CHAPTER II

Grammatical Error Analysis of Speaking

A. **Literature of the Review**

This research can be included in error analysis. The step in error analysis is describing the errors by showing the errors sources, and then shows the correct one.[1] The last result can be a suggestion to teacher or researcher. Therefore, in this chapter, it will be explained about errors signification, error categories, and sources of error.

1. Error Understanding and the signification

Errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mother who have waged long and patient battles against their student's or children's language errors have come to realize that making errors are an inevitable part of learning. People can't learn language without first systematically committing errors.

Studying learner's errors serves two major purposes: (1) it provides data from which inferences about nature of language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively.[2]

The norm used to identify errors may be any one of the dialect or other varieties of language the speaker uses. One might, for example, look at errors with respect to a nonstandard language variety, such as, Maori English. Using that norm, the utterance who's your name? is well formed. If, however, the norm selected is British or American English; the use of who for what would be considered an error.

Error has two equivalent in English those are; error and mistake. The different

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[1] Brown, H Douglas, *Principle of Language Learning and Teaching* (Prentice Hall, inc. 1987:177-179)

[2] Dulay, Heidi. Mariana Burt. Stephen Krashen. *Language Two* (Oxford University Press, 1982: 138)

of them are the systemation of error which is made by learners. i.e. error reflect gaps in a learner's knowledge; they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.[3]

Corder said error gives suggestion to the teacher because error can be level of achievement indication in a teaching process done. Besides, error can be a condition to the researcher what learners have learned, it also can be the strategy that have by learners in learning and getting language. Then, error also can be measurement to the learners in learning language.[4]

There are two steps in error analysis those are identifying and explaining error.[5] And then there are three sources of error; those are; interlingua transfer, intralingua transfer, and context of learning. Interlingua transfer may be a source of error because influencing of mother tongue that has been mastering to the second language learned. This phenomenon is categorized intervention. It may be happened in began of second language or foreign language learning process, which then will be adapted to second language or third language system continually.[6]

If the error happened continually and there is no changing to be better, so the error is categorized in fossilized case. Fossilization happen because learners have influence their mother tongue to the second language learned.[7]

Second error source is intralingua transfer. It happened after second language or third language learners get new language system they learned then apply the system in all language unit. e.g. when the learners have just known that English has verb that showing time, example verb *wash* has time in present, and *washed* has time in past, so when using verb *go* to be moved to past they move go to be *goed* not *went*.

3 Ellis, Rod. *Second Language Acquisition* (Oxford University Press,1997: 17)

4 Corder, Spit*. Error Analysis and Intralingua*. (Oxford: Oxford University Press. 1981: 10-11)

5 Brown, H Douglas*, Principle Of Language Learning And Teaching (Prentice Hall, inc. 1987:172)*

6 Brown, H Douglas, *Principle Of Language Learning And Teaching* (Prentice Hall, inc. 1987:177-179)

7 Brown, *H Douglas, Principle Of Language Learning And Teaching (Prentice Hall, inc. 1987:186)*

Third error source is context of learning. It can be source of error because error in explaining when it has got in a learning process. It may be happened if in learning got wrong explanation or not appropriate with language using.

2. Category of errors

Corder said there are four categories of error those are omitting element which should be, adding element which not should be, incorrect choice, and incorrect structure.

First category is omitting element which should be there in sentence. E.g. in English, there are two elements that should be there in a sentence those are subject and predicate. If there is no one of element, so the structure sentence doesn't have complete structure and can't be categorized as a sentence.

(1) *According to Siswanto (2002: 199) states that training is……*

Example above doesn't have subject, it should be:

(1a) *Siswanto (2002: 199) states that training is….*

Second category is adding element that shouldn't be there. E.g. there are two predicates or subjects in a sentence which has one main clause. Structure below has two predicates; is used and is.

(2) Method type is used in this thesis is…

To show that the structure (2) above has two predicates, it showed an example that structured based on structure above:

(2a) *Method type which is used in this thesis is….*

Element *which* in structure (2a) must be there, besides if the first *is* is omitted until verb *used* be *past participle used*

(2b) Method type used in thesis is….

So, structure (2a) and (2b) above can be a sentence that has correct rule in English grammatical.

Third category is incorrect choice. To explain this category let see this example:

(3) *In this study the sample were divided into...*

Incorrect choice is in *were* that should be *was* because the subject is singular. Second alternative is *sample*, this word can be moved to plural that is *samples* because the predicate is *were divided into...*

The last category is incorrect structure. Let see this example:

(4) *Type method used in this research is...*

Example above can be moved to:

(4a) *Method type used in this research is...* [8]

Many researchers use the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although some use it as the only classification on scheme offered, many use it to add to the description of errors provided by other taxonomies. For example, if researcher has classified their errors as interlingua and developmental, they often additionally report the linguistic categories into which these major error type fall, e.g. developmental errors in the auxiliary, in the noun phrase, in the complement system; interlingua errors in phonology, in word order, and in vocabulary. We present below the results of two error analyses that used linguistic category as the primary classification scheme.

Politzer and Ramirez (1973) studied 120 Mexican-American children learning English in the United State, taping their narrative of a short, silent animated cartoon. Errors were extracted for analysis from this body of natural speech.

Politzer and Ramirez introduce their classification as follows:

Linguistic Category and Error type	Example of Learner Error+
A. Morphology	
1. Indefinite article incorrect	
• *a* used for *an* before vowels	• *A* ant

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[8] Corder, Spit. *Error Analysis and Intralingua.* (Oxford: Oxford University Press. 1981: 36)

• *an* used for *a*	• *An* little ant
2. Possessive case incorrect	
• omission of '*s*	• The man *feet*
3. Third person singular incorrect	
• Failure to attach *–s*	• The bird *help* man
• Wrong attachment of *–s*	• The apple fall *downs*
4. Simple past tense incorrect	
a. Regular past tense	
• Omission of *–ed*	• The bird he *save* him
• Adding *–ed* to past already formed	• He *calleded*
b. Irregular past tense	
• Regularization by adding *–ed*	• He *putted* the cookie there
• Substitution of simple non-past	• He *fall* in the water
• Substitution of past participle	• I *been* near to him
5. Past participle incorrect	
• Omission of *-ed*	• He was *call*
6. Comparative adjective/adverb incorrect	
• Use of *more + er*	• He got up *more higher*
B. Syntax	
1. Noun phrase	
a. Determiners	
• Omission of the article	• He *no go* in hole
• Substitution of definite article for possessive pronoun	• He fall down on *the head*
• Use of possessive with the article	• He put it in the *his room*
• Use of wrong possessive	• The little boy hurt *its leg*
b. Nominalization	

• Simple verb used instead *–ing*	
• Preposition *by* omitted	• By to *cook* it
	• The dove helped *him* putting leaf on the water
c. Number	
• Substitution of singular for plurals	• He got some *leaf*
• Substitution of plurals for singular	
d. Use of pronouns	• He *stab* him in the feet
• Omission of the subject pronoun	• *(he)* pinch the man
• Omission of the *dummy* pronoun *it*	• *(it)* is nice to help people
• Omission of object pronouns	• I don't know *(it)* in English
• Subject pronoun used as a redundant element	• *My brother he* go to Mexico
• Alternating use of pronouns by number as well as gender	• So he can eat *it* (referring to apples)
• Use of *me* as a subject	• *Me* forget it
e. Use of preposition	
• Omission of preposition	• He came *(to)* the water
• Misuse of preposition	• He fell down from (for *on, into?*) the water
2. Verb phrase	
a. Omission of verb	
• Omission of main verb	• He *(fell?)* in the water
• Omission of *to be*	• He *(is)* in the water
b. Use of progressive tense	
• Omission of *be*	

• Replacement of *–ing* by the simple verb form	• He *(is)* going
• Substitution of the progressive for the simple past	• The bird was *shake* his head
	• Then the man *shooting (shoot?)* with a gun
c. Agreement of subject and verb	
• Disagreement of subject and verb person	• You be *friends*
• Disagreement of subject and number	• *The apples was* coming down
• Disagreement of subject and tenses	• I didn't know what it *is*
3. Verb-and-verb construction	
• Embedding of a noun-and-verb construction in another noun-and-verb construction	• I *go to* play (I go and I play)
• Omission of *to* in identical subject construction	• I *go* play
• Omission of *to* in the verb-and-verb construction	• I see a bird got the leaf
• Attachment of the past marker to the dependent verb	• He was going to *fell*
4. Word order	
• Repetition of the object	
• Adjectival modifiers placed after noun	• *The bird* (object) he was gonna shoot it
5. Some transformation	• He put it inside his *house a little round*
a. Negative transformation	
• Formation of *no* or *not* without the auxiliary *do*	

• Multiple negation	• He *not* play anymore
b. Question transformation	
• Omission of auxiliary	• They *won't* have *no* fun
c. *There* transformation	
• Use of *is* instead of *are*	• How *(is)* the story helps?
• Omission of *there*	
• Use of *it was* instead of *there was*	• There *is* these hole
	• *(there)* Is one bird
d. Subordinate clause transformation	• *It* was round things
• Use *for* for *so that*	
• Use of indicative for conditional	• *For* the ant could get out
	• *So* he don't kill the bird

The Politzer and Ramirez taxonomy for morphology and syntax summarized in the table above is a fairly traditional descriptive taxonomy.[9]

3. Error sources

There are three error sources; those are *interlingua transfer, intralingua transfer, and context of learning.* Errors caused by interlingua transfer occur because the system of mother tongue influence the second language learned. E.g. "the book of John" it can be expressed "John's book". Then, intralingua transfer occurs because learners don't master second language learned. E.g. "Does John can sing", "I don't know what time is it". These example should be "Can John sing?", I don't know what time it is".

4. Grammatical errors

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[9] Dulay, Heidi. Mariana Burt. Stephen Krashen. *Language Two* (Oxford University Press, 1982: 147-150)

The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

In the area of grammar, including syntax and morphology, the incidence of errors that are traceable to characteristics in the first language is relatively low—around 4% to 12% for children, and from 8% to 23% for adults. Of these interlingual errors, most tend to be limited to word order and aren't made in the morphology of the language.

a. Child studies

According to Dulay and Burt's initial study of the natural speech of children, an analysis of over 500 grammatical errors made by 179 children learning English in United States schools (in New York and Northern California) revealed that less than 5% of errors observe reflected the children first language, Spanish. Since then, other empirical studies have shown that children place limited reliance on the structure of the mother tongue when learning the second language in a host environment. Studies of Japanese-speaking children learning English in the United States (Milon, 1794; Gillis and Webber, 1976), or Spanish-, French-, and Greek-speaking children learning English in the United States (Gonzales and Elijah, 1979; Venable, 1974) are typical examples of empirical studies in which the actual incidence of interlingua errors observe was negligible. Such findings are not limited to children who are learning English as a second language. Native English-speaking children have been observed acquiring languages as diverse as Welsh in Wales (Price, 1968), French in Geneva, Switzerland (Ervin-Tripp, 1974), Spanish in a immersion program in the United States (Boyd, 1975) German in Keil, West Germany (Wode, 1976), and Urdu in Pakistan (Hansen-Bede, 1975).

The researcher just mentioned all made a point of commenting on the very low incidence of interlingua errors. Instead, most the errors observed

appeared to be developmental- of the short that might be made by children learning those languages as their first language. [10]

b. Adult studies

Studies conducted on the speech and writing of adult learning English as a second language have reached similar conclusion, namely, that the majority of non-phonological errors observed for adults do not reflect the first language. The proposition of errors that reflect the first language, however, is somewhat larger than that which has been observed for children. Approximately 8% to 23% of the adult errors may be classified as interlingual. Though this proposition is larger that it is for children, it still represents a minority of the total errors adults make. Researchers studied the speech of adult learning English in United States (White, 1977), and the composition of native English speaking adults enrolled in Spanish and German foreign language university classes in the U.S. (LoCoco, 1975, 1976).[11]

Adult studies were conducted in both host and foreigner language environment. It seems likely that a foreign environment should be more conductive to second language influence than a host environment because of the lack of sufficient natural exposure; however, the available data do not permit such a generalization to be made.[12]

Teacher might be interested to know that the available research on error correction suggest that neither correction techniques nor heavy drilling does much to affect the quality of students speech. Thus, whatever attention is

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[10] In the study conducted by Politzer and Ramirez (1973), the incidence of interlingua errors was said to be "considerable" the author point out, however, that these errors by no mean comprised the majority of errors types found. More importantly, the majority of errors they counted as interlingual were omissions of the past tense *–ed* marker, an error that most second language researcher classified as developmental since second language learners also such errors.

[11] Studies that suffer from serious methodological flaws (e.g., the use of timed translation tests which encourage heavy reliance on the first language) have not been included here, because their results can't be reported with confidence.

[12] Some researcher of adult second language acquisition in a foreign environment have noted that the incidence of interlingua errors (e.g. Duskova, 1969; Grauberg, 1977; Scoot and Tucker, 1974), but have not provided any indication of the proposition of those errors relative to other types they observed.

given the small number of interlingua errors that do appear to occur, it isn't likely that the correction or drilling procedures suggested by contrastive analysis tenets are likely to lead to much change in the students' verbal performance.[13]

5. Speaking

   a. Definition of speaking

   Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which is occurs. Including the physical environment and the purpose for speaking it's often spontaneous open-ended and involving. However speech is unpredictable. [14]

   With the recent growth of English as an international language of communication, there is a clearly needed for many learners to speak and interact in multiplicity of situation through the language, be it for foreign travel, business or other professional reason. In many contexts speaking is often the skill upon which a person is judged of face value. In other words, people may often from judgment about our language competence from our speaking rather than from any of the other language skills.

   In the *Merriam Webster Dictionary of English Language* stated that "speaking" means the act or act of person who speaks and which is spoken utterance and capable of speech. Speaking is the verbal use of language to communicate with other.

   b. General concept of learning speaking

   Learning can be defined as the process of acquiring or getting knowledge of some subjects or skills. This process was done by study, experience, or

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[13] Dulay, Heidi. Mariana Burt. Stephen Krashen. *Language Two* (Oxford University Press, 1982: 102-104)

[14] Mc. Donough and Cristhoper. *Material and Method in ELT.* (London: Black Well. 2003)

instruction.[15] Jim Scrivener explains that learning is the daily process that was done by doing trial and error. There are five steps in learning process are doing something, recalling what happened, reflecting on that, drawing conclusions from the reflection and using those conclusions to inform and prepare for future practical experience.[16]

Similarly, teaching is the process of helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.[17]

In this part, the researcher will emphasize the explanation in everything about learning speaking. Speaking is one of aspect that taught in English. The other aspect are listening, reading and writing. The major reason for people to study language (in this case is English) are; to obtain good and services, to socialize with others and for entertainment and enjoyment.[18] The most important reason is to socialize with other. To realize this purpose, so the people should master the speaking skill well.

In order to make the reader understand clearly about speaking, the researcher will explain all about speaking clearly, beginning from definition until the methods in learning speaking.

Many people feel that speaking in a new language is harder than reading, writing, and listening for two reasons. First, unlike reading, speaking happens in a real time. Usually the person you are talking to is waiting for you to speak right then. Second; when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

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[15] Douglas Brown, *Principles of Language Learning and Teaching,* (Longman: 2000), 4th ed, p.7.

[16] Jim Scrivener, *Learning Teaching, A Guide Book for English Language Teachers,* 2nd.ed, (Macmillan Books for Teachers), p. 20.

[17] Douglas Brown, *Principles of Language Learning and Teaching,* p. *7.*

[18] Marianne Celce, *et al. Teaching English as a Second or Foreign Language,* p. 58.

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.[19] Speaking is the verbal use of language to communicate with other. The statement shows that speaking is used to communicate with other verbally. Speaking is also called as the oral production. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning. [20]

By all of the definitions above, researcher can be concluded that learning speaking is the process to acquiring or getting of knowledge of a speaking skill by study, experience, and instruction, so the students are able to communicate with other verbally. All of the definition above will be completed if we understand everything about speaking. The researcher will give clear explanation from the usage until the methods in learning speaking.

c. The importance/ usage of learning speaking

Generally, as a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/ or solving a particular problem or establishing and maintaining social relationship and friendship. To achieve this speaking purpose we need to activate a renege of appropriate expressions.[21]

Oral communication is very important in our life. It provides the base for growth in writing, reading and listening abilities. Speech is power, act and manner

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[19] Glenn Fulcher, *Testing Second Language Speaking,* (Britain: Pearson Education Limited, 2003), p.23.

[20] Bailey, Katheleen M, *Practical English Language Teaching*; *Speaking* (Singapore. 2003), p. 119.

[21] Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide,* 2nd ed, (UK: Blackwell Publishing, 2003), p. 134.

of speaking. Speaking is one of man's most valuable possessions. He uses it to make friends. It helps him to get things he needs. With speech he can persuade, inform and amuse. Speech is powerful weapon. Throughout history it has influenced the way people behave and change the course nations. A person speech tells a great deal about him or her. It shows personality and educations, his understanding of people and his respect of himself and others.

Jack C Richards explained that there are three functions of speaking/ talk. First function is talk as interaction and the second function is talk as transaction and the third function is talk as performance.[22] Talk as interaction can be defined as the conversation and interaction with other people in social live. The example is when the people meet with other people, they exchange greeting, engage in small talk, and so on. Talk as interaction refers to the situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participant and how they interact socially with each other. While, talk as performance, it usefully distinguished has been called talk as performance. This refers to public talk, for example; presentation, audience, etc.

In a classroom; speech has two important functions, they are the social and the intellectual. As social functions, speech helps students adjust to ideas are formulated to facilitate student understanding and student sharing information and ideas with listeners by speaking informally and sharing through conversation. Speech also used to form relationships through language. While speech, as intellectual functions, shape students' perceptions of the world and represents these perceptions as knowledge. Speech encourages students to reproduce and transform knowledge as they sift through observation, evaluate information and compare views. Speech that transforms knowledge increases students critical

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[22] Jack C Richards, *Teaching Listening and Speaking,* (New York: Cambridge University Press, 2008), p.19-20.

thinking abilities and attentions.[23]

In order to be able to communicate orally, people need to access speaking, that is why mastering the skill of speaking is important in learning language. The ability to speak foreign language is without doubt the most highly prized language skill.

d. Characteristic of spoken language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:[24]

First characteristic is clustering. Because of fluent speech is phrasal, not word by word, so the learners should be able to organize their output both cognitively and physically through such clustering. Secondly is redundancy. It means that the speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language. Reduced form is the third characteristic. All form special problems in teaching spoken English are; contractions, elisions, reduced, vowels, etc. Students who don't learn colloquial contractions sometimes can develop a stilted, bookish quality of speaking that in turn stigmatize them.

Fourth is a performance variable. As the process of thinking as we speak, it's possible allow us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Some performance variable that can be taught to the learners are; how to pause and hesitate, for example, in English our

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[23] *Speaking Role at Class,* retrieved from http://www.sasklearning.gov.sk.ca/does/mla /speak.html. 2 June 2011.

[24] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* 2nd ed, (NY: Addison Wesley Longman Inc, 2001), p. 270-271.

"thinking time" is not silent; we insert certain "fillers" such us uh, um, well, you know, I mean, like, etc. One of the most silent differences between native and nonnative speakers of a language is their hesitation phenomena.

Sixth character is colloquial language. To make the students able to speak well, the teachers should introduce them with the words, idioms, and phrases. Seventh character is rate of delivery. It is another important characteristic of fluency. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other contributes of fluency. Eighth characters are stress, rhythm, and intonation. This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Last character is interaction. Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[25]

By the descriptive above, the analysis showed how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, the teacher needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. The example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said

e. The essence of speaking

As a language skill, speaking is sometimes undervalued or in some circle taken for granted. This is a popular impression that writing particularly literature it means to be read and as such is prestigious, whereas speaking is often thought of as 'colloquial' which help to account for its lower priority in some teaching

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[25] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* 2nd ed, p. 270-271.

context.[26]

The purpose of learning speaking is to make students will be able to communicate in oral speaking as one of language skill is obligatory taught to the students who learn language generally and learn English that students should have four skills; listening, speaking, reading and writing.

To reach the goal, it's suggested to use communication approach in English teaching and learning process. One principle of the approach is that language is a mean of communication, therefore the English teaching should be focused to use language than the competence of the language such as vocabulary and grammatical structure, and the four skills should be taught in balance in the teaching material.

As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or desire to do something negotiating and or solving particular problem or establishing and maintaining social relationship and friendship. To achieve the speaking purpose we need to activate range of appropriate expression.[27]

B. Previous Research

The previous research that the researcher uses are:

1. The research of Muhammad Sahlan (student of Tarbiyah Faculty of IAIN Walisongo Semarang. Student number: 3104367) "Improving Student's Courage To Speak English By Means Of Group Work Abstract" the main idea of this research is improving speaking students in pair, so they can interact with other students. This previous research has connection with the research will be done. If the previous research told about improving, this research will analyze the error of the learners have learned. Because, there are many

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26 Mc. Donough and Cristhoper. Material and Method in ELT. (London: Black Well. 2003:133)

27 Mc. Donough and Cristhoper. *Material and Method in ELT.* (London: Black Well. 2003: 134)

techniques have been learned to the student even in junior or senior high school. But learners still get many errors in their speaking especially in grammatical. So, here the researcher would like to find out those errors.

2. The research of Vina Innayatul Zulfa (student of Tarbiyah Faculty of IAIN Walisongo Semarang. Student number: 073411021) "Implementation Of Learning Speaking For Autism (A Case At The 5th Grade Students Of SD Suryo Bimo Kresno Semarang In The Academic Year Of 2010/ 2011)". This research is almost same, that use descriptive qualitative method. The different is this research is to look for the way in teaching English for autism students but the research will do looking for the grammatical errors of normal students have learned English. The different is just in the subject research.

3. The thesis entitled "Improving Students' Speaking Skill through Debate Technique". This thesis was written by Richa Rubiati (063411083), a student from Education Faculty Walisongo State Institute for Islamic Students Semarang. The research objective of this research is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique. This research is classroom action research that was done in two cycles. The data collection was done by using observation and test. The result of this research shows that this method can improve the speaking skills. It can be seen from cycle. In the first cycle, the students' average score was 65, 3 and the second cycle students got 76, 6.[28] The similarity between this research and the writer's research is English speaking.

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[28] Richa Rubiati (063411083), *Improving Students' Speaking Skill Through Debate Technique,* (Semarang: Education Faculty Walisongo State Institute for Islamic Studies, 2010).