills Through Debate at Ma As’Adiyah No.17 babu’e”* English Language Education study program Tarbiyah And Teacher Training Faculty State Islamic Institue of Palopo2021, Supervisor by : (1) **Dr. Masruddin,S.S.,M.Hum.** and (2) **AmaliaYahya,S.E.,M. Hum.**

This thesis attempted to find out the teaching of speaking skills using the debate method at Ma As’Adiyah No.17 Babu’e, The research questions for this proposal consists of one question, Is the use of debate effective in improving students speaking skill in eleventh grade students of Ma As’Adiyah No.17 Babu’e ? And objective of the research this study aims to whether or not the use of debate effective in learning English speaking skills at eleventh of Ma As’adiyah No.17 Babua’e. This study used a pre-experimental method with pre-test and post-test design. The data was collated by using a speaking test interview ( to find out the students speaking ability ). The population of the research at the eleventh-grade students of Ma As’Asdiyah No.17 Babu’e. The researcher cho se this class as a sample because students in that class whose English was low, also learned English even though their English proficiency was indeed low, especially in speaking skills. The researcher want to make all of the students take part in speak. The result of the post-test (7.73) was higher than the pre-test (6.80). The use of the debate method in improving students speaking skills is effective for students who are beginners learning to speak, especially in the eleventh year student of Ma As’Adiyah no 17 Babu’e.

Keywords: Speaking skill, Debate

# CHAPTER I

## INTRODUCTION

### A. Background of problem

Talking abilities in English is the expertise of an individual to pass on their cravings and thoughts to anybody by overhearing people's conversations, in any case, the abilities to talk are troublesome. Create if not prepared constantly and should be possible with peers in class, English instructors. The objectives are to work with talking abilities, further develop language structure develop discourse jargon, English sentences, and train hearing so it is not difficult to catch messages from others.<sup>1</sup>

English is utilized as the language of guidance for specific subjects. Notwithstanding, a portion of the instructors were there are as yet educating at the schools referenced over that convey bilingual topic ( Indonesian and English ) which means to level the situation with the school with a worldwide scale ( school-based global ).<sup>2</sup>

The presence of a circumstance like the one above implies that it can propel understudies to concentrate all the more effectively and completely about English both recorded as a hard copy and orally. Understudies should have the option to communicate thoughts, considerations, and so on, they should likewise have the option to address questions and pose inquiries as per the understudy's level appropriately during the learning system. When doing conversations,

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<sup>1</sup>Burns A, *Teaching speaking*, (Annual Riview Of Applied Linguistics :18 ),Hal 102-123

<sup>2</sup> Rustica C Carpio, AndAnequeta M Encarnacion, *Private And Public Speaking* (DiYayasanPustakaObor Indonesia,2003),Hall

understudies' perspectives, contending against other understudies' viewpoints or affecting different understudies to follow the progression of the discussion.

Regarding that, in the act of the everyday learning process who commit errors in completing their obligations and capacities ( private 2005.b ). These errors are frequently not understood by the educators, even they are as yet considered as something typical and sensible ( Aguiar, 2007, muri, 2007, and mukhiya, 2007 ) . for this situation, the smallest error made by the educator, particularly in the learning system, will hurt the advancement of understudies.

In English examples, there are a few incorporated topics, for example, tuning in, talking, perusing, and composing abilities. Everything is contemplated deliberately as indicated by the course books given by the school. Nonetheless, this paper just spotlights on communicating in abilities to assist language with oppressing instructors further develop their educating system. By utilizing the hypothesis of " discussion system ". Large the chance of this issue is identified with the low inspiration of understudies to talk. Unknown dialect ( English ) is troublesome because it , not simply the language ( Lisna, 2006 ).

There are so many methods of speaking that we can learn through debate methods such as arguing about economic issues, online games that damage learning, debate methods is one of the learning methods that can learn in class. Debate is an exchange of opinions between pro and con groups that focuses on learning to speak. We can use this debate to help learn English, especially in speaking skill. Currently, to be able to learn students need more new learning that they have not learned before in speaking.

The study depends on the significance of talking abilities. Talking was essential to learn because talking is the way of speaking with others to convey assessments and express thoughts, yet indeed, the understudies talking capacity in communicating in English is low. It is brought about by a few factors like the components of talking like jargon, elocution, punctuation, and familiarity that should be dominated by understudies to be acceptable English speakers. In this examination, the specialist utilized the discussion to further develop understudies talking abilities.

To work on understudies' talking ability at MaAs'adiyah no 17 Babu'e instructor and understudies get a few issues. The main explanation is that numerous understudies think English is troublesome, particularly in figuring out how to represent understudies who are as yet material, the subsequent explanation is because there isn't sufficient time for training so understudies at school just generally get the material without training, the third explanation has bit freedom to rehearse and the absence of jargon that understudies have.

The explanation the scientist pick this bit is because overall at Ma As'adiyah no 17 Babu'e instructors just regularly give material without utilizing reasonable strategies in the homeroom, because of the absence of understudy's talking abilities, the advantages of this discussion strategy on the planet training, need to give something which is relied upon to have the option to help understudies understanding in working on understudies' talking expertise in a class by utilizing the discussion technique in figuring out how to talk.

Learning on the conversation program at Ma As'adiyah No 17 Babu'e ,English in sub-district North Luwu district aims to improve the speaking skills of students, namely having a debate in English. This study aims to describe and analyze the implementation of community language learning in the conversation program learning which refers to the standard educational process. Education process standards include learning, planning, learning implementation, learning assessment, and learning supervision. This research uses the descriptive method. Data collection techniques consist of interviews, documentation study, and observation. The results of the study show that the conversion program is based on the skills of several learning processes that refer to educational process standards ranging from learning planning to learn supervision. Planning includes objectives, teaching materials, and evaluation. Implementation includes material discussion and topic presentations. Assessment is carried out to students in the form of descriptive diary notes during learning activities. Supervision includes monitoring, evaluation, reporting, and follow-up on reporting results. <sup>3</sup>

### **B. The problem of statement**

Is the use of Debate effective in improving students speaking skill in eleventh grade students of Ma As'adiyah no 17 babu'e?

### **C. The objective of the research**

Relevant find of the problem statement, the objective researcher as follow:  
This study aims to whether or not the use of debate is effective in learning English speaking skill at Ma As.adiyah no 17 babu'e.

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<sup>3</sup>DwikiPrastiyadi, DoddyRusmono And R Nadia Hanoum,"Implementasi Community Language Learning Program Of Conversation Speaking Skills," JurnalPendidikan 18,No 1 ( 2020 ):Hal 1,[https //ejournal.upi.edu](https://ejournal.upi.edu).

#### **D. Significance of the research**

The analyst trusts that this exploration will have some advantage in English to further develop the learning system particularly in instructing talking. They are two sorts of advantages that will be utilized in this examination theoretically and for all intents and purposes.

1. Theoretically, the aftereffects of this review attempt to further develop understudies, talking expertise by utilizing the discussion strategy, ideally the consequence of this learning can give advantages to educators and understudies.
2. Practically, For understudies, it is trusted that this examination will incredibly expand understudies' inspiration in learning English, particularly in talking ability and they are not reluctant to speak in front of many individuals. For the instructor, the aftereffect of this review can be a reference that by utilizing the discussion technique in working on understudies' talking ability and turning it into an elective course to further develop talking skills.

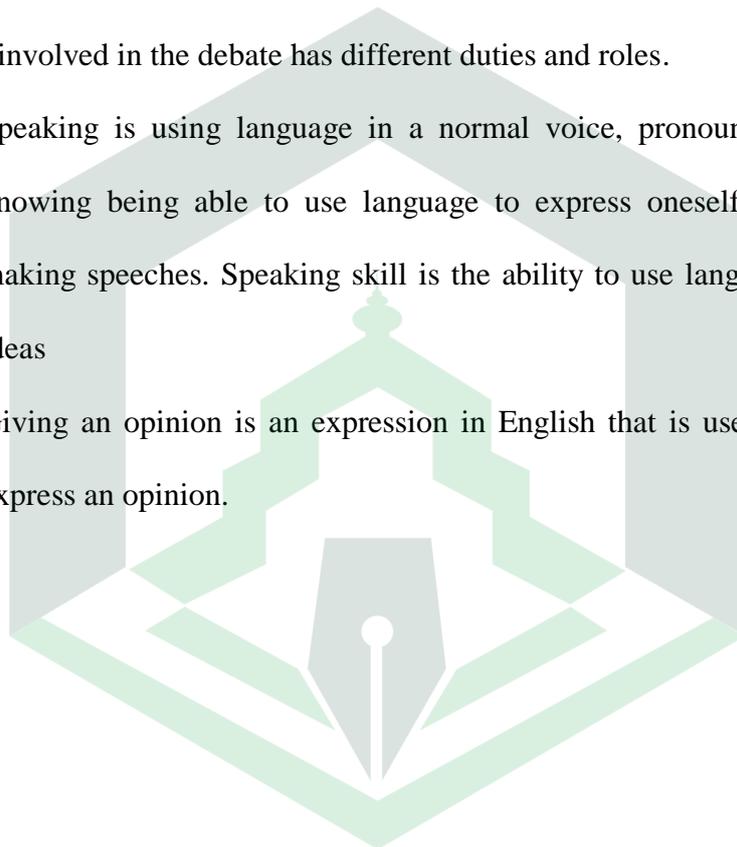
#### **E. Scope of the research**

In this examination, The exploration concentration to work on understudies' talking ability at Ma As'adiyah No17 babu'e. The scientist centers to make understudies offering viewpoints. In his examination, the analyst just centered around the third part of the exploration limitations, specifically zeroing in on exactness, familiarity, and comprehensibility talking expertise.

## F. Operational Definition

Based on the title is improving students' speaking skills through debate at ma as'adiyah no.17 babu'e. The researcher defines it as follows :

1. Debate is the exchange of opinions or thoughts on a matter by providing reasons and opinions to defend their respective opinions, everyone involved in the debate has different duties and roles.
2. Speaking is using language in a normal voice, pronouncing the word, knowing being able to use language to express oneself in words, and making speeches. Speaking skill is the ability to use language to express ideas
3. Giving an opinion is an expression in English that is used to express or express an opinion.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Recorded as a hard copy of this proposition, the specialist found a few hypotheses, which are identified with this examination as follows:

Because of the past over, this specialist truly needs to do talking research utilizing another methodology, to be specifically communicating in English identified with banter :

Fitriani,Zuaida ( 2019 )" working on understudies' talking ability Through Discussion Strategy, ( An Activity Exploration ). This examination was planned to discover the execution of the discussion procedure to work on understudies' accomplishment in talking ability. The subject of the exploration was at the grade of amaliyah tunggal in the scholastic year 2019/2020. The exploration was led by utilizing study hall Activity Exploration. The technique of breaking down information of this exploration was utilizing quantitative and subjective information. The subjective information was acquired from the perception sheet, meet. The quantitative information was taken from the test like pre-test and post-test. The consequence of the investigation showed that the mean of the pre-test was 64,516. The mean of the post-test in the main cycle was 73,225. Then, at that point, the mean of the post-test in the subsequent cycle was 77,38. It showed that the execution of the discussion method could work on understudies' achievement in talking expertise. The understudies' were learning action. Accordingly, it can beconcluded that the execution of the discussion

method was compelling to work on the understudies' accomplishment after getting the hang of instructing expositions.<sup>4</sup>

Dedi efirizal ( 2016 ) " The utilization of Discussion Exercises to Work on Understudies' Speaking Capacity" ( Homeroom on Exploration/Vehicle ). This review was completed to further develop the understudy's talking capacity through banter exercises in second-year understudies of state religious senior secondary school ( MAN 02 ) of 30 understudies, the strategy utilized in this review was study hall activity research ( Vehicle ).The homeroom activity research configuration applied in this review was a collective study hall activity research. It implies that the analyst teamed up with the English educator of state religious senior secondary school ( MAN 02) of kepahiangas an observer and teammate. The information was accumulated in this review through field notes and the test. The consequence of the review showed that there was an improvement in understudies' talking capacity. The vast majority of the understudies steadily acquired great scores toward the finish of each cycle. The score of minimum authority rule ( KKM ) of English subjects was 70. The information shows that in cycle I, understudy talking achievement is 0% ( phenomenal ), 10 % ( great ), 17 % ( normal ), 40% ( poor ),34% ( extremely poor ). In cycle II the understudies talking achievement is 7% ( excellent ), 20% ( great ), 40 %( normal ), 20 % ( poor ) and 13% ( exceptionally poor ). In cycle III understudies talking accomplishment is 13 % ( brilliant ), 20% ( great ), 54 %( normal ), 13 % ( poor

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<sup>4</sup>Fitriani, zuaida " *Improving Students' Speaking Skill Through Debate Technique*".  
[Http://respository.uinsu.ac.id/966](http://respository.uinsu.ac.id/966)

)and 0% ( extremely poor ). Taking everything into account, banter exercises could take care of the understudy's issues and work on their talking capacity.<sup>5</sup>

Lidiya Ratna ( 2017 ) " Further developing Understudies' Talking capacity Through Discussion Strategy" ( Homeroom Activity Exploration ). The reason for directing this examination is to work on understudies' talking capacity in offering viewpoints and reacting to others' perspectives through banter. The approach of this exploration is a classroom activity research comprised of 3 cycles. The subject of this research was the eighth-grade understudies of SMPN 7 Sungai Raya, B class which comprises 26 understudies. To gather the data, the specialist utilized a perception agenda and field notes. In light of the exploration discoveries, the banter procedure which was applied to the subject of examination showed the improvement of understudies' taBased on several related studies above, the researchers agree that the use of the debate method with this method is very useful. The difference between prevention research and this research is to prove whether the debate method can improve students' speaking skills this study wants to make students more active and increase students' confidence in speaking.lacking capacity. In light of the consequence of the scientist's viewpoint have to be improved. The level of understudies movement in the study hall when banter, in the principal cycle, was 57 %, in the subsequent cycle was 67 % and the third cycle was 76 %. It demonstrated that banter strategy has further developed understudies talking stability in off based on several related studies above, the researchers agree that the use of the debate method with this method is very

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<sup>5</sup>Dedi Afrizal "*The use of Debate Activities to Improve Students' Speaking Ability*". <https://ejournal.umm.ac.id/index.php/13674>

useful. The difference between prevention research and this research is to prove whether the debate method can improve students' speaking skills this study wants to make students more active and increase students' confidence in speaking. Ering viewpoint and reacting to other's perspectives. <sup>6</sup>

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## **B. Literature Review**

### **1. The Definition of Speaking**

As per Brown ( 2004: 140 ) " talking useful skillthat can be straightforwardly and experimentally noticed, those perceptions are constantly shaded by the exactness and effectiveness of the test-takers listening expertise, which essentially compromises the reliability and legitimacy of an oral creation test". Brown ( 2007: 4 ) characterizes talking asan intelligent course of building importance that includes delivering, receiving, and handling discourse of sounds and the primary instrument. While Thornbury ( 2005 ) says that talking is an intelligent cycle and requires the capacity to collaborate in the administration of talking turn. Bygate in turkey ( 2006: 33 ) embracing a meaning of talking

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<sup>6</sup>Lidya ratna " *Improving Students Speaking Ability Through Debate Technique*"<https://media.neliti.com>

dependent on interactional abilities which include settling on choice with regards to correspondence<sup>7</sup>

Talking is one of the main abilities to be created and upgraded as a method for powerful correspondence. Talking ability is viewed as one of the most troublesome parts of language. Talking is one of the main abilities to be created and improved as a method for compelling correspondence. learning. Numerous language students think that it is hard to communicate their thoughts in communicated in language. They are for the most part dealing with issues using an unknown dialect to offer their viewpoints viably. They quit talking since they face mental hindrances or can't find appropriate words and demeanors. The cutting-edge universe of media and mass correspondence requires great information communicated in English. This paper targets setting up the need to zero in on the variables influencing language students' English talking abilities. This survey paper follows the term talking, the significance of talking, qualities of the talking execution. As per the audit of writing, suitable talking guidance was viewed as the students' need and a field where they need more consideration. This review can be valuable to instructors and analysts to consider their language students' talking needs in the English language educating and learning to set.<sup>8</sup>

Talking is the most elevated objective in English since talking is the premise of correspondence which is the capacity of learning. Different sorts of methods to work on talking abilities, one of which is the discussion procedure.

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<sup>7</sup>Aseptiana, parmawati “ *Using Analytic Technique to Improve students Speaking Skill*”.<https://e-jurnal.unisda.ac.id>

<sup>8</sup>HisyamZaini, dkk., *strategiPembellajaranAktif*, ( Cet, VI : Yogyakarta : institute Agama Islam NegeriSunanKalijaga, 2007 ), p. 59

Subsequently, the scientist remained curious to see if the discussion procedure could advance understudies' circumstances when the discussion method was applied in the talking class.

Talking is the principal part of English because the vast majority can perform talking although they don't perform composing or other expertise. So that, talking is the main part in language e since it occurs progressively, without talking individuals can't impart or impart to others.

As per bailey's discussion is one of the most essential and inescapable human connection protections is unscripted. It affects at least two individuals. In discussion, the theme can change and the people proceed. By definition, discussions are intelligent albeit one speaker is more loquacious than another, in a discussion, at least two people convey.<sup>9</sup>

## **2. The Problem Of Speaking**

Communicating in an unknown dialect requests more than figuring out how to know the standards of syntax and semantics, when likewise become familiar with certain angles like the dominance of jargon to talk. What's more, continue working on talking.

Communicating is a language that is normally hard for unknown dialect students because powerful oral correspondence requires the capacity to utilize the language fittingly in friendly collaboration. Variety in collaboration includes

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<sup>9</sup>[http://File.upi.edu/FBS/.../Materi\\_Berbicara\\_SMP.pdf](http://File.upi.edu/FBS/.../Materi_Berbicara_SMP.pdf). Accessed on August 31 2013.p.2

verbal correspondence as well as components of language, for example, voice pressure and inflection.<sup>10</sup>

Some characteristics can also make it difficult to, in some cases, calm down.

#### 1. Grouping

Fluency is a phrase, not words word for word. Students can also organize their output cognitively and physically ( in both groups ) through such grouping.

#### 2. Redundancy

Speakers have the opportunity to make meaning clearer through language redundancy. Students can also benefit from this style of spoken language.

#### 3. Subtract from

Construction, elision, reduced vowels, etc. All forms are special problems in language teaching.

#### 3. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances of hesitation, pauses, backtracking, and corrections.

#### 4. Colloquial language.

Make sure your students are reasonably well acquainted with the words. Idioms and phrases of colloquial language and that they get practice in producing these forms.

---

<sup>10</sup>Jack C Richard, *Methodology in Language Teaching : an Anthology of Current Practice* ( United State of America : Cambridge University Press, 2002 ),p . 204

### 5. Rate of delivery

Another salient characteristic of fluency is the rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluency.

### 6. Stress rhythm and intonation

The most important characteristic of English pronunciation will be explained below. Those are the stress, rhythm of spoken English and its intonation pattern conveys important message.

### 7. Interaction

Learning to produce forms of language in a vacuum without interlocutors would rob the speaking skill of its richest component: the creativity of conversational negotiation.<sup>11</sup>

## 3. Techniques of teaching speaking

Many of classroom speaking activities that are currently used are:

#### a. Discussion

Conversation can be applied when understudies get done with chipping away at the inquiries. Welcome them to examine the English they have been working on so they have been dealing with so they become acclimated to finding arrangements and ends.

#### b. Roleplaying

One more way of further developing talking abilities is this game the understudies will profess to be a general public that faces a social setting. The instructor will give data to understudies about the pretended and understudies

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<sup>11</sup>Brown H. Douglas, *Teaching by Principle : an Interactive Approach to language pedagogy* ( New york : Prentice Hall, 2001 ), p. 240-271

will be confronted with an issue. So understudies will make discussions in cases that will be experienced.

c. Tell a story

This action will get understudies to recount a story they have heard previously. You can likewise make your own story to tell your colleagues later. Narrating requires an undeniable degree of innovativeness.

d. Story completion

All understudies are required to shape a circle, the instructor will tell a decent story with shortened sentences. The errand of the understudies with their thoughts can add a person, job, and portrayal. This strategy is loads of fun.

The above procedure can be applied in showing essential English and is extremely fun. To practice communicating in English, it should be done as ahead of schedule as could be expected. Beginning for straightforward activities to impart great English.<sup>12</sup>

#### **4. Main factors speaking ability**

The following are the main factors that need to be considered in assessing speaking ability namely:

1. Fluency is a highly complex notion related mainly to the smoothness of continuity in discourse, it includes a consideration of how sentences are connected, how sentence varies in word order and omit elements of structure, and also a certain aspect of the prosody of discourse.

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<sup>12</sup><https://www.google.com>

2. Intelligibility essentially depends on the recognizability of the words and sentence patterns of speech. Therefore it involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental ( vowel and consonant )system.
3. Appropriateness refers to the suitability of the situation language. It is also about how informality is expressed by choice of vocabulary, idiom, and syntax.

13

We surely should know well that the principal objective of showing communication in the language is the improvement of the capacity to the web to collaborate effectively in that language and this includes cognizance just as creative. Rasyid and Hafsa J. NurDivide talking abilities into two features. The first component is a skill which that comprises familiarity and exactness. Furthermore, the subsequent component is a presentation comprised of content and connection. This methodology is the capacity to utilize language for the most part reasonable for work. Syahsyaid that assignment is the right and adequate utilization of lexical, phonological, and inflection dependent on the circumstance and conditions. For this situation, the exhibition include is the exact us the language. Because of the assertion over, the talking abilities can be separated into three primary parts, as follows :

#### 1. Fluency

Fluency is the capacity to deliver what somebody needs to say without a hitch and a second thought. Talks with incredible exertion with a genuinely wide

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<sup>13</sup>David Crystal and Derek Davy, *Advanced Conversational English*( England : longman Group Limited, 1976 ), p. 45.

articulation. In a past report, Rasyid and Hapsah J. Nur tracked down that in the understudies' talking abilities, they were very conversant in communication by talking 75-85 words each moment without any than 3 inaccurate and no more filler per 100 words.<sup>14</sup>

## 2. Accuracy

Accuracy is the capacity to utilize the objective of language obviously with reasonable elocution, to be specific sure grammar and lexical precision. Brown said that achieved some expansion by guiding the understudies to zero in on the components of phonological, linguistic, and addressing components in the sentences they got.<sup>15</sup>

## 3. Comprehensibility

Suhasini states that comprehension is how a person maintains, differentiates, suspects, explains, expands, concludes, generalizes, provides examples rewrites, and estimates.<sup>16</sup>

## C. Debate

### 1. Definition of Debate

In the discussion: decisive reasoning, expansive knowledge, power, factious ( 2018 ) by fegylestari, the discussion is a movement to talk about something and guard an assessment. By giving reasons or proof, in any event, persuading others regarding the accuracy of their viewpoint and the capacity of fellow others to comprehend their thinking. According to KBBI, the discussion is

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<sup>14</sup> Muh.Rasyid, *Teaching by English as Foreign Language (TELF) in Indonesia* (Department of English Education FBS IKIP : Ujung Pandang, 1997), 20.

<sup>16</sup> H. Douglas Brown, *Teaching by principle : an interactive approach to language pedagogy* (New York : longmanInc, 2001), p.268

characterized as a conversation and trade of feelings on a matter by giving motivations to shield each other's perspectives.<sup>17</sup>

## 2. The purpose of the debate

The debate aims to present and defend arguments. Quality arguments are delivered based on facts, evidence, and a logical mindset.

## 3. The benefits of debate

Interacting with others who have different arguments has several benefits. The benefits of debate include :

- a. Train the courage to express opinions
- b. Adding insight
- c. Train critical, logical, and agile thinking
- d. Helping us become more sensitive and responsive people
- e. Get alternative solutions that vary from a problem<sup>18</sup>

## 4. Debate structure

The discussion begins from the text. Like any text, the discussion additionally has a design that forms the story of a discussion. Here is the design for the discussion :

- a. Introduction: explains the position of the debate on the motion is its affirmation or apposition. From the affirmation of the position, the debate can be delivered by giving a prefix in the form of an overview of the topic raised

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<sup>17</sup>JeremiHarmer :*The Practice of English Language Teaching* ( New York : Logman Groups UK, 1991 ), p, 125.

<sup>18</sup>JeremiHarmer :*the practice of English language Teaching* ( New York : Logman Group UK, 1991 ), p, 125.

b. **Argument:** explain the reasons why agree on something. Include supporting facts and evidence. The facts and evidence must be in line with the reasons for the argument to be logical.

c. **Conclusion:** reaffirming the position of the debate in the motion that was appointed

#### **D. The material of Debate**

The decision of discussion themes is exceptionally fundamental for ensuring the students are discussing something they know about. This is significant since, supposing that the understudies comprehend the themes, it will be simpler to get the clues to find materials. Because of Dobson ( 1981:65 ) here are some discussion points or proclamations reasonable for study hall banter, note that the educators can find the themes which are appropriate to the student's background,culture, and the recent concerns flowing in the student's social orders. The proposed points are :

1. Education
  - a. Is it dangerous for children to view cartoon
  - b. Should cell phone use be allowed in schools
  - c. Online education is as effective as traditional on-campus schooling
  - d. Sex education should be taught at anytime before high school
2. Health
  - a. Smoking should be banned in public places
  - b. Should junk food advertising be banned
3. Law

- a. Should online poker be legalized in Indonesia
  - b. Do you think abortion is wrong
  - c. Would more severe punishments deter juvenile crime
  - d. Should the death penalty be repealed
4. Social
- a. Should society ban or restrict the sale and play of video games
  - b. Is gender equality possible
  - c. Would you dump the guy you love because your mother does not like them
5. Economy
- a. Is economic globalization good for the world
  - b. Is socialism better than capitalism<sup>19</sup>

**Example :**

**Motion :**

The opening of face-to-face schools in the even semesters of the academic year and the 2000/2021 academic year during the COVID-19 pandemic.

**Moderator :**

On November 20, 2020, Minister of Education and Culture Nadiem Makarim announced that the government had imposed a ban on face-to-face schools during the COVID-19 pandemic. Based on the Ministerial Decree 4 concerning

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<sup>19</sup>S & du “ *Teacher Guide To Introducing Debate in The Classroom* “ ( Retrieved : 2013 ).8

Guidelines for the Implementation of Learning in the Even Semester of the Academic Year and Academic Year 2020/2021, the Minister of Education and Culture explained that the government would allow face-to-face schools and give full authority to local governments. What do you think? Is Indonesia ready to open its schools and hold face-to-face schools again?

Pro Team :

We strongly agree that the government will reopen schools and hold face-to-face schools again because we consider Distance Learning (PJJ) to be less efficient in the teaching and learning process.

Counter Team :

We reject the reopening of schools and the resumption of face-to-face learning. In the current pandemic conditions that continue to develop in Indonesia, this government plan should be postponed first. We are worried that if the government still opens schools and holds face-to-face learning, there will be many new clusters of COVID-19. Indeed, PJJ cannot be fully implemented throughout Indonesia, but we think, and the safety of the Indonesian people is far more important than not being able to reopen schools. Moreover, the data shows that January 8, 2021, was on the date of new positive cases of COVID-19 to 10,617 cases.

Neutral Team :

Neutral Team As a neutral team, we can understand each of the arguments of the pros and cons. We agree that the PJJ which cannot be implemented throughout Indonesia has left many students in the regions experiencing backwardness, but we also agree that by forcing the opening of schools during this increasingly worrying pandemic period, many new clusters in schools are forced to open. Even so, perhaps we can suppress the spread and addition of new cases of COVID-19 by tightening health protocols in schools that will reopen, and following government regulations regarding the implementation of face-to-face learning. The existence of cooperation between the central government, local governments, schools, hospitals, parents, and the community, can certainly implement face-to-face learning run optimally.

Moderator :

As a neutral team, we can understand each of the arguments of the pros and cons. We agree that the PJJ which cannot be implemented throughout Indonesia has left many students in the regions experiencing backwardness, but we also agree that by forcing the opening of schools during this increasingly worrying pandemic period, many new clusters in schools are forced to open. Even so, perhaps we can suppress the spread and addition of new cases of COVID-19 by tightening health protocols in schools that will reopen, and following government regulations regarding the implementation of face-to-face learning. The existence of cooperation between the central government, local governments, schools,

hospitals, parents, and the community, can certainly implement face-to-face learning run optimally.<sup>20</sup>

### **Some Expression for Asking Opinion**

Before giving a reaction or assessment, there must initially be an acquaintance or away with asking somebody's perspective until, at long last, that individual offers his viewpoint. Coming up next are different expressions that are frequently used to request assessments before venturing into concentrating on models from discussions of asking and offering a perspective.

What is your opinions friend?

What do you think of .....?

What about .....?

Is it right what I've done?

Hei, what is your opinion about this bro?

Do you have any comments?

Do you think ...?

Do you have any opinion?

How do you see the situation?

How is your opinion about this case?

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<sup>20</sup><https://dkn.or.id/contoh-teks-debat>

Is it okay or not?

What do you think about it?

Please give to me your opinion about my best friend?

What's your opinion of my dress?

Do you like that's?

Do you think is it good for me?

Please Dinda give me your opinion?

What's your view?<sup>21</sup>

### **Word and Phrases for Giving Opinion**

After realizing how to ask somebody's viewpoint, then, at that point, you need to realize how to react to a solicitation for assessment, regardless of whether it is concurring or contradicting the past assessment.

I'm convinced that ....

For me, ...

**IAIN PALOPO**

I feel ...

I'd say...

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<sup>21</sup><https://www.text.co.id/understanding.explanation> and giving opinion complete with examples

In my opinion, ....

As far I know

I consider that ...

I think ...

What I reckon is...

What I have in my mind is...

I think that...

It seems to me ...

From my point of view

I believe ...

In my humble opinion.

I believe

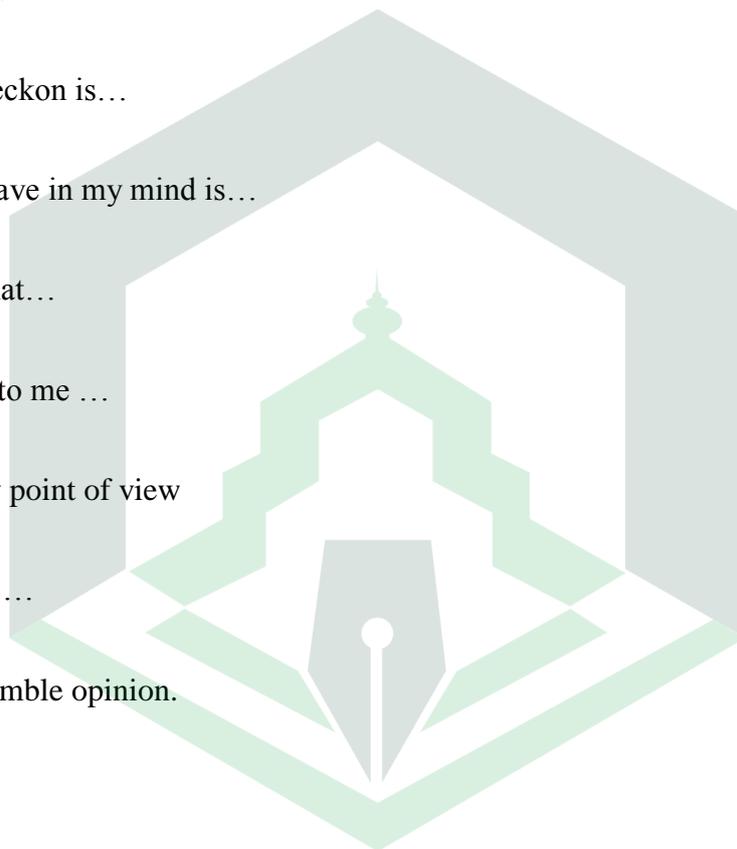
If you do mind me saying...

I feel that...

I feel that this case...

I tend to think that.

If you do mind for me saying

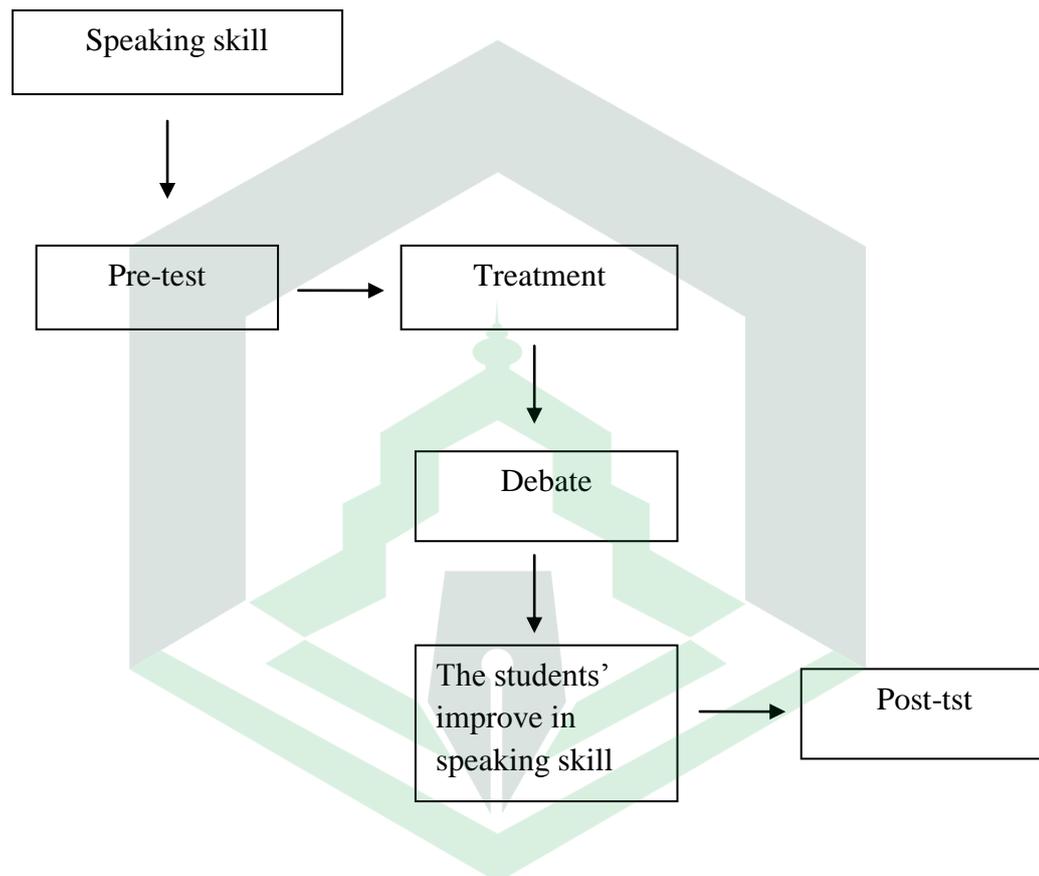


**IAIN PALOPO**

Hmmm maybe dear, you need to do this.<sup>22</sup>

### E. Conceptual Framework

This research will be focused on seventh-year students speaking skills through debate. The theoretical framework of this research is as follow :



This exploration will work on the talking ability of 11th-grade understudies at Mama As'adiyah no 17 babu'e. Previously, the analyst gave a pretest to decide the understudies' talking capacity. After the pretest, the analyst gave treatment utilizing the discussing strategy utilizing English. The understudies will utilize the English discussion technique to help them in mastering talking

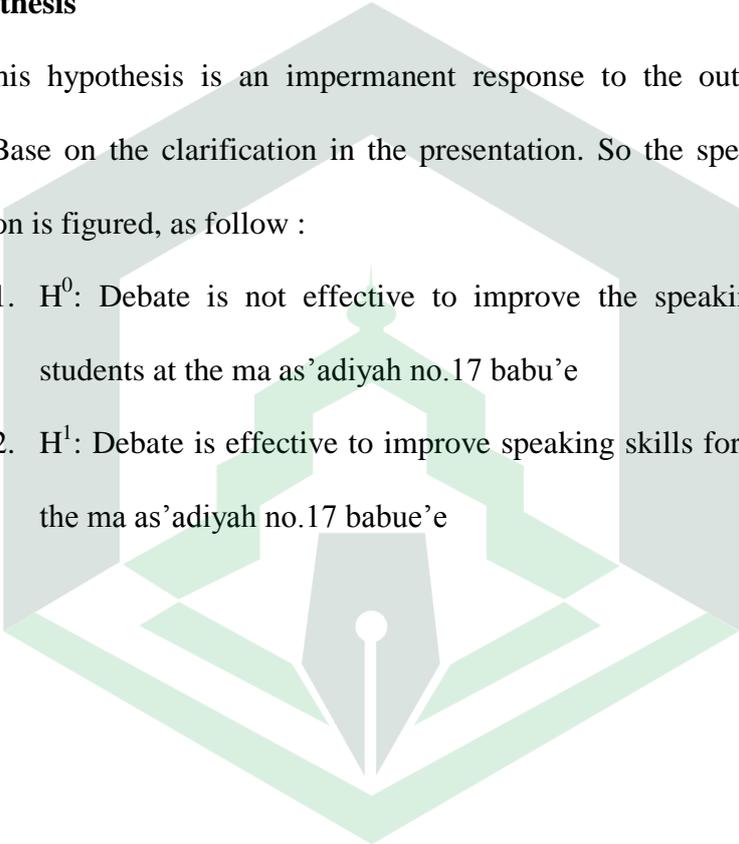
<sup>22</sup><https://www.text.co.id/understanding-explanation> and giving opinion complete with examples

expertise. So the understudies will complete a plan to accommodate their issue. After the treatment, the scientist trusts that there will be some improvement in the understudies talking ability. The scientist gave a posttest to decide the understudies' talking capacity after the treatment was given.

#### **F. Hypothesis**

This hypothesis is an impermanent response to the outcome that was normal. Base on the clarification in the presentation. So the speculation in this exploration is figured, as follow :

1.  $H^0$ : Debate is not effective to improve the speaking skill of the students at the ma as'adiyah no.17 babu'e
2.  $H^1$ : Debate is effective to improve speaking skills for the students at the ma as'adiyah no.17 babue'e



**IAIN PALOPO**

## CHAPTER III

### METHOD OF THE RESEARCH

This section with the strategy, plan, variable, populace, and test, the procedure of gathering information, and information investigation

#### A. Research Method

To found the result of the research, the researcher used the pre experimental method to did this research. The research focused to improve speaking skill through debate .

#### B. Research Location and Time

Researchers conducted research at the location of Ma As'adiyah no 17 Babu'e , Tandung village, Malangke District, North Luwu Regency, South Sulawesi Province. And the research time is taken for 1 month starting from 3 to 31 april 2021.

#### C. Design of the Research

This exploration endeavors to capable further develop understudies talking expertise after giving treatment. To know the outcome the scientist planned pre-test and post-test. The composed as follows :

The design is as follow :

Pretest	Treatment	Post-test
X1	X	X2

X1 = The result of the pre-test

X = The treatment by using the debate method

$X_2$  = The result of the students' post-test

#### **D. Variable of Research**

This research involves two variables they are independent variable and dependent variable :

1. Independent variable is debate
2. Independent variable is speaking skill achievement

#### **E. Population and Sample**

To collect the data, the researcher used two kinds of instruments, namely:

1. Population

CLASS	STUDENTS
XI IPS 1	15
XI IPS 2	15

In this study the population of this study was all class XI, the total number of classes there were only 2 classes in class XI IPS in the 2021 academic year, the population was 30 students.

2. Sample

This research is purposive sampling. In the study, the researcher will take 1 class consisting of 15 students in class XI social Sciences Ma As'adiyah n0 17 babu'e. The researcher choose this class as a sample because students in that class whose English was low, also learned English even though their English proficiency was indeed low, especially in speaking skills.

#### **F. Instrument of the Research**

An instrument for collecting data is one of the most important things in research. This instrument is a tool or means that help researchers to obtain data before. The instrument used in this research is to answer the questions of the research as follows :

1. Test, this research is in the form of an interview format given to students. In the form of pretest and posttest, the aim is to find out how much students understand about speaking, whether they have mastered the sentence patterns used in expressing opinions, agree or disagree.

#### **G. The procedure of collecting data**

1. Pre-test

To find out the initial abilities regarding the lessons that come to convey. With this indicator of the students' initial abilities, the teacher will determine how to deliver the lessons they take later for the first association, the researcher gave a test in the speaking test to target what the students will talk about through Debate.

2. Treatment

Treatment is an activity the researcher performs after the test, after giving a pre-test to the student the researcher was given treatment. The researcher concluded the treatment for six meetings the researcher used different conversations. The steps areas follow:

- a. First meeting

#### **Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance

3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation
5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate
2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate
4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate
5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

## b. Second meeting

**Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance
3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation
5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate
2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate

4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate
5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

c. Three meeting

**Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance
3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation
5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate
2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate
4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate
5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

d. Four meeting

**Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance
3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation

5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate
2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate
4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate
5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

e. Five meeting

**Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance
3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation
5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate
2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate
4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate

5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

f. Six meeting

**Opening :**

1. The educator opens the learning action by saying good tidings and petitions
2. The teacher asks the news and checks the students' attendance
3. The teacher conveys the learning objectives that AI wants to achieve
4. Teacher gives appreciation
5. students psychologically and physically to follow the learning process
6. asking questions that were previously related to the material to be studied
7. this is the learning goal to be achieved Delivering the material coverage and explanation of activities
8. Forming students into 2 groups

**Core Activity :**

1. Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate

2. Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate
3. Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate
4. Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate
5. Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate
6. Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate

**Closing :**

In this session the researcher gave directions in the form of actions for the next meeting.

Also, debate can be practiced in two groups ( pro and cons ) which consisted of four students in each group. By doing that students can deliver their speaking ability. The teacher also should keep motivating students to speak debate in speaking class is aimed to improve students critical thinking and students communication skills. By performing debate students have a lot of opportunities n practice speaking. Krieger ( 2005 ) says that debate forces students to think about the multiple sides of an issue that debate forces students to think about the multiple sides of the issue and it also forces them to interact not just with the details of a given topic, but also with one another.

### 3. Post-test

To put it plainly, the post-test is the last assessment when the material instructed that day has been given in which a facilitator gives a post-test with the goal of whether the members have perceived and perceived the material that was recently given that day. The advantage of holding this post-test is to acquire an outline of the capacities accomplished after the conveyance of the illustrations closes.

After treatment, the last thing the scientist does is assess the eventual outcome of the result that has been done in the wake of education.

### H. Data analysis technique

The data analysis technique uses the steps as follows :

1. Scoring the student's correct answer to pre-test and post-test

$$\text{Score} = \frac{\text{students correct Answer}}{\text{Total number}} \times 10$$

Assessment of knowledge: Speaking

Speaking assessment rubric

Classification

- a. Accuracy

Assessment criteria for students English language assessment

Classification	Score	Assessment criteria
Excellent	6	The pronunciation is only slightly affected by the native language a few grammar errors and a few words errors but mostly correct speech
Very good		Pronunciation is influenced by the mother tongue, with

Good	5	just a few phonology errors. Some grammatical and mechanical errors, some of which cause confusion
	4	Pronouncing is strongly influenced by the mother tongue with the disorder that causes communication. Many grammatical and lexicon errors
Average	3	Serious grammatical and lexicon errors. No evidence has mastered the language skills and the trained midwife
Poor	2	Pronunciation is strongly influenced by the mother tongue by the errors that cause communication interference, many grammatical and lexicon errors
Very poor	1	Serious grammatical errors because of many basic grammatical and lexicon. No evidence has mastered the language skills and the trained midwife

### b. Fluency

#### Assessment criteria on students English fluency

Classification	Score	Assessment criteria
Excellent	6	.Talks without an excessive amount of exertion with a

Very good	5	genuinely wide scope of articulations. Looking for words from time to time with just a couple of unnatural stops
Good	4	Should put forth an attempt while looking for words. Nonetheless, it was smooth generally and had a couple of unnatural slacks
Average	3	Despite the fact that he needed to attempt to track down the words without such a large number of unnatural stops, the elocution was very familiar. Here and there it falters however figures out how to pass on normal implications. Great articulations
Poor	2	It required some investment. Regularly need to find the ideal significance halting as often as possible and stammering with restricted. Articulations.
Very poor	1	Stopping for quite a while when he looks for the ideal significance regularly ends and stops. Nearly surrendered while talking with an articulation to proceed with the conversation It took a long to stop. Speaking haltingly and fragmented, sometimes giving up trying, a very limited range of expressions.

## c. Comprehension

## Assessment criteria on students understanding of English

Classification	Score	Assessment criteria
Excellent	6	Simple to hear to comprehend the speaker's importance and general significance. Not many interferences or grouping

Very good	5	The goal and general importance of the speaker are very clear. Some interruption by the audience for order is required
Good	4	The greater part of what the speaker said was not difficult to follow. Her goals were in every case clear however some interruption was expected to assist her with passing on a back rub or look for arrangement
Average	3	he audience can see a lot of what is being said was not difficult to follow. Her expectations were in every case clear yet some interruption was expected to help her flock a message or look for explanation
Poor	2	Just little pieces and pieces ( normally short sentences and expressions ) can be gotten a handle on and afterward arduously comprehended by somebody who paid attention to the discussion
Very poor	1	Barely anything of what is said can be perceived. In any event, when the audience makes a decent attempt or intrudes on, the discussion can't be anything he is saying.

## 2. Scoring guidelines

$$\text{Student's score} = \frac{\text{the gainscore}}{\text{themaximalscore}} \times 100$$

Classifying the score of the students into six levels as follows :

No	Score		Classification
1	86-100	6	Excellent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average

5	26-40	2	Poor
6	< - 25	1	Very poor

Calculating the test result of speaking by using the SPSS program version<sup>23</sup>



**IAIN PALOPO**

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<sup>23</sup>Hanafiah, “ *Teaching Speaking Quantum Teaching at The first Year English Student of the State Islamic Institue ( Iain Palopo )* . Hal 36-37

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter shows the findings and discussion the result of the research, the result of the students' score in pre-test and post test, the percentage of the students' score in pre-test and post-test, the gain the difference between pre-test and the post-test. And the research gave discussion from the result of the research

#### A. FINDINGS

This part shows that the effect of the information has been examined and classified insights. It comprises of understudy scores from pre-test and post-test, groupings of understudy scores from pre-test and post-test, the mean score and standard deviation of understudies' scores in pre-test and post-test.

##### 1. Analysis of students' scores in the test

###### a. Pre-test

In this part, the specialist shows that the understudies' totally in pre-test understudies' scores inexactness, familiarity, and conceivability introduced in the tables, mean score standard deviation, and rate level of understudies' scores were determined by utilizing SPSS 20. It was arranged by the accompanying table, as follows :

**Table 4.1 the score of students' speaking skills in the pre-test**

No	Respondents	Three Aspects of Speaking Assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	2	6
2	RD 02	2	2	2	6
3	RD 03	2	2	2	6
4	RD 04	2	2	2	6
5	RD 05	2	2	3	7

6	RD 06	2	2	2	6
7	RD 07	2	3	3	8
8	RD 08	3	2	3	8
9	RD 09	2	2	2	6
10	RD 10	2	2	3	7
11	RD 11	3	3	3	9
12	RD 12	2	2	3	7
13	RD 13	2	2	2	6
14	RD 14	2	3	3	8
15	RD 15	2	1	3	6
		32	34	38	102
<b>TOTAL</b>		<b>MEAN SCORE</b>			

The table shows the scoring of understudies talking abilities in the pre-test. The talking expertise has three perspectives comprising precision, familiarity, and fathomability. In this part, the analyst introduced and organized the mean score of understudies' talking capacity on by one, as be viewed as the accompanying tables :

#### 1. Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic tables as follow :

**Table 4.2 Descriptive statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	2.00	3.00	2.1333	.35187
Valid N (listwise)	15				

As can be seen from the table the highest score of students is 3 and the lowest score is. Besides, it also indicated that the mean score of students' accuracy in the pre-test is 2.13 and the standard deviation error is 0.3587. Through material, the researcher got students' inaccuracy before treatments.

The accuracy score presented through the table of rate percentage score can be seen from the table shown as follow :

**Table 4.3**  
**The Rate Percentage Score of Students' Accuracy in Pre-test**

No	classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	2	13,3%
5	Poor	2	13	86,6%
6	Very poor	1	0	0%
	Total		15	100%

Table 4.3 shows that the score accuracy taken by the researcher showed that no students got excellent, very good, good, and very poor categories ( 0% ). The majority of 13 students (86,6%) got a poor score, 2 students (13,3%) average.

## 2. Fluency

For taking a gander at the mean score of understudies' familiarity with a pre-test, the analyst determined it by utilizing SPSS 20. The outcome can be introduced in the elucidating measurement table as follow :

**Table 4.4**  
**Table Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	15	2.00	3.00	2.2667	.45774
Valid N (listwise)	15				

It very well may be seen from the table that the most noteworthy score of understudies is 3 and the least score is 2. It likewise showed the mean score of understudies' familiarity with the pre-test 1.13 and the standard deviation is 45774.

Before treatment, the specialist gives material to know understudies familiar as follow :

**Table 4.5**  
**The rate percentage score of students' fluency pre-test**

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	3	20%
5	Poor	2	11	73,3%
6	Very poor	1	1	6,6%
	Total		15	100%

Table 4.5 shows that the familiarity esteem taken by the analyst shows that there are no understudies who get great, generally excellent, great scores and out of 11 understudies get an awful score (73,3%), on normal 3 most of the understudy (6,6%). One might say that most understudies (6,6%) have aa lo pretest talking abilities

### 3. Comprehensibility

For looking at the mean students' comprehensibility in the pre-test, the researcher calculated it by using S PSS 20. The result can be presented in the descriptive statistic table as follows :

**Table 4.6**  
**Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	15	2.00	3.00	2.5333	.51640
Valid N (listwise)	15				

It can be seen from the table the highest score of students is 3 and the lowest score is 2. It also indicated that the mean score of students' comprehensibility in the pre-test is 1.26 and the standard deviation error is 51640. Before treatment, the researcher gives material to know students' comprehensibility.

Comprehensibility score presented through the table rate percentage score. It can be seen from the table shown as follow :

**Table 4.7**

**The Rate Percentage Score of Students' Chomprehensibility in Pre-Test**

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	8	53,3%
5	Poor	2	7	46,6%
6	Very poor	1	0	0%
	Total		15	100%

Table 4.7 shows that the comprehensibility score taken by the researcher shows that there are no students who get good, very good, good scores, and from 7 students get a bad score (46,6%), on average 8 the majority of students get a score (53,3%) very bad. Students (0%). It can be said that the majority of students (0%) have low pre-exam speaking skills

## 2. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in the tables, these of students' score in speaking as follows:

**Table 4.8**  
**The Score of S students Speaking Skill in the Post-Test**

No	Respondents	Three Aspects of Speaking Assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	3	7
2	RD 02	2	2	3	7
3	RD 03	2	2	3	7
4	RD 04	4	3	2	9
5	RD 05	2	3	3	7
6	RD 06	2	2	2	6
7	RD 07	4	4	3	11
8	RD 08	2	2	4	6
9	RD 09	2	3	2	7
10	RD 10	2	2	4	8
11	RD 11	3	3	4	10
12	RD 12	2	4	3	9
13	RD 13	3	2	2	7
14	RD 14	2	3	4	9
15	RD 15	2	2	2	6
		31	32	36	116
<b>TOTAL</b>		<b>MEAN SCORE</b>			

On other hand, the researcher also assessed the students' speaking ability, which had been given treatment through debate presented through the table of frequency distribution and percentage as follows :

#### 1. Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated by using SPSS 20. The result can be presented in the descriptive statistic table as follows :

**Table 4.9**  
**Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	2.00	4.00	2.4000	.73679
Valid N (listwise)	15				

As can be seen table the most elevated of understudies is 4 and the least score is 2. In addition, it additionally showed that the mean score of understudies' exactness in the post-test is 2.40 and the standard deviation blunders are 73679.

On other hand, the analyst additionally evaluated the understudies' talking capacity, which had been given treatment through discussion to make some noise and it introduced through the table of recurrence appropriation and rate as follows :

**Table 5.0****The Rate percentage Score of Students' Accuracy in Post-Test**

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	2	13,3%
4	Average	3	2	13,3%
5	Poor	2	11	73,3%
6	Very poor	1	0	0%
	Total		15	100%

Table 5.0 shows that the percentage of accuracy carried out by this researcher shows that there are no very good students, and very bad (0%). Of 2 students who get a good score get an average score (13,3%) and 11 students got a poor (73,3).

## 2. Fluency

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follow :

**Table 5.1**

## IAIN PALOPO Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximu m	Mean	Std. Deviation
Fluency	15	2.00	4.00	2.6000	.73679
Valid N (listwise)	15				

As can be seen from the table it shows that the highest score of students is 3 and the lowest score is 2. It also indicates that the mean score of students' accuracy in the post-test is 2.13 and the standard deviation error is 35187

After the treatment is done, the researcher gave a material dialogue of debate to speak up to know students' fluency. It the presented through the table percentage score. It can be seen from the table as follow :

**Table 5.2**  
**The Rate Percentage Score of Students' Fluency in Post-test**

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	2	0%
4	Average	3	5	33,3%
5	Poor	2	8	53,3%
6	Very poor	1	0	0%
	Total		15	100%

Table 5.2 shows that the percentage of accuracy carried out by this researcher shows that there are no very good students, and very bad (0%). Of 2 student get a good score (13,3%) and 5 student get an average score(33,3%) and 8 students got a poor (53,3%).

### 3. Comprehensibility

For looking at the mean score of students' comprehensibility in the post-test, the researcher did it by using SPSS 20. The result can be presented in the descriptive statistic table as follows :

**Table 5.3**  
**Descriptive Statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	2.9333	.79881
Valid N (listwise)	15				

As can be seen from the table, the highest score of students is 43 and the lowest score is 2. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 2.40 and the standard deviation errors are 50709.

On the other side, the researcher also had made the score of the students' comprehensibility who had been a material dialogue of debate to speak up and it is presented through the table percentage score. It can be seen from the table as follows :

**Table 5.4**  
**Rate Percentage Score of Students' Comprehensibility in Post-Test**

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	4	26,%
4	Average	3	6	40%
5	Poor	2	5	33,3%
6	Very poor	1	0	0%
	Total		15	100%

Table 5.4 shows that the percentage of comprehensibility carried out by this researcher shows that there are no very good students, and very

bad (0%). Of 4 student get a good score (26,6%) and 6 student get an average score(40%) and 5 students got a poor (33,3%).

**Table 5.5**

**Table the Mean Score and Standard Deviation of Pre-Test and Post Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	6.00	9.00	6.8000	1.01419
Posttest	15	6.00	11.00	7.7333	1.53375
Valid N (listwise)	15				

The table is about paired sample statistics of pre-test and post-test above it indicates that the value of standard deviation in the pre-test is 1.01 and 1.53 in the post-test

**Table 5.6**

**Table the Paired Samples Correlations of pre-test and post-test**

Paired Samples Correlations				
Pair		N	Correlation	Sig.
1	pretest & posttest	15	.606	.017

The table paired sample correlation of pre-test and post-test above presented that the correlation of students' ability before and after treatment - 0,017. It means that there was a significant correlation between students' ability in teaching speaking skills through debate before and after treatment.

**Table 5.7**  
**Table the Paired Sample Test of Pre-Test and Post-Test**

		Paired Samples Test					t	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair				Mean	Lower	Upper			
1	pretest - posttest	-.93333	1.22280	.31573	-1.61050	-.25617	-2.9	14	.010

The hypothesis in this research is as follow :

- $H^0$ : Improving students speaking skills through debate is effective in improving speaking skills for the students of ma as'adiyah no 17 babu'e
- $H^1$ : Improving students speaking skills through debate is not effective in improving speaking skills for the students of ma as'adiyah no 17 babu'e

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## **B. Discussion**

In light of what the analyst has done while the specialist leads her examination through banter, particularly to work on understudies' talking abilities. Understudies can be roused and energetic in the learning system and are likewise keen on learning since they can contend with one another by utilizing banter procedures in further developing understudies talking abilities and expanding the measure of jargon with the treatment of a given scientist.

The scientist likewise prevail with regards to finding banter strategy as a showing procedure in showing process there were many understudy's who joined the class energetically, they focused on the learning, albeit a considerable lot of them were as yet mistaken for the discussion learning method since they were as yet confounded and they had never worked on bantering before the analyst tracked down that numerous understudies were as yet befuddled with regards to partaking in banter illustration. In learning, this discussion can further develop understudies talking abilities at the 11<sup>th</sup> grade level at ma as'adiyah no 17 babu'e.

Dedi Efirizal ( 2016 ) " The utilization of Discussion Exercises to Work on Understudies' Speaking Capacity" ( Homeroom on Exploration/Vehicle ). This review was completed to further develop the understudy's talking capacity through banter exercises in second-year understudies of state religious senior secondary school ( MAN 02 ) of 30 understudies, the strategy utilized in this review was study hall activity research ( Vehicle ).The homeroom activity research configuration applied in this review was a collective study hall activity research. It implies that the analyst teamed up with the English educator of state religious senior secondary school ( MAN 02 ) of Kepahiangas an observer and teammate. The information was accumulated in this review through field notes and the test. The consequence of the review showed that there was an improvement in understudies' talking capacity. The vast majority of the understudies steadily acquired great scores toward the finish of each cycle. The score of minimum authority rule ( KKM ) of English subjects was 70. The information shows that in cycle I, understudy talking achievement is 0% ( phenomenal ), 10 % (

great ), 17 % ( normal ), 40% ( poor ), 34% ( extremely poor ). In cycle II the understudies talking achievement is 7% ( excellent ), 20% ( great ), 40 % ( normal ), 20 % ( poor ) and 13% ( exceptionally poor ). In cycle III understudies talking accomplishment is 13 % ( brilliant ), 20% ( great ), 54 % ( normal ), 13 % ( poor ) and 0% ( extremely poor ). Taking everything into account, banter exercises could take care of the understudy's issues and work on their talking capacity.<sup>24</sup>

In this examination, the talking test was given to the understudies that have essential English in class XI Ma As'Adiyah No.17 Babue'e. Besides opportunity after did this analyst, the essayist additionally found a few issues in the class, for example,::

1. The students are still nervous and shy to stand in front of their friends
2. The students still read the text to speak because they do not have enough vocabulary it difficult for them to speak without reading the text.
3. The students still open the google translation and open the dictionary when answering the questions
4. Some students don't pay attention to the researcher

Finally, from the significance value of the study it can be concluded that (  $\text{sig}0.000 < p 0.05$  ). It means that there is a significant difference between the results of the pre-test and post-test. According to descriptive statistics, the post-test was higher than the pre-test so. The study accepted H1 where there was a significant difference. A significant difference between students' speaking skills before and after treatment and rejecting H0 where there is no significant difference between students' speaking skills before and after treatment.

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<sup>24</sup>Dedi Afrizal "The use of Debate Activities to Improve Students' Speaking Ability".  
<https://ejournal.umm.ac.id/index.php/13674>

<sup>24</sup>Lidya ratna "Improving Students Speaking Ability Thro

## BAB V

### CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of this research.

#### A. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher conclusion is as follows :

The used of debate method in improving students' speaking skill, it was effectively used at the eleventh grade level at the Ma As'adiyah no 17 Babu'e, based on the data that had been researched it can be seen from the average vaelue of the post-test ( 7.73 ), than the pre-test ( 6.80 ). This means that there is a significant difference between student abilities before and after treatment. We conclude that  $H^0$  is accepted and  $H^1$  is rejected.

#### B. Suggestions

The success in teaching does not only depend on the lesson program, but more importantly how the teacher presents lessons and uses various methods to make the class more lively and fun. This second also helps teachers opportunities for students to be active in the teaching and learning process. Based on the above conclusion, researchers have affered some suggestions in a effort to improve ability especially in this way.

1. The teachers should carry out various speaking activities that students can do. Spontaneous speaking activities are very good as an exercise before debating activities are carried out because spontaneous speaking can explore students speaking abilities in various conditions.
2. Learning to speak using text may be done on condition that the text is a text complied by students so that students are accustomed to processing, peckaging, and conveying their ideas orally. In addition, the text used sould be adjusted to the level of student understanding.

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**IAIN PALOPO**



# APPENDICES

**IAIN PALOPO**

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>XI IPS</b>
<b>TOPIC</b>	<b>ENGLISH SPEAKING</b>
<b>OBJECTIVES</b>	This study aims to whether or not the use of debate is effective in learning English speaking skills at ma as'adiyah no 17 babu'e.
<b>VOCABULARIES</b>	-
<b>MATERIALS</b>	<b>DEBATE/EDUCATION</b>
<b>TIME</b>	<b>2 X 50 menit</b>
<b>POTENTIAL PROBLEM</b>	<b>Should cell phone use be allowed in schools</b>

**Present:** Get SS ready to discuss the topic (activate background knowledge).  
Review language, if needed, teach a new language

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>1. Opening :</b></p> <ul style="list-style-type: none"> <li>• The educator opens the learning action by saying good tidings and petitions</li> <li>• The teacher asks the news and checks the students' attendance</li> <li>• The teacher conveys the learning objectives that AI wants to achieve</li> <li>• Teacher gives appreciation</li> <li>• students psychologically and physically to follow the learning process</li> <li>• asking questions that were previously related to the material to be studied</li> </ul>	<ul style="list-style-type: none"> <li>-berdo'a</li> <li>-siswa menjawab salam dari guru</li> <li>-menyapa ( how are you )</li> <li>-mengecek presensi</li> <li>-siswa memperhatikan apa yang disampaikan oleh peneliti</li> <li>- siswa memperhatikan apa yang disampaikan oleh peneliti</li> <li>-siswa mempertanyakan apa yang mereka belum pahami yang peneliti sampaikan</li> <li>-</li> <li>siswa menjawab secara lisan pertanyaan pre-test yang di berikan oleh peneliti</li> </ul>	15

<ul style="list-style-type: none"> <li>• this is the learning goal to be achieved Delivering the material coverage and explanation of activities</li> <li>• Forming students into 2 groups</li> </ul>		
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>2. Core Activity :</b></p> <ul style="list-style-type: none"> <li>• Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>• Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>• Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate</li> <li>• Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate</li> <li>• Students are asked to discuss with the group the issues of point of view and</li> </ul>	<p><b>The student answer :</b></p> <ol style="list-style-type: none"> <li>1. Phrases for debate moderators</li> <li>2. Presenting arguments</li> <li>3. Stating opinion</li> <li>4. Expressing agreement</li> <li>5. Expressing disagreement</li> <li>6. Countering</li> <li>7. Interrupting</li> <li>8. Concluding</li> </ol>	75

<p>arguments of several parties discussed in the debate</p> <ul style="list-style-type: none"> <li>• Students are asked to carry out debates based on problems/issues from the point of view and arguments of several parties and the conclusions of the debate verbally to show the essence of the debate</li> </ul>	<p>Siswa membentuk kelompok terbagi menjadi 2 ada yang sebagai kelompok pro dan kelompok kontra</p>	
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**Produce:** Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p><b>3. Closing :</b></p> <ul style="list-style-type: none"> <li>• In this session the researcher gave directions in the form of actions for the next meeting.</li> <li>• Teacher closed the class your wassalamu'alaikum</li> </ul> <p>Wr.Wb</p>	<ol style="list-style-type: none"> <li>1. Students conclude today's learning materials</li> <li>2. Siswa berdoa sebelum pulang</li> <li>3. Menjawab salam dari guru.</li> </ol>	<p>10</p>

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>XI IPS</b>
<b>TOPIC</b>	<b>ENGLISH SPEAKING</b>
<b>OBJECTIVES</b>	This study aims to whether or not the use of debate is effective in learning English speaking skills at ma as'adiyah no 17 babu'e.
<b>VOCABULARIES</b>	-
<b>MATERIALS</b>	<b>DEBATE/ HEALTH</b>
<b>TIME</b>	<b>1 X 50 menit</b>
<b>POTENSIAL PROBLEM</b>	<b>Smoking should be banned in public places</b>

**Present:** Get SS ready to discuss a topic (activate background knowledge).  
Review language, if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p>1. <b>Opening :</b></p> <ul style="list-style-type: none"> <li>• The educator opens the learning action by saying good tidings and petitions</li> <li>• The teacher asks the news and checks the students' attendance</li> <li>• The teacher conveys the learning objectives that AI wants to achieve</li> <li>• Teacher gives appreciation</li> <li>• students psychologically and physically to follow the learning process</li> <li>• asking questions that were previously related to the material to be studied</li> <li>• this is the learning goal to be</li> </ul>	<p>-berdo'a</p> <p>-siswa menjawab salam dari guru</p> <p>-menyapa ( how are you )</p> <p>-mengecek presensi</p> <p>-siswa memperhatikan apa yang disampaikan oleh peneliti</p> <p>- siswa memperhatikan</p>	5

<p>achieved Delivering the material coverage and explanation of activities Forming students into 2 groups</p>	<p>apa yang disampaikan oleh peneliti</p> <p>-siswa mempertanyakan apa yang mereka belum pahami yang peneliti sampaikan</p>	
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>2. Core Activity :</b></p> <ul style="list-style-type: none"> <li>Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to express problems/issues from the point of view and arguments of several parties</li> </ul>	<p><b>The student answer :</b></p> <ol style="list-style-type: none"> <li>Phrases for debate moderators</li> <li>Presenting arguments</li> <li>Stating opinion</li> <li>Expressing agreement</li> <li>Expressing</li> </ol>	<p>40</p>

<p>that will be discussed in the debate</p> <ul style="list-style-type: none"> <li>• Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate</li> <li>• Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate</li> </ul>	<p>disagreement</p> <ol style="list-style-type: none"> <li>6. Countering</li> <li>7. Interrupting</li> <li>8. Concluding</li> </ol> <p>Siswa membentuk kelompok terbagi menjadi 2 ada yang sebagai kelompok pro dan kelompok kontra</p>	
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**Produce:** Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>3. <b>Closing :</b></p> <ul style="list-style-type: none"> <li>• In this session the researcher gave directions in the form of actions for the next meeting.</li> <li>• Teacher closed the class your wassalamu'alaikum Wr.Wb</li> </ul>	<ol style="list-style-type: none"> <li>1. Students conclude today's learning materials</li> <li>2. Siswa berdoa sebelum pulang</li> <li>3. Menjawab salam dari guru.</li> </ol>	<p>5</p>

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>XI IPS</b>
<b>TOPIC</b>	<b>ENGLISH SPEAKING</b>
<b>OBJECTIVES</b>	This study aims to whether or not the use of debate is effective in learning English speaking skills at ma as'adiyah no 17 babu'e.
<b>VOCABULARIES</b>	-
<b>MATERIALS</b>	<b>DEBATE/ LAW</b>
<b>TIME</b>	<b>1 X 50 menit</b>
<b>POTENSIAL PROBLEM</b>	<b>Should online poker be legalized in Indonesia</b>

**Present:** Get SS ready to discuss a topic (activate background knowledge).  
Review language, if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>1. Opening :</b></p> <ul style="list-style-type: none"> <li>• The educator opens the learning action by saying good tidings and petitions</li> <li>• The teacher asks the news and checks the students' attendance</li> <li>• The teacher conveys the learning objectives that AI wants to achieve</li> <li>• Teacher gives appreciation</li> <li>• students psychologically and physically to follow the learning process</li> <li>• asking questions that were previously related to the material to be studied</li> <li>• this is the learning goal to be</li> </ul>	<p>-berdo'a</p> <p>-siswa menjawab salam dari guru</p> <p>-menyapa ( how are you )</p> <p>-mengecek presensi</p> <p>-siswa memperhatikan apa yang disampaikan oleh peneliti</p> <p>- siswa memperhatikan</p>	5

<p>achieved Delivering the material coverage and explanation of activities</p> <p>7. Forming students into 2 groups</p>	<p>apa yang disampaikan oleh peneliti</p> <p>-siswa mempertanyakan apa yang mereka belum pahami yang peneliti sampaikan</p>	
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>2. Core Activity :</b></p> <ul style="list-style-type: none"> <li>Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to express problems/issues from the point of view and arguments of several parties</li> </ul>	<p><b>The student answer :</b></p> <ol style="list-style-type: none"> <li>Phrases for debate moderators</li> <li>Presenting arguments</li> <li>Stating opinion</li> <li>Expressing agreement</li> <li>Expressing</li> </ol>	40

<p>that will be discussed in the debate</p> <ul style="list-style-type: none"> <li>• Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate</li> <li>• Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate</li> </ul>	<p>disagreement</p> <p>12. Countering</p> <p>7. Interrupting</p> <p>8. Concluding</p> <p>Siswa membentuk kelompok terbagi menjadi 2 ada yang sebagai kelompok pro dan kelompok kontra</p>	
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**Produce:** Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>3. <b>Closing :</b></p> <ul style="list-style-type: none"> <li>• In this session the researcher gave directions in the form of actions for the next meeting.</li> <li>• Teacher closed the class your wassalamu'alaikum Wr.Wb</li> </ul>	<p>1. Students conclude today's learning materials</p> <p>2. Siswa berdoa sebelum pulang</p> <p>3. Menjawab salam dari guru.</p>	<p>5</p>

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>XI IPS</b>
<b>TOPIC</b>	<b>ENGLISH SPEAKING</b>
<b>OBJECTIVES</b>	This study aims to whether or not the use of debate is effective in learning English speaking skills at ma as'adiyah no 17 babu'e.
<b>VOCABULARIES</b>	-
<b>MATERIALS</b>	<b>DEBATE/ SOCIAL</b>
<b>TIME</b>	<b>1 X 50 menit</b>
<b>POTENTIAL PROBLEM</b>	<b>Should society ban or restrict the sale and play of video games</b>

**Present:** Get SS ready to discuss a topic (activate background knowledge).

Review language, if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>1. Opening :</b></p> <ul style="list-style-type: none"> <li>• The educator opens the learning action by saying good tidings and petitions</li> <li>• The teacher asks the news and checks the students' attendance</li> <li>• The teacher conveys the learning objectives that AI wants to achieve</li> <li>• Teacher gives appreciation</li> <li>• students psychologically and physically to follow the learning process</li> <li>• asking questions that were previously related to the material to be studied</li> </ul>	<p>-berdo'a</p> <p>-siswa menjawab salam dari guru</p> <p>-menyapa ( how are you )</p> <p>-mengecek presensi</p> <p>-siswa memperhatikan apa yang disampaikan oleh peneliti</p> <p>- siswa</p>	5

<ul style="list-style-type: none"> <li>• this is the learning goal to be achieved Delivering the material coverage and explanation of activities</li> <li>• Forming students into 2 groups</li> </ul>	<p>memperhatikan apa yang disampaikan oleh peneliti</p> <p>-siswa mempertanyakan apa yang mereka belum pahami yang peneliti sampaikan</p>	
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>2. Core Activity :</b></p> <ul style="list-style-type: none"> <li>• Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>• Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> </ul>	<p><b>The student answer :</b></p> <ol style="list-style-type: none"> <li>1. Phrases for debate moderators</li> <li>2. Presenting arguments</li> <li>3. Stating opinion</li> <li>4. Expressing agreement</li> <li>5. Expressing disagreement</li> <li>6. Countering</li> </ol>	<p>40</p>

<ul style="list-style-type: none"> <li>• Students are asked to express problems/issues from the point of view and arguments of several parties that will be discussed in the debate</li> <li>• Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate</li> <li>• Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate</li> </ul>	<p>7. Interrupting 8. Concluding</p> <p>Siswa membentuk kelompok terbagi menjadi 2 ada yang sebagai kelompok pro dan kelompok kontra</p>	
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**Produce:** Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p><b>3. Closing :</b></p> <ul style="list-style-type: none"> <li>• In this session the researcher gave directions in the form of actions for the next meeting.</li> <li>• Teacher closed the class your wassalamu'alaikum Wr.Wb</li> </ul>	<ol style="list-style-type: none"> <li>1. Students conclude today's learning materials</li> <li>2. Siswa berdoa sebelum pulang</li> <li>3. Menjawab salam dari guru.</li> </ol>	5

### PPP LESSON PLAN TEMPLATE

<b>CLASS/LEVEL</b>	<b>XI IPS</b>
<b>TOPIC</b>	<b>ENGLISH SPEAKING</b>
<b>OBJECTIVES</b>	This study aims to whether or not the use of debate is effective in learning English speaking skills at ma as'adiyah no 17 babu'e.
<b>VOCABULARIES</b>	-
<b>MATERIALS</b>	<b>DEBATE/ ECONOMY</b>
<b>TIME</b>	<b>2 X 50 menit</b>
<b>POTENTIAL PROBLEM</b>	<b>Is economy globalization good for the world</b>

**Present:** Get SS ready to discuss a topic (activate background knowledge).  
Review language, if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>1. Opening :</b></p> <ul style="list-style-type: none"> <li>• The educator opens the learning action by saying good tidings and petitions</li> <li>• The teacher asks the news and checks the students' attendance</li> <li>• The teacher conveys the learning objectives that AI wants to achieve</li> <li>• Teacher gives appreciation</li> <li>• students psychologically and physically to follow the learning process</li> <li>• asking questions that were previously related to the material to be studied</li> <li>• this is the learning goal to be</li> </ul>	<p>-berdo'a</p> <p>-siswa menjawab salam dari guru</p> <p>-menyapa ( how are you )</p> <p>-mengecek presensi</p> <p>-siswa memperhatikan apa yang disampaikan oleh peneliti</p> <p>- siswa memperhatikan</p>	15

<p>achieved Delivering the material coverage and explanation of activities</p> <ul style="list-style-type: none"> <li>Forming students into 2 groups</li> </ul>	<p>apa yang disampaikan oleh peneliti</p> <p>-siswa mempertanyakan apa yang mereka belum pahami yang peneliti sampaikan</p>	
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>2. Core Activity :</b></p> <ul style="list-style-type: none"> <li>Students are asked to pay attention to the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to ask questions about the problems/issues, points of view and arguments of several parties that will be discussed in the debate</li> <li>Students are asked to express</li> </ul>	<p><b>The student answer :</b></p> <ol style="list-style-type: none"> <li>Phrases for debate moderators</li> <li>Presenting arguments</li> <li>Stating opinion</li> <li>Expressing agreement</li> <li>Expressing disagreement</li> <li>Countering</li> <li>Interrupting</li> </ol>	<p>75</p>

<p>problems/issues from the point of view and arguments of several parties that will be discussed in the debate</p> <ul style="list-style-type: none"> <li>• Students are asked to provide responses to problems/issues from the point of view of the arguments of several parties discussed in the debate</li> <li>• Students are asked to discuss with the group the issues of point of view and arguments of several parties discussed in the debate</li> </ul>	<p>8. Concluding</p> <p>Siswa membentuk kelompok terbagi menjadi 2 ada yang sebagai kelompok pro dan kelompok kontra</p>	
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**Produce:** Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p><b>3. Closing :</b></p> <ul style="list-style-type: none"> <li>• In this session the researcher gave directions in the form of actions for the next meeting.</li> <li>• Teacher closed the class your wassalamu'alaikum Wr.Wb</li> </ul>	<ol style="list-style-type: none"> <li>1. Students conclude today's learning materials</li> <li>2. Siswa berdoa sebelum pulang</li> <li>3. Menjawab salam dari guru.</li> </ol>	<p>10</p>

**Pre-Test ( interview )**

**Name students : 001**

1. A: What do you think about smoking?

B: In my opinion, smoking is not good for health.

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: It is not a good solution for us. It is not effective learning especially for students in a remote area

3. A: Teachers should give many tasks to students in the learning from the home program?

B: I don't agree at all Because it will fulfill our time by doing many tasks than wasting time playing game

4. A: What do you think about people who smoke in public?

B: I think smoking in public areas makes other people disturbed

5. A: What is your opinion about the importance of money?

B: in my opinion, the statement time is more important than money

**IAIN PALOPO**

## Pre-test

Name students : 002

1. A: What do you think about smoking?

B: .i think smoking is not good for health

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: In my opinion distance learning is not very good because it makes students lazy in learning and students' knowledge is lacking

3. A: Teachers should give many tasks to students in the learning from the home program?

B: Should provide more learning than assignments, because a student will not understand The material without the given theory.

4. A:What do you think about people who smoke in public?

B: I think people who smoke in public places are not very exemplary because the cigarette smoke that comes out of these smokers will give 2x the disease or more serious impact around them

5. A: What is your opinion about the importance of money?

B: money is very important because money is a medium of exchange that is very much needed by someone to eat, we need it, and to fulfill our daily needs we also need money.

## Pre- test

Name students : 003

1. A: What do you think about smoking?

B: . I think smoking is dangerous because it causes cancer and liver disease

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: The government implements distance education in my opinion is very ineffective, why is that, direct learning alone cannot be understood or reached, let alone implementing distance education, it creates youth for everything.

3. A: Teachers should give many tasks to students in the learning from the home program?

B: Should provide more learning than assignments, because a student will not understand The material without the given theory.

4. A:What do you think about people who smoke in public?

B: I think people who smoke in public places are not very exemplary because the cigarette smoke that comes out of these smokers will give 2x the disease or more serious impact around them.

5. A: What is your opinion about the importance of money?

B: I think money is very important because everything needs money

## Pre-test

Name students :004

1. A: What do you think about smoking?

B: I think that smoking is very bad because it can damage the lungs

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: In my opinion distance learning is not very good because it makes students lazy in learning and students' knowledge is lacking

3. A: Teachers should give many tasks to students in the learning from the home program?

B: the teacher should not give many assignments because it will make students depressed because if students have 3 subjects in 1 day and all give assignments then students will be very overwhelmed with assignments.

4. A:What do you think about people who smoke in public?

B: People who smoke in public places, in my opinion, are people who, apart from not caring about their health, also don't care about the health of the people around them because their cigarette smoke can be harmful to other people and that is a very bad act.

5. A: What is your opinion about the importance of money?

B: money is very important because money is a medium of exchange that is very much needed by someone to eat, we need it, and to fulfill our daily needs we also need money.

## Pre-test

Name students : 005

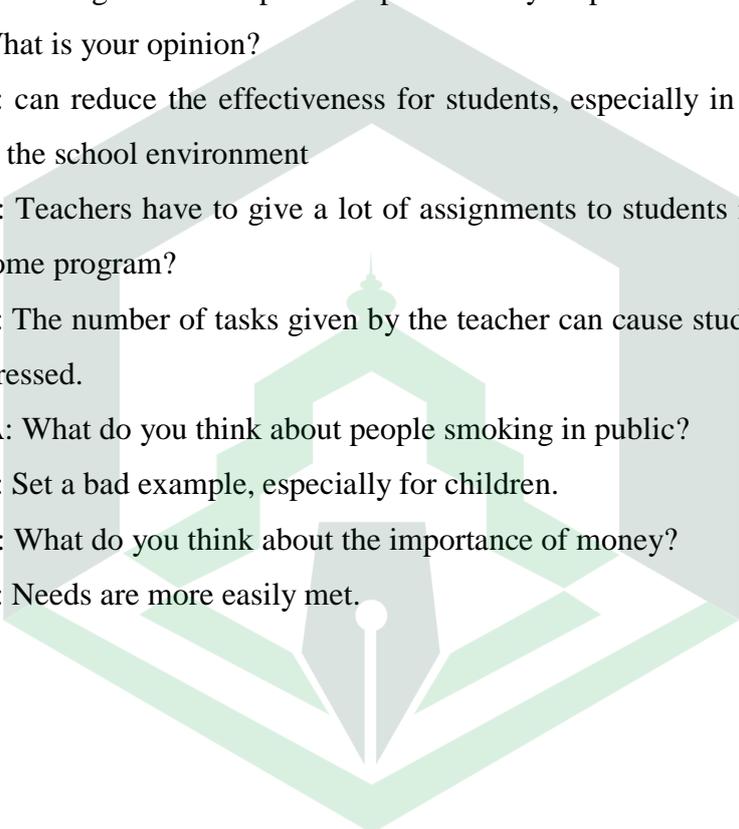
1. A: What do you think about smoking?  
B: .smoking is very harm full to yourself and others
2. A: The government plans that distance learning will be applied permanently. What is your opinion?  
B: in my opinion if distance learning implemented it is not good because there are still many areas that are not covered by the internet work
3. A: Teachers should give many tasks to students in the learning from the home program?  
B: in my opinion teachers do not always have to give assignments to students because students will feel burdened and lazy today
4. A:What do you think about people who smoke in public?  
B: I think people who smoke in public area very selfish because they fon't think about the health of the people around them
5. A: What is your opinion about the importance of money?  
B: money is life because without money humans cannot full fil al their needs

IAIN PALOPO

## Pre-test

Name students : 006

1. A: What do you think about smoking?  
B: harmful to health.
2. A: The government plans to permanently implement distance learning.  
What is your opinion?  
B: can reduce the effectiveness for students, especially in the association in the school environment
3. A: Teachers have to give a lot of assignments to students in a study from home program?  
B: The number of tasks given by the teacher can cause students to become stressed.
4. A: What do you think about people smoking in public?  
B: Set a bad example, especially for children.
5. A: What do you think about the importance of money?  
B: Needs are more easily met.



IAIN PALOPO

## Pre-test

Name students: 007

1. A: What do you think about smoking?  
B: My opinion about cigarettes is that cigarettes are not very good for health. If we smoke, our lungs will become dirty and can even cause damage.
2. A: The government plans to permanently implement distance learning. What is your opinion?  
B: in my opinion permanent distance learning, I think there should be research first. Because when distance learning still requires face-to-face meetings with tutors, especially in open schools.
3. A: Teachers have to give a lot of assignments to students in a study from home program?  
B: Online learning (online) is a lot of complaints from students and parents because the tasks given by the teacher are considered too heavy
4. A: What do you think about people smoking in public?  
B: in my opinion smoking in public places is not good, because smoking in public places can interfere with the activities of other people, for example, there are those who can't stand cigarette smoke, some have respiratory problems so they need a place that is clean from air pollution and so on. . It would be nice if in a public place a facility was given in the form of a special room for smokers to smoke their cigarettes. Maybe it's fairer, smokers can smoke comfortably and other people are not disturbed by their activities.
5. A: What do you think about the importance of money?  
B: money is very important for human life such as being used for transactions, payment for daily necessities

## Pre- test

Name students : 008

1. A: What do you think about smoking?

B: Depends on what cigarettes are for, if they are exported, they are good because they can increase state income. but if consumed please and naturally. but the world of health must be banned because it can damage the body

2. A: The government plans to permanently implement distance learning. What is your opinion?

B: I don't agree, because from the skitar phenomenon, my learning with this system actually deviates from one of the nation's ideals, namely educating

3. A: Teachers have to give a lot of assignments to students in a study from home program?

B: don't

4. A: What do you think about people smoking in public?

B: It's better to smoke in the space provided, but if you can't stand it, because we are social creatures, many people can't smell cigarettes, so if you want to be understood, you have to do that too.

5. A: What do you think about the importance of money?

B: I agree. money can't buy happiness but with money we can be happy

## Pre-test

Name students : 009

1. A: What do you think about smoking?

B: Cigarettes are very dangerous for human health, it has also been explained in the cigarette book that cigarettes are dangerous. Those who are still smoking even though they already know that cigarettes are dangerous means that they are harming themselves and those around them who are kissing them as soon as possible

2. A: The government plans to permanently implement distance learning. What is your opinion?

B: In my opinion, distance learning which is planned to be permanent will make students not understand the material presented by the teacher, students will understand what the teacher conveys directly rather than directly (online learning)

3. A: Teachers have to give a lot of assignments to students in a study from home program?

B: The teacher does not need to give a lot of traction to students, because it will only make students more stressed.

4. A: What do you think about people smoking in public?

B: Honestly, I don't like people smoking, so for people who smoke in public, if possible, inhale the smoke by themselves or make a special tool for smoking so that they don't go anywhere as soon as possible

5. A: What do you think about the importance of money?

B: Money is very important in everyday life because without money we cannot eat or buy this and

## Pre-test

Name students :010

1. A: What do you think about smoking?

B: I think that smoking is very bad because it can damage the lungs

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: In my opinion distance learning is not very good because it makes students lazy in learning and students' knowledge is lacking

3. A: Teachers should give many tasks to students in the learning from the home program?

B: the teacher should not give many assignments because it will make students depressed because if students have 3 subjects in 1 day and all give assignments then students will be very overwhelmed with assignments.

4. A:What do you think about people who smoke in public?

B: People who smoke in public places, in my opinion, are people who, apart from not caring about their health, also don't care about the health of the people around them because their cigarette smoke can be harmful to other people and that is a very bad act.

5. A: What is your opinion about the importance of money?

B: money is very important because money is a medium of exchange that is very much needed by someone to eat, we need it, and to fulfill our daily needs we also need money.

Pre-test

Name students : 011

1. A: What do you think about smoking?

B: I think Smoking can kill, and cause disease.

2. A: The government plans that distance learning will be applied permanently. What is your opinion?

B: Not good, because of the network factor

3. A: Teachers should give many tasks to students in the learning from the home program?

B : I don't like it, because the brain needs rest

4. A:What do you think about people who smoke in public?

B: Annoying

5. A: What is your opinion about the importance of money?

B: . It is very important because without the living, life is empty.  
Money is everything.

IAIN PALOPO

## Pre –test

Name students : 012

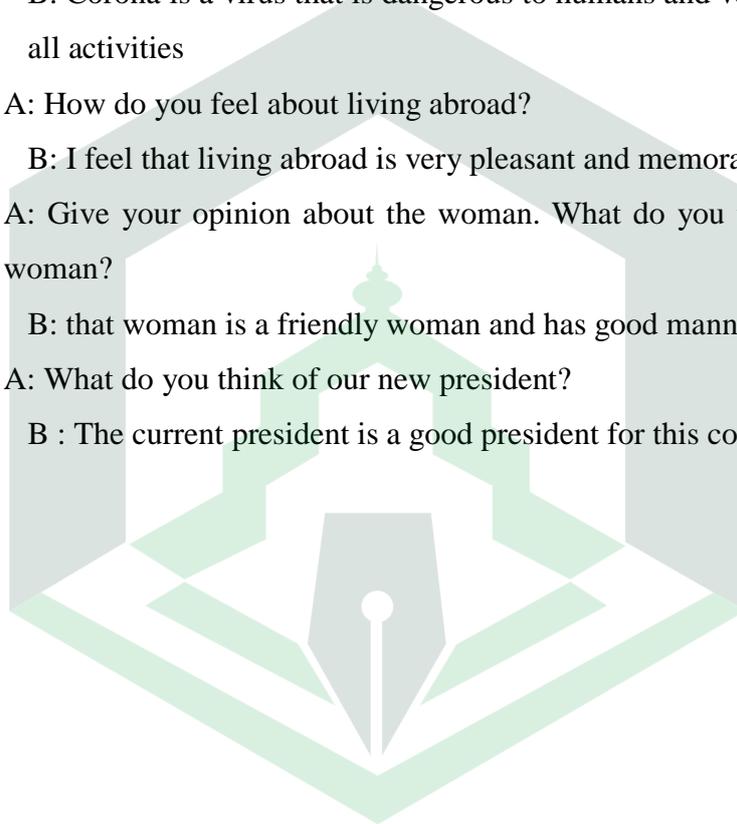
1. A: What do you think about smoking?  
B: My opinion about smoking is that smoking can interfere with human health, especially in asthma.
2. A: The government plans to permanently implement distance learning. What is your opinion?  
B: I don't agree because distance learning causes students to not understand the lessons given by the teacher
3. A: Teachers have to give a lot of assignments to students in a study from home program?  
B: don't agree because students keep doing assignments but they don't understand it and can interfere with student learning concentration because they play gadgets more often
4. A: What do you think about people smoking in public?  
B: I don't agree because cigarette smoke can harm the health of people around them (passive smokers)
5. A: What do you think about the importance of money?  
B: Because we can't move without money, but we also have to use money wisely

IAIN PALOPO

## Pre-test

Name students : 013

1. A: What do you think about this school?  
B: this school is a pretty good place to study
2. A: What do you think about the corona virus pandemic?  
B: Corona is a virus that is dangerous to humans and very disruptive to all activities
3. A: How do you feel about living abroad?  
B: I feel that living abroad is very pleasant and memorable
4. A: Give your opinion about the woman. What do you think about that woman?  
B: that woman is a friendly woman and has good manners
5. A: What do you think of our new president?  
B : The current president is a good president for this country to have



# IAIN PALOPO

## Pre-test

Name students : 014

1. A: What do you think about smoking?

B: My opinion about smoking is that smoking can interfere with human health, especially in asthma.

2. A: The government plans to permanently implement distance learning. What is your opinion?

B: I don't agree because distance learning causes students to not understand the lessons given by the teacher

3. A: Teachers have to give a lot of assignments to students in a study from home program?

B: don't agree because students keep doing assignments but they don't understand it and can interfere with student learning concentration because they play gadgets more often

4. A: What do you think about people smoking in public?

B: I don't agree because cigarette smoke can harm the health of people around them (passive smokers)

5. A: What do you think about the importance of money?

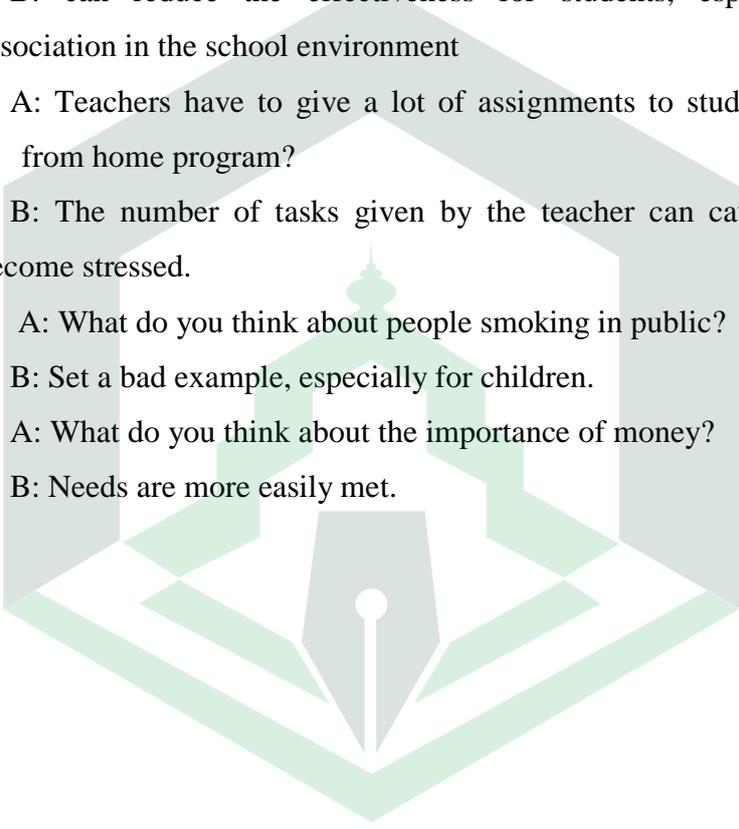
B: Because we can't move without money, but we also have to use money wisely

IAIN PALOPO

## Pre-test

Name students : 015

1. A: What do you think about smoking?  
B: harmful to health.
2. A: The government plans to permanently implement distance learning.  
What is your opinion?  
B: can reduce the effectiveness for students, especially in the association in the school environment
3. A: Teachers have to give a lot of assignments to students in a study from home program?  
B: The number of tasks given by the teacher can cause students to become stressed.
4. A: What do you think about people smoking in public?  
B: Set a bad example, especially for children.
5. A: What do you think about the importance of money?  
B: Needs are more easily met.



**IAIN PALOPO**

**\*Language Pattern**

I think/ Personally I think .....( menurutku../secara pribadi,/menurutku.. )

In my opinion/in my humble opinion.....( menurut pendapat ku )

From my point of view.....( dari sudut pandangku...)

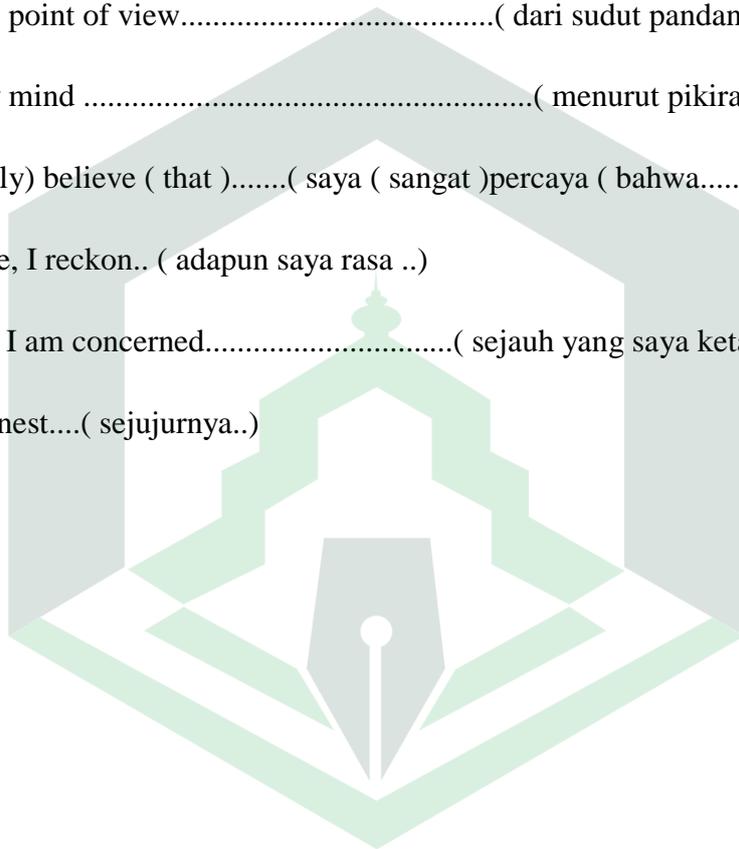
To/in my mind .....( menurut pikiranku....)

I ( strongly) believe ( that ).....( saya ( sangat )percaya ( bahwa.....)

As for me, I reckon.. ( adapun saya rasa ..)

As for as I am concerned.....( sejauh yang saya ketahui...)

To be honest....( sejujurnya..)



**IAIN PALOPO**

**Post-test ( interview )**

**Name students : 001**

1. A: What do you think about this school?

B: My opinion about my school is very clean and big there are trees on the inside and the outside of the school

2. A: what do you think of the corona pandemic?

B: I think it's very troubling

3. A: how do you feel about living overseas?

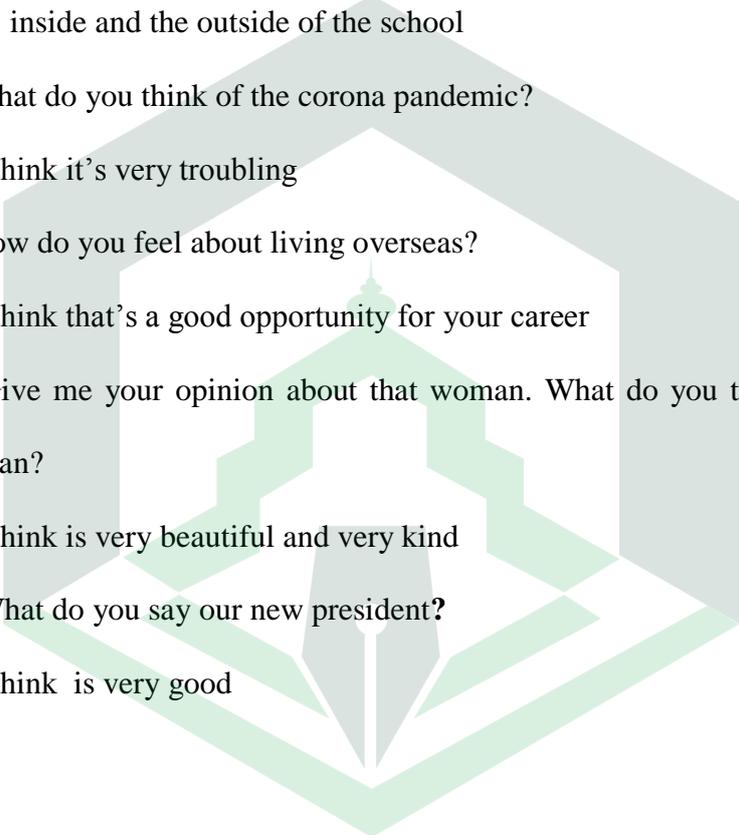
B: I think that's a good opportunity for your career

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think is very beautiful and very kind

5. A: What do you say our new president?

B: I think is very good

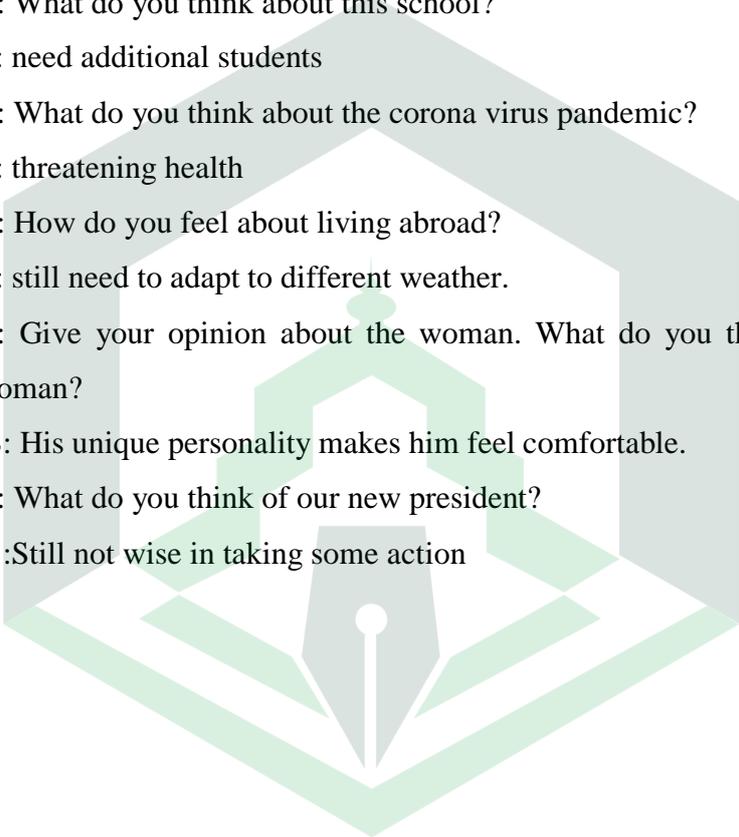


**IAIN PALOPO**

## Post- test

Name students: 002

1. A: What do you think about this school?  
B: need additional students
2. A: What do you think about the corona virus pandemic?  
B: threatening health
3. A: How do you feel about living abroad?  
B: still need to adapt to different weather.
4. A: Give your opinion about the woman. What do you think about that woman?  
B: His unique personality makes him feel comfortable.
5. A: What do you think of our new president?  
B :Still not wise in taking some action

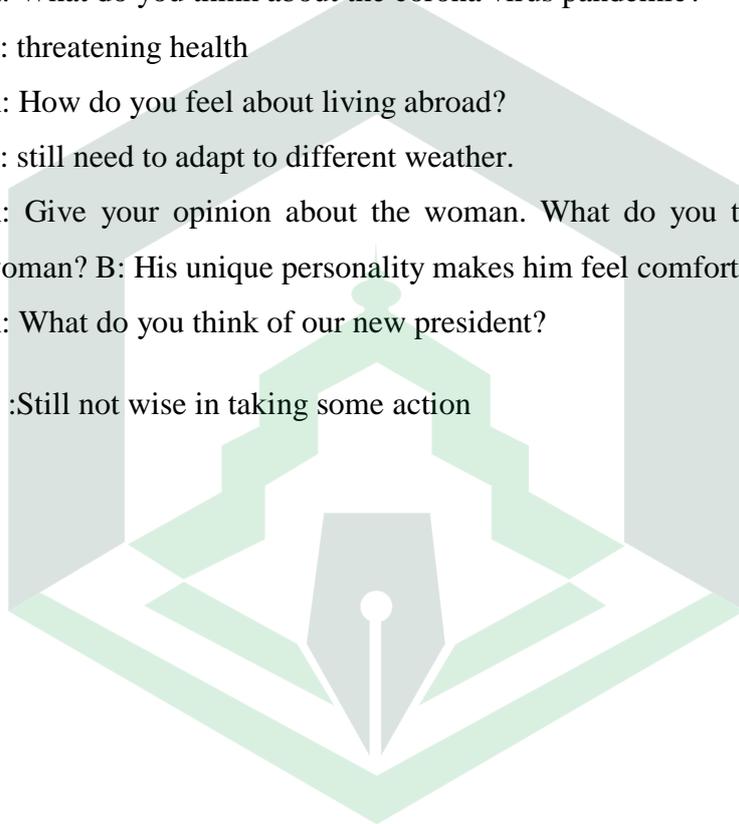


**IAIN PALOPO**

## Post-test

Name students : 003

1. A: What do you think about this school?  
B: need additional students
2. A: What do you think about the corona virus pandemic?  
B: threatening health
3. A: How do you feel about living abroad?  
B: still need to adapt to different weather.
4. A: Give your opinion about the woman. What do you think about that woman?  
B: His unique personality makes him feel comfortable.
5. A: What do you think of our new president?  
B :Still not wise in taking some action

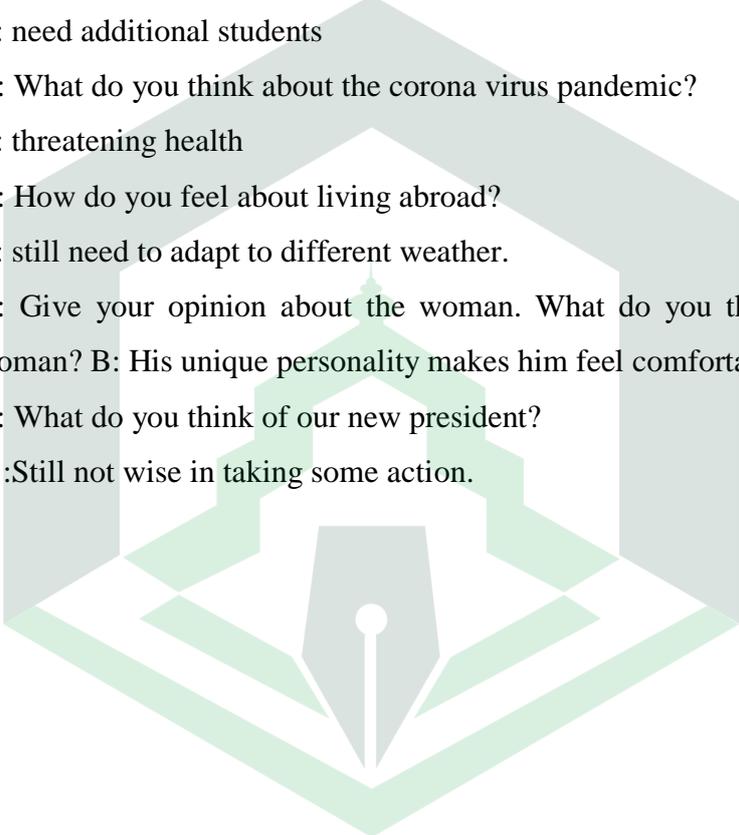


# IAIN PALOPO

## Post-test

Name students:004

1. A: What do you think about this school?  
B: need additional students
2. A: What do you think about the corona virus pandemic?  
B: threatening health
3. A: How do you feel about living abroad?  
B: still need to adapt to different weather.
4. A: Give your opinion about the woman. What do you think about that woman? B: His unique personality makes him feel comfortable.
5. A: What do you think of our new president?  
B :Still not wise in taking some action.



**IAIN PALOPO**

## Post-test

Name students: 005

1. A: What do you think about this school?  
B: school today is very fun because we can learn while playing
2. A: what do you think of the corona pandemic?  
B: in my opinion covid-19 pandemic has changed all aspects of human life
3. A: how do you feel about living overseas?  
B: I thing living abroad requires a lot of money and you have to be good at english
4. A: Give me your opinion about that woman. What do you think about that woman?  
B: in my opinion women are people who are full of tendemess and love
5. A: What do you say our new president?  
B: I think out new president is very responsible and fair

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## Post-test ( interview )

Name students : 006

1. A: What do you think about this school?

B: In my opinion this school is very interesting and very extraordinary because in this school I seek knowledge

2. A: what do you think of the corona pandemic?

B: This corona pandemic can be said to be detrimental and it can also be beneficial

3. A: how do you feel about living overseas?

B: living abroad like that is very interesting because we will go out to seek knowledge and get to know other tribes and religions

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think that woman has a very good nature and has an attractive appearance

5. A: What do you say our new president?

B: our new president is very kind and populis

**Post-test ( interview )**

**Name students : 007**

1. A: What do you think about this school?

B: I think school is very good because I got a lot of friends and very good teaching and also good natured teachers.

2. A: what do you think of the corona pandemic?

B: This corona pandemic is very dangerous because the corona diseases is contagious

3. A: how do you feel about living overseas?

B: I feel like living abroad is very happy because I can learn a new language.

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think the woman is very kind and friendly

5. A: What do you say our new president?

B: Our new president is very kind and pays attention to infrastructure

**Post-test ( interview )**

**Name students : 008**

1. A: What do you think about this school?

B: I think my school is nice and clean

2. A: what do you think of the corona pandemic?

B: I think the corona virus is dangerous virus

3. A: how do you feel about living overseas?

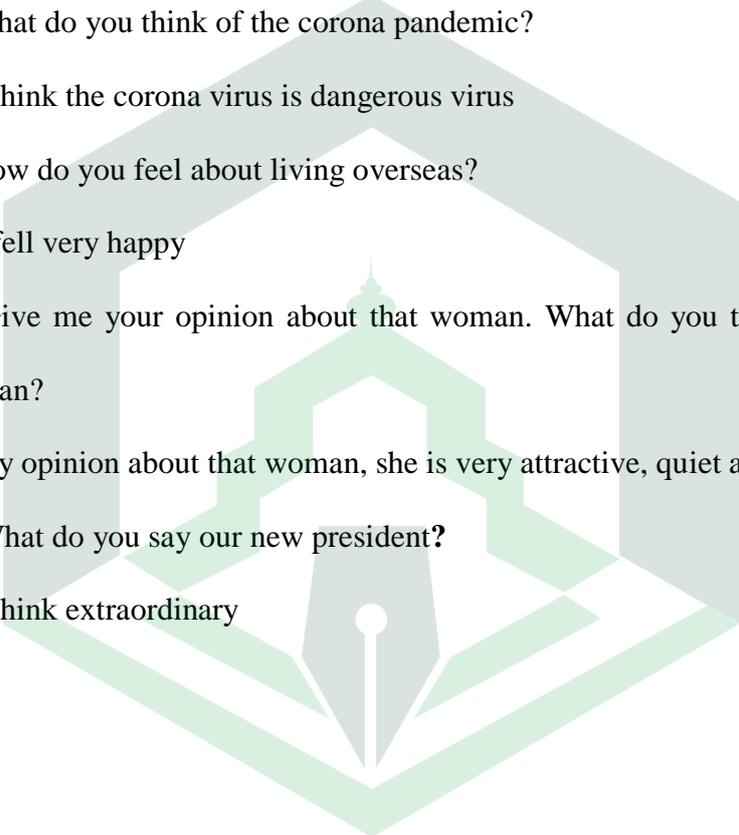
B: I fell very happy

4. A: Give me your opinion about that woman. What do you think about that woman?

B: my opinion about that woman, she is very attractive, quiet and also calm

5. A: What do you say our new president?

B: I think extraordinary

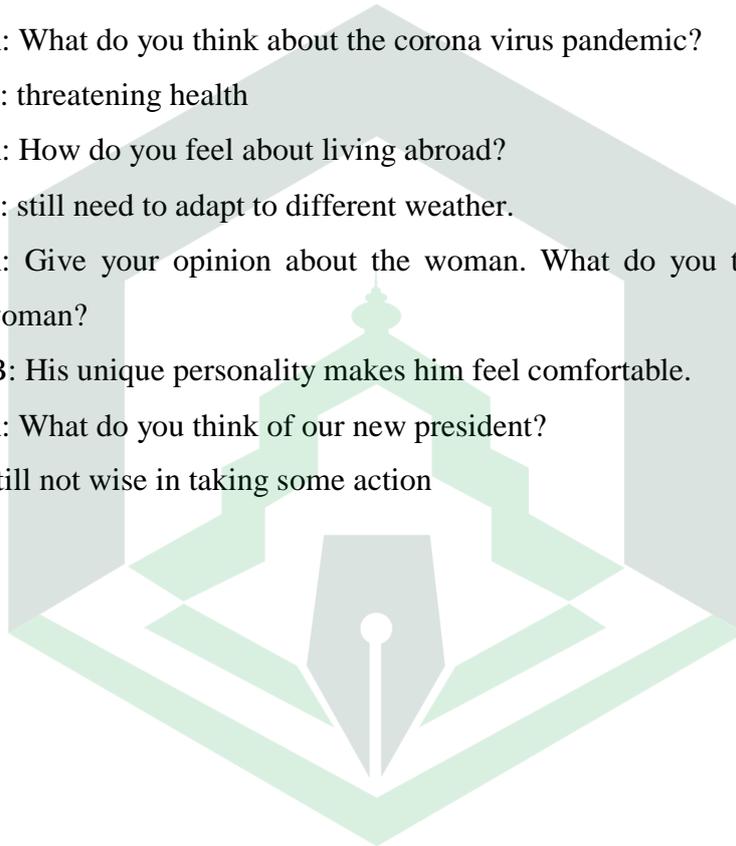


**IAIN PALOPO**

## Post- test

Name students: 009

1. A: What do you think about this school?  
B: need additional students
2. A: What do you think about the corona virus pandemic?  
B: threatening health
3. A: How do you feel about living abroad?  
B: still need to adapt to different weather.
4. A: Give your opinion about the woman. What do you think about that woman?  
B: His unique personality makes him feel comfortable.
5. A: What do you think of our new president?  
B :Still not wise in taking some action



# IAIN PALOPO

**Post-test ( interview )**

**Name students : 010**

1. A: What do you think about this school?

B: My opinion about my school is very clean and big there are trees on the inside and the outside of the school

2. A: what do you think of the corona pandemic?

B: I think it's very troubling

3. A: how do you feel about living overseas?

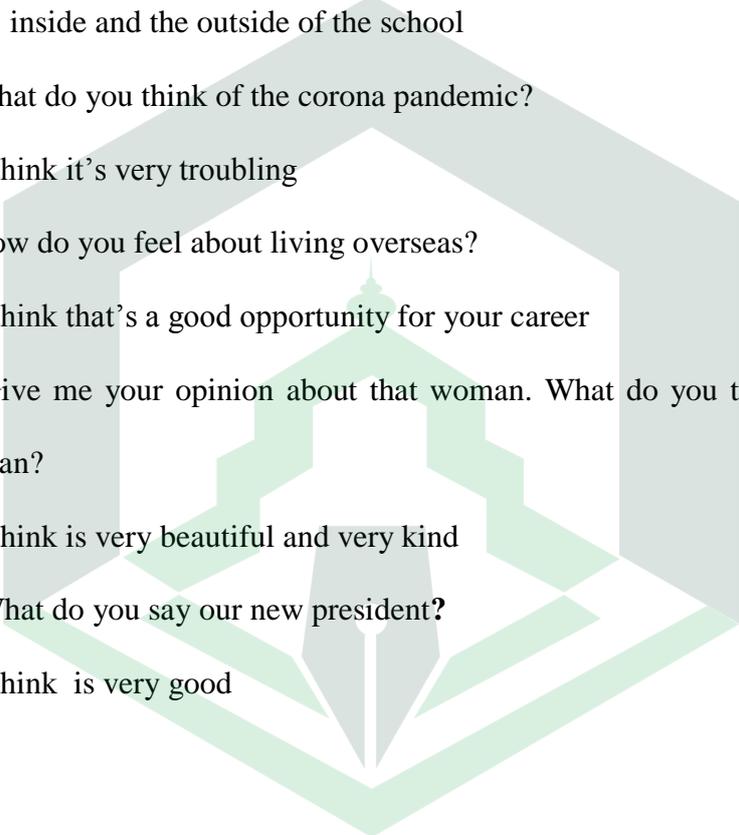
B: I think that's a good opportunity for your career

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think is very beautiful and very kind

5. A: What do you say our new president?

B: I think is very good



**IAIN PALOPO**

## Pre-test

Name students : 011

1. A: What do you think about this school?

B: In my opinion this school is very interesting and very extraordinary because in this school I seek knowledge

2. A: what do you think of the corona pandemic?

B: This corona pandemic can be said to be detrimental and it can also be beneficial

3. A: how do you feel about living overseas?

B: living abroad like that is very interesting because we will go out to seek knowledge and get to know other tribes and religions

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think that woman has a very good nature and has an attractive appearance

5. A: What do you say our new president?

B: our new president is very kind and populis

## Post-test

Name students: 012

1. A: What do you think about this school?  
B: school today is very fun because we can learn while playing
2. A: what do you think of the corona pandemic?  
B: in my opinion covid-19 pandemic has changed all aspects of human life
3. A: how do you feel about living overseas?  
B: I thing living abroad requires a lot of money and you have to be good at english
4. A: Give me your opinion about that woman. What do you think about that woman?  
B: in my opinion women are people who are full of tendemess and love
5. A: What do you say our new president?  
B: I think out new president is very responsible and fair

IAIN PALOPO

## Post-test ( interview )

Name students : 013

1. A: What do you think about this school?

B: In my opinion this school is very interesting and very extraordinary because in this school I seek knowledge

2. A: what do you think of the corona pandemic?

B: This corona pandemic can be said to be detrimental and it can also be beneficial

3. A: how do you feel about living overseas?

B: living abroad like that is very interesting because we will go out to seek knowledge and get to know other tribes and religions

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think that woman has a very good nature and has an attractive appearance

5. A: What do you say our new president?

B: our new president is very kind and populis

## Post-test ( interview )

Name students : 014

1. A: What do you think about this school?

B: I think school is very good because I got a lot of friends and very good teaching and also good natured teachers.

2. A: what do you think of the corona pandemic?

B: This corona pandemic is very dangerous because the corona diseases is contagious

3. A: how do you feel about living overseas?

B: I feel like living abroad is very happy because I can learn a new language.

4. A: Give me your opinion about that woman. What do you think about that woman?

B: I think the woman is very kind and friendly

5. A: What do you say our new president?

B: Our new president is very kind and pays attention to infrastructure

**IAIN PALOPO**

**Post-test ( interview )**

**Name students : 015**

1. A: What do you think about this school?  
B: I think my school is nice and clean
2. A: what do you think of the corona pandemic?  
B: I think the corona virus is dangerous virus
3. A: how do you feel about living overseas?  
B: I fell very happy
4. A: Give me your opinion about that woman. What do you think about that woman?  
B: my opinion about that woman, she is very attractive, quiet and also calm
5. A: What do you say our new president?  
B: I think extraordinary

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## Language Expression/ phrase

### 1. Phrases for debate moderators

- Ladies and gentlemen, welcome to this debate. ( hadirinsekalian, selamatdatang di debatini )
- The motion for this debate is ... ( mosi/ temadebatiniadalah .. )
- Representing the proposition/ opposition are its first speaker ... ( mewakilipihakproposisi / oposisiadalahpembicarapertama,keduadanketiga )
- We shall now hear the first speaker of the proposition/ opposition. ( kitaakanmendengarkanpembicarapertamadari pihakproposisi/oposisi )
- Ladies and gentlemen, it is now my pleasure to summarize today's debate. Based on what both sides have said, it can be concluded that the outcome for this debate is ( hadirinsekalian, dengansenanghatisekarangsayamenyimpulkan debate hariini. Berdasarkanapa yang dikatakankeduabelapihak, dapatdisimpulkanBahwasildaridebatiniadalah...

### 2. Presenting arguments

- First of all, I would like to say that.. ( pertama-tama, sayainginmengatakanbahwa)
- To begin with ( untukmemulainya )
- I would start by ( sayamemulainyadengan )
- For a start ( sebagaipemulaan )
- There are two points here. Firstly/ first, ( adadua point disini, pertama )
- The most important thing is ( hal yang terpentingadalah )
- The main thing is ( hal yang utamaadalah )
- I would like to mention that ( say inginmenyebutkanbahwa )
- Most importantly ( yang terpenting )

- The primary argument for... is ( argument utama untuk... adalah )  
Frasa yang digunakan untuk menambahkan point dalam debate

:

- In addition ( sebagai tambahan )
- In addition to that ( sebagai tambahannya )
- Furthermore / moreover ( terlebih lagi )
- Also ( juga )
- I might add that ( saya menambahkan bahwa )
- I should also mention that ( saya juga harus menyebutkan bahwa )

### 3. Stating opinion

- In my opinion ( menurut pendapat saya )
- I believe that ( saya yakin bahwa )
- I think that ( saya pikir bahwa )
- As far as I'm concerned ( sejauh yang saya ketahui )
- If you ask my honest opinion ( apanila anda bertanya tentang pendapat jujur saya )
- I'm sure that ( saya yakin bahwa )
- In my view ( menurut pendapat saya )

### 4. Expressing agreement

- I agree with that ( saya setuju dengan itu )
- Agree! ( setuju ! )
- I couldn't agree more ( saya sangat setuju )
- Exactly! / precisely! / absolutely! / correct! ( benar! / tepat! )
- That's right ( itu benar )
- That's a good point ( itu bakan pointnya )

### 5. Expressing disagreement

- I disagree ! ( saya tidak setuju ! )
- I'm afraid I disagree ( saya khawatir saya tidak setuju )
- I don't think so ( saya pikir tidak seperti itu )

### 6. Countering

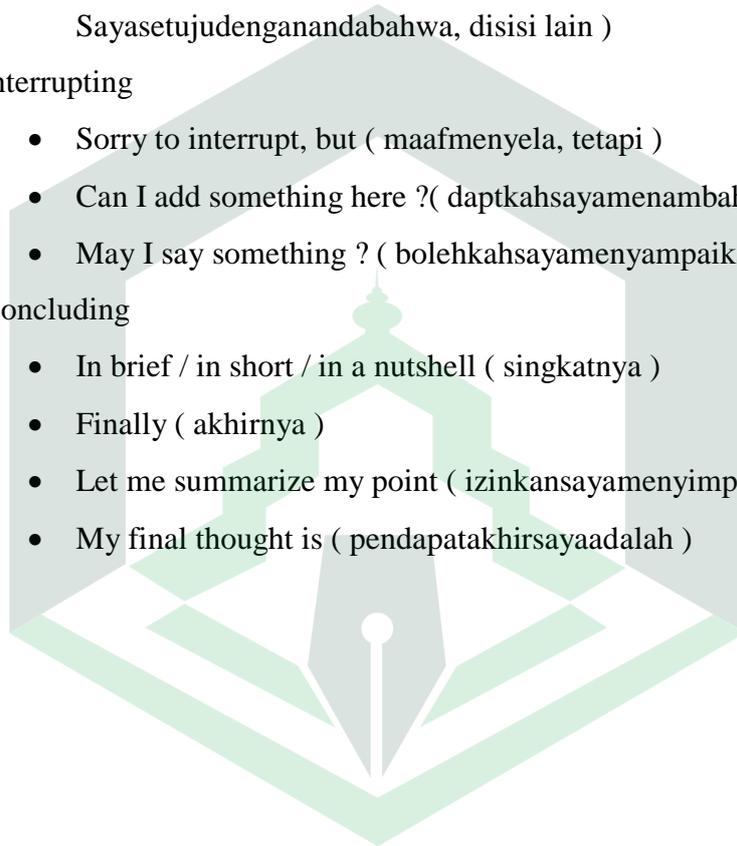
- That may be true, but ( itumungkinbenar, tapi )
- That's true, but ( itubenar, tetapi )
- I agree that.. But be must remember that (sayasetujubahwa... namunkitaharusingatbahwa )
- That's a good point , but ( itu point yang bagus, tapi )
- I agree with you that..on the other hand. ( Sayasetujudenganandabahwa, disisi lain )

#### 7. Interrupting

- Sorry to interrupt, but ( maafmenyela, tetapi )
- Can I add something here ?( daptkahasayamenambahkansesuatu ?)
- May I say something ? ( bolehkahasayamenyampaikansesuatu )

#### 8. Concluding

- In brief / in short / in a nutshell ( singkatnya )
- Finally ( akhirnya )
- Let me summarize my point ( izinkansayamenyimpulkanpoin saya )
- My final thought is ( pendapatakhirsayaadalah )



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## VALIDATION SHEET

( Pre-test / post test )

### Instruction :

1. Based on the validator's opinion, give an assesment of the content validity column by putting a checkmark ( ✓ )  
**V ( valid ), VE ( valid enough ), LV ( Less valid ), IV ( Invalid )**
2. Based om the validator's opinion, asses the writing language column by giving a checkmark ( ✓ )
3. Instruction for felling :
  - a. Content validity
    - Are the questions following the learning indicators to be achived
    - Are the question formulated briefly and clearly
    - Are the instruction for solving the questions written clearly
  - b. Language and question writing
    - Is the question using the appropriate language
    - Does the question use language that is easy to understand and does not cause multiple interrelations.

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Questions	Content validity				Language and Writing			Conclusion	
	V	VE	LV	IV	Easy to understand	Difficult to understand	Cannot be understood	Can be used	Can not be used
1.	✓				✓			✓	
2.	✓				✓			✓	
3.	✓				✓			✓	
4.	✓				✓			✓	
5.	✓				✓			✓	
6.	✓				✓			✓	

Palopo, 28 oktober 2021

Validator



**Dr. Masruddin, S.S., M. Hum**  
NIP.19800613 20050 1005

**IAIN PALOPO**

## LEMBAR VALIDASI INSTRUMEN

Nama Mahasiswa : Miranti

Jurusan : Pendidikan bahasa inggris

Judul Penelitian : Improving Student Speaking Skill Through Debate at Ma As'adiyah No 17 Babu'e

Semester : IX ( Sembilan )

Nama Validator : Dr.Masruddin, S.S.,M.Hum

Pekerjaan : Dosen Bahasa Inggris

### A. Petunjuk

1. Teks ini dilakukan untuk mengetahui pemahaman siswa terhadap materi pembelajaran berbicara bentuk tesnya adalah wawancara ( interview ). Metode teks ini digunakan sebagai instrument penelitian dalam pengumpulan data untuk mengetahui prestasi belajar siswa setelah mengikuti proses pembelajaran
2. Berilah tandacentang (✓) pada kolom penilaian yang sesuai menurut pendapat anda. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

### B. Penilaian ditinjau dari beberapa aspek

#### 1. Ketepatan(Accuracy)

Instrumen pengukuran tingkat ketepatan memiliki enam skala yaitu, 6,5,4,3,2 dan 1 Setiap skala memiliki definisi tertentu yang menentukan berapakah skala pada suatu teks berbicara dalam Bahasa inggris.

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Skala	Definisi	Kesimpulan
5	The pronunciation is only slightly affected by the native language a few grammar errors and a few words errors but mostly correct speech	Excellent
4	Pronunciation is influenced by the mother tongue, with just a few phonology errors. Some grammatical and mechanical errors, some of which cause confusion	Very good
3	Pronouncing is strongly influenced by the mother tongue with the disorder that causes communication. Many grammatical and lexicon errors	Good
3	Serious grammatical and lexicon errors. No evidence has mastered the language skills and the trained midwife	average
2	Pronunciation is strongly influenced by the mother tongue by the errors that cause communication interference, many grammatical and lexicon errors	Poor
1	Serious grammatical error because of many basic grammatical and lexicon. No evidence s mastered the language skills and the trained midwife	Very poor

## 2. Kelancaran (Fluency)

Kriteria penilaian pada kelancaran bahasa Inggris siswa

Skala	Definisi	Kesimpulan
6	Speaks without too much effort with a fairly wide range of expressions. Searching for words now and then with only one or two unnatural pauses.	Excellent (luar biasa)
5	Must make an effort when searching for words. However, it was smooth overall and had only a few unnatural lags	Very good
4	Even though he had to try and find the words without too many unnatural pauses, the pronunciation was quite fluent. Sometimes it stutters but manages to convey common meanings. Good expressions	Good
3	It took a lot of time. Often have to find the desired meaning stopping frequently and stammering with limited expressions	Average
2	Pausing for a long time when he searches for the desired meaning often halts and pauses. Almost gave up while speaking with an expression to continue the discussion	Poor
1	took a long time to stop. Speaking haltingly and fragmented, sometimes giving up trying, a very limited range of expressions.	Very poor (sangat buruk)

C. Penilaian Umum

Kesimpulan penilaian secara umum ( mohon dilingkari angka yang sesuai dengan penilaian anda )

a. Tes rujukan ini :

- 1) Very poor
- 2) Poor
- 3) Average
- 4) Good
- 5) Very good
- 6) Excellent

b. Teks rujukan ini :

- 1) Belum dapat digunakan dan masih memerlukan revisi
- 2) Dapat digunakan dengan banyak revisi
- 3) Dapat digunakan dengan sedikit revisi
- 4) Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

.....

.....

Palopo, october 2021

Validator



**Dr. Masruddin, S.S., M.Hum**  
**NIP. 19800613 20050 1 005**

**IAIN PALOPO**

## DOCUMENTATION

The research opens the class, ask the student condition and prepare material



The researchers present treatment with debate



IAIN PALOPO

The pictures in the last meeting students at the eleventh year of MA  
As'adiyah No 17 Babu'e





**PEMERINTAH KABUPATEN LUWU UTARA  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
(DPMPTSP)**

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

**SURAT KETERANGAN PENELITIAN**

Nomor : 17730/01050/SKP/DPMPSTSP/IV/2021

- Membaca : Permohonan Surat Keterangan Penelitian an. Miranti beserta lampirannya.  
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/107/IV/Bakesbangpol/2021 Tanggal 28 April 2021  
Mengingat :  
1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;  
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;  
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;  
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;  
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;  
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

**MEMUTUSKAN**

- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :  
Nama : Miranti  
Nomor : 085231130955  
Telepon :  
Alamat : Dsn. Pattimang, Desa Pattimang Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan  
Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo  
Instansi :  
Judul : Improving Students Speaking Skill Through Debate At MA As Adiyah No 17 Babu e Penelitian  
Lokasi : MA As Adiyah No. 17 Babu e, Desa Tandung Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan Penelitian

Dengan ketentuan sebagai berikut

- 1.Surat Keterangan Penelitian ini mulai berlaku pada tanggal 03 s/d 31 April 2021 (1 Bulan).
- 2.Mematuhi semua peraturan Perundang-Undangan yang berlaku.
- 3.Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.



Retribusi : Rp. 0,00  
No. Seri : 17730

**IAIN PALOPO**

**DPMPTSP**  
www.dpmpstsp.luwuutara.go.id



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Miranti  
Nim : 17 0202 0164  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Dusun Pattimang Kec. Malangke Kab Luwu Utara  
085 241 055 750

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan  
Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan



Dr. Munir Yusuf, M.Pd  
NIP. 19740602 199903 1 003

Palopo, 10/19/2021  
Ketua Prodi  
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum  
NIP. 19771013 200501 2006

# IAIN PALOPO



**KEMENTERIAN AGAMA**  
**MADRASAH ALIYAH AS'ADIYAH NO. 17 BABU'E**  
**DESA TANDUNG KEC. MALANGKE KABUPATEN LUWU UTARA**  
Alamat : Jl. Pendidikan No. 3 Babu'e Kec. Malangke Kab. Luwu Utara

**SURAT REKOMENDASI PENELITIAN**  
**Nomor : MA.21.11.16/AS/17/02.2/05/2021**

Yang bertanda tangan dibawah ini

Nama : KM. Nur Rahmi, S.H.I

Nip :

Jabatan : Kepala Madrasah

Pangkat /Gol :

Alamat : Dusun Babu'e, Desa Tandung

Menerangkan Bahwa :

Nama : Miranti

T.T.L : Pattimang, 08 Agustus 1998

NIM : 1702020164

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Kampus : IAIN PALOPO

Menerangkan Bahwa MA As'adiyah No. 17 Babu'e, siap menerima mahasiswa tersebut melakukan Penelitian Tindak Kelas diatas dari IAIN PALOPO dengan jangka waktu mulai tanggal 3 s/d 31 Mei 2021

Demikian Surat Keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya

Babu'e, 01 Mei 2021

Kepala Madrasah

  
**KM. NUR RAHMI, S.H.I**

**IAIN PALOPO**





**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
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Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No.729/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Miranti  
NIM : 17 0202 0164  
Semester : X (sembilan)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 09 November 2021

Mengetahui,  
Ketua Prodi

Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001

**IAIN PALOPO**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
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### Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Miranti

Nim : 17 0202 0154

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

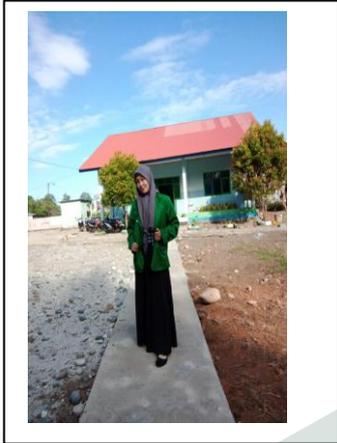
Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 07 September 2021

Ketua Prodi  
Pendidikan Bahasa Inggris

  
Amalia Yahya, S.E., M.Hum  
NIP.19771013 200501 2 006

# IAIN PALOPO



## Curriculum Vitae

Miranti, born in Pattimang on August 8, 1998, the writer is the youngest of 6 children from a father named Toing and Mrs. Wero.

Currently the author resides on Jl. Andi Mapayukki No. 12 Kec. North Wara. Basic education was completed in 2011 at SDN 129 Pattimang . then in the same year he studied at Smpn 1 Malangke until 2014. In 2014 I continued his education at SMAN 1 MALANGKE BARAT, at that time I participated in extracurricular activities such as PMR, PIK R and scouts. After graduating from high school, the researcher continued his education in college in 2017 by majoring in English education, tarbiyah and teacher training at the State Islamic Institute (IAIN) Palopo.

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