

## **CHAPTER IV**

### **FINDING OF THE RESULT OF RESEARCH**

#### **A. Finding of the Research**

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of teaching speaking through debate to the first semester students of English Language Teaching Department and to find out the students' improvement in speaking. In this research, the researcher used classroom action research. Its purpose is to know students ability in speaking. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through pre-cycle, cycle one and cycle two. The results descriptions of all cycles are as follows:

##### **1. The analysis of Pre-cycle**

The pre-cycle was conducted in October 28<sup>th</sup>, 2010. In this occasion, the researcher joined the speaking class and observed the initial condition and students' activity in the class to identify the problem. Students were not asked to practice debate, teacher only asked students to practice agreement and disagreement in pairs. The researcher found that many students have difficulties in speaking, that is because students have little practice in speaking. From the problem found in pre-cycle observation, researcher planned to implement debate in speaking class in order to improve their speaking achievement.

##### **2. The Analysis of the First cycle**

The first cycle was held on November 04<sup>th</sup>, 2010. The first cycle was about teaching learning process and the assessment test. Teacher implemented debate technique to support students' activity in expressing agreement and

disagreement. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in last meeting. Teacher asked many students to retell their activity when they were in SAC. There were three students that asked to retell the experience in SAC. The next steps teacher explained the new topic. The teacher explained the expression of agreement and disagreement, and then asked many students to gives an example of the expression. After explaining the expression teacher told students that students will be divided into two team, affirmative and negative team for practicing debate. Teacher explained the way of debate to students in order to make the debate runs well. After that, the teacher asked each team to discuss and prepare many arguments related to the topic of debate for about 5 minutes. The topic of debate was *money is the most important thing in life*. Debate was begin and it started by affirmative team to deliver their opinion.

The researcher observed students' activity during teaching learning process. The result of observation was shown in the table below:

Table 1  
Observation Checklist in the First Cycle

No	Activities	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the teacher's explanation.				V		4
2	Students' ability to manage class in the form of team.			V			3
3	Students' activeness and enthusiast in debating.				V		4
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes.				V		4
6	Students present arguments with clarity and appropriate volume.			V			3

7	Students' activeness in giving opinion in debating.				V		4
8	Students' responses on another' opinions in debating.				V		4
Total Score							30

The score of the observation as below:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{30}{40} \times 100\% \\
 &= 75\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well.

To measure the ability of each student's speaking skill, teacher conducted test in the form of debate in pairs. Researcher recorded it and analyzed the test, the result of the first cycle test were showed in the table below:

Table 2

Students' Speaking Score test in the First Cycle

NO	Name	Students' Score
1	Ari Supriyanto	64
2	Robingul Achsan	69
3	Rohmatun Ni'mah	61
4	Rudy Alfa Hidayat	63
5	Saputri Dwi Lestari	61
6	Sufiyarif'ul Achidah	70
7	Sukma Nada Desmanto	59
8	Susi Susanti	67
9	Syifaul Jannah	59
10	Ulin Nafi'ah	64

11	Ummu Kultsum	75
12	Yuliana Zakiyah	63
13	Zul Fatun Nikmah	63
14	Ade Agung Nur Listiyantor	67
15	Ashari	67
16	Inayatul Mardliyah	61
17	Jalal Makhalli	68
18	Khusniyah Dwi Atmini	60
19	Manar Abdurra'uf Fatin	71
20	Malikhatur Rifqiyyah	67
21	Muflikhatun Nisa Muyassar	70
22	Muhammad Nurisshobah	77
23	Nailin Nikmah	68
24	Rifqi Nuril Ahera	68
25	Roni Bayu Setiawan	67
26	Saifuddin Wafa	59
27	Umi Maftuchatul Chasanah	63
28	Umi Sulkiyah	75
29	Winda Purwanti	57
30	Yunia Marya Ulfa	62
31	Viska Yunilia Anggraini W	59
<b>Total Score</b>		<b>2024</b>

The mean of students' score as follow:

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2024}{31} \\
 &= 65.3
 \end{aligned}$$

From the analysis above, it is clear that the average of the students test result of the first cycle was 65.3, but there were five students who still have low score in speaking. Hence, the researcher decided to conduct the next cycle and intended to give better situation.

### 3. The Analysis of the Second Cycle

The second cycle was held on November 11, 2010. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the topic of debate was different for the first cycle. The teacher asked many students to retell their activity in that day beginning from waking up from sleeping till that time. Then teacher reviewed the expressions of agreement and disagreement given in last meeting, then teacher divided students into two teams to conduct debate. The topic of debate was *should man do the household chores?*. In the second cycle, the researcher prepared the article as the media to support students' arguments in debate; beside it the researcher also prepared flash cards for the test.

The researcher observed students' activity during process teaching and learning. The result of observation was shown in the table below:

Table 3  
Observation Checklist in the Second Cycle

No	Activities	Grade					Score
		1	2	3	4	5	
1	Student' paying attention to the lecturer explanation.					V	5
2	Student' ability to manage class in the form of team.				V		4
3	Students' activeness and enthusiast in debating.					V	5
4	Students' role in debating.				V		4
5	Students have minimal reliance on notes.				V		4
6	Students present arguments with clarity and appropriate volume.			V			3
7	Students' activeness in giving opinion in debating.				V		4
8	Students' responses on another' opinions in				V		4

	debating.						
Total score							33

Total score of the observation as below:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{33}{40} \times 100\% \\
 &= 82.5\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the second cycle could run well. It can be seen from their responses. While the process of debate, majority of the students were taking good involvement.

To measure students' achievement in the second cycle, the researcher conducted spoken test in the form of debate in pair. The result of the test was shown in the table below:

Table 4  
Students' speaking score in the second Cycle

NO	Name	Students' Score
1	Ari Supriyanto	79
2	Robingul Achsan	81
3	Rohmatun Ni'mah	77
4	Rudy Alfa Hidayat	78
5	Saputri Dwi Lestari	78
6	Sufiyarif'ul Achidah	78
7	Sukma Nada Desmanto	77
8	Susi Susanti	77
9	Syifaul Jannah	77
10	Ulin Nafi'ah	77
11	Ummu Kultsum	82
12	Yuliana Zakiyah	77

13	Zul Fatun Nikmah	75
14	Ade Agung Nur Listiyantor	79
15	Ashari	78
16	Inayatul Mardliyah	76
17	Jalal Makhalli	71
18	Khusniyah Dwi Atmini	66
19	Manar Abdurra'uf Fatin	80
20	Malikhatur Rifqiyyah	79
21	Muflikhatun Nisa Muyassar	78
22	Muhammad Nurisshobah	85
23	Nailin Nikmah	79
24	Rifqi Nuril Ahera	79
25	Roni Bayu Setiawan	72
26	Saifuddin Wafa	78
27	Umi Maftuchatul Chasanah	72
28	Umi Sulkiyah	74
29	Winda Purwanti	72
30	Yunia Marya Ulfa	75
31	Viska Yunilia Anggraini W	70
<b>Total Score</b>		<b>2376</b>

The mean of students' score as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2376}{31} \\
 &= 76.6
 \end{aligned}$$

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

## B. The Analysis of the Whole meeting

The result of the test from the first cycle and the second cycle can be seen briefly as follow:

Table 5  
Comparison of the students' score average in the first cycle test and the second cycle test.

NO	Name	Cycle I	Cycle II
1	Ari Supriyanto	64	79
2	Robingul Achsan	69	81
3	Rohmatun Ni'mah	61	77
4	Rudy Alfa Hidayat	63	78
5	Saputri Dwi Lestari	61	78
6	Sufiyarif'ul Achidah	70	78
7	Sukma Nada Desmanto	59	77
8	Susi Susanti	67	77
9	Syifaul Jannah	59	77
10	Ulin Nafi'ah	64	77
11	Ummu Kultsum	75	82
12	Yuliana Zakiyah	63	77
13	Zul Fatun Nikmah	63	75
14	Ade Agung Nur Listiyantor	67	79
15	Ashari	67	78
16	Inayatul Mardliyah	61	76
17	Jalal Makhalli	68	71
18	Khusniyah Dwi Atmini	60	66
19	Manar Abdurra'uf Fatin	71	80
20	Malikhatur Rifqiyyah	67	79
21	Muflikhatun Nisa Muyassar	70	78
22	Muhammad Nurisshobah	77	85
23	Nailin Nikmah	68	79
24	Rifqi Nuril Ahera	68	79
25	Roni Bayu Setiawan	67	72
26	Saifuddin Wafa	59	78
27	Umi Maftuchatul Chasanah	63	72
28	Umi Sulkiyah	75	74
29	Winda Purwanti	57	72
30	Yunia Marya Ulfa	62	75
31	Viska Yunilia Anggraini W	59	70
<b>Total Score</b>		<b>2024</b>	<b>2376</b>



<b>Average</b>	<b>65.3</b>	<b>76.6</b>
<b>Minimum Score</b>	<b>57</b>	<b>66</b>
<b>Maximum Score</b>	<b>77</b>	<b>85</b>

As whole the meetings ran well. There was some significant improvement from cycle one to cycle two.

In the first cycle, the average result was 65.3. The teacher used debate as technique in teaching speaking. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate.

In the second cycle, the average result was 76.6. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the activity.

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