USING DEBATE IN TEACHING SPEAKING TO SECOND YEAR STUDENT OF PBI UIN AR-RANIRY BANDA ACEH

THESIS

Submitted by:

KHAIRUL FUAD

The Student of Department of English Language Education

Faculty of Education and Teacher Training

Reg. No: 231 121 219

FACULTY OF EDUCATION AND TEACHER TRAINING

AR – RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM – BANDA ACEH

2018M/1439H

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

As Requerments of Sarjana Degree (S-1)

On Teacher Education

By:

KHAIRUL FUAD
The Student of Department of English Language Education
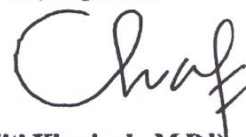**Faculty of Education and Teacher Training**
Reg. No: 231 121 219

Approved By:

Main supervisor

Co, Supervisor

(Safrul Muluk, M.A.,M.Ed.,Ph.D)

(Siti Khasinah, M.Pd)

THESIS APPROVAL

NAME   :Khairul Fuad

Reg. Number   :231121219

Title   :Using Debate In Teaching Speaking to Second Year Student of English Department.

Has been devended in Sidang Munaqasyah in front of The Council of Examiners for working paper and Has Been Accepted in Partial Fulfillment of The Requirements for Sarjana Degree   S-1 of Teacher Education

On

Wednesday, $\dfrac{\textbf{31}^{st}\textbf{ January 2018}}{\textbf{14 Jumadil Awal 1439}}$

Darussalam, Banda Aceh

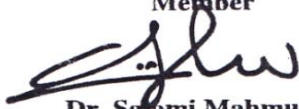**The Council of Examiners**

Chairperson
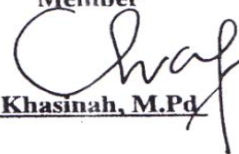
Safrul Muluk, S.Ag., M.A

Secretary,

Rivana Amelia, S.Pd
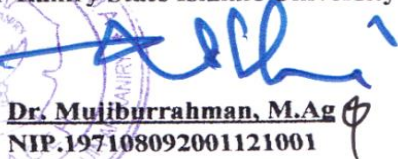
Member

Dr. Salami Mahmud, M.A
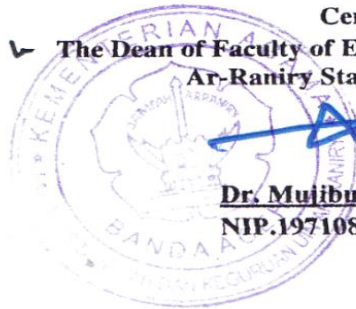
Member

Siti Khasinah, M.Pd

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag
NIP.197108092001121001

ACKNOWLEDGMENT

students from Department of English Language Education academic year 2011 that have been cheering me during the completion of this thesis.

Finally, I believe that this thesis has a lot of mistakes and need to be improved in order to be useful especially for the Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, January 8th 2018

The Writer

CONTENTS

SURAT PERNYATAAN

Saya yang berandatangan dibawah ini:

Nama	:Khairul Fuad
NIM	:231 121 219
Tempat/tanggal lahir	:Banda Aceh / 8 Februari 1994
Alamat	:Jl. Prada Utama Lr. Belimbing Desa Lamgugob Kec. Syiah Kuala Banda Aceh.

Menyatakan dengan sesungguhya bahwa skripsi yang bejudul "**Using Debate in Teaching Speaking To Second Year Student of PBI Uin Ar-Raniry Banda Aceh**" adalah benar-benar karya saya sendiri, kecuali lampiran yang disebutkan sumbernya.

Apabila terjadi kesalahan dan kekeliruan di dalamnya, maka sepenuhnya menjadi tanggung jawab saya.

Demikian surat ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Januari 2018

Saya yang membuat surat pernyataan

(Khairul Fuad)

vii

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

This research entitled Using debate in teaching speaking to second year student of PBI UIN Ar-Raniry. This research is conducted to find out whether debate is improving student speaking ability. We learn English to communicate, thus speaking is the real prove of speaking ability. The researcher wants to investigate the effectiveness of debate in teaching speaking, whether the students taught using debate have better speaking ability than those taught by non-debate method. The research is done at English department of Tarbiyah UIN Ar-Raniry. Researcher uses experimental research for this research on unit 4 as control class and unit 5 as experimental class. The data from this research is obtained through monolog test from 10 students from unit 5 and 10 students from unit 4 of PBI 2016 to get pre-test and pot-test score. The instrument of this research is adapted from Haris (1969) for speaking scoring rubric. T-test formula is analyzed using SPSS 16.0 application to analyzed data. The result of T-test shows that student from experimental class who get debate treatment get more improvement than student from control class. Thus, the result shows that using debate in teaching speaking does improve students speaking ability.

Keyword: Teaching Speaking, Debate.

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, statement of the research problems, the objective of research, the significance of research, assumption, the hypothesis of the research, the limitation of research, and definitions of key terms.

A. Background of Study

We practice English in communication; we have to know the knowledge of the language. On the contrary, it is useless if we know the knowledge without practicing it in real communication. Related to the objective, the productive skill, especially speaking, has an important place in teaching and learning English. For most language learners, being fluent in target language is one of the criteria to be called as a successful learner. In this globalization era in which communication plays an important role, speaking as one of the important English skills is considered important to be mastered.

However, the emphasis on speaking skill should not be seen as an exclusive purpose. In the process of teaching and learning English, productive skills are equally important with receptive skills. Speaking is a skill that is taught integrated with other language skills such as reading, writing and listening.

In fact, speaking is not an easy skill to be mastered. Even most of the university students are unable to speak English well although they have learned the language for at least four years. This may be caused by many internal and

external factors, the internal factors such as fear of making mistakes and shyness (Fanny Septya Christy, 2008) the external factors such as lack of speaking opportunity to practice English both inside and outside classrooms. Since most of students rarely use English outside the class, and also caused by a monotonous teaching technique in teaching speaking. Some teachers may use the same technique in teaching speaking. This monotonous teaching technique can cause boredom so that students lose their curiosity in learning speaking. One alternative to solve this problem, especially in helping teachers to create opportunity for students to practice English within certain situations through real communication activities, is teaching speaking using debate.

During studying at Kampung Inggris Pare, Kediri, East Java, at Basic English Course (BEC) from September 2013 until Februari 2014 and March 2015, researcher finds this method as good variation for enhancing students' speaking ability, and also it keeps students attention and curiosity for the topic that is discussed. This method also helps students to add more vocabularies to help them be able to speak properly in specific topic by teacher give them a piece of paper with discussed topic with spesific vocabularies inside. As researcher has experienced, this method also helps students to build critical thinking to againts opinion from their oponent. This method will be exelent for PBI UIN Ar-Raniry as one of the best English Department in Aceh. Researcher feels less method variation of speaking teaching technique. In reasearcher opinion, students need more open discussion in speaking class to keep students attention during learning process. This method can be one variation.

Debate or debating is a formal method of interactive and representational argument. Debate is a broader form of argument than logical argument, which only examines consistency from axiom, and factual argument, which only examines what is or is not the case or rhetoric which is a technique of persuasion. Though logical consistency, factual accuracy and some degree of emotional appeal to the audience are important elements of the art of persuasion, in debating, one side often prevails over the other side by presenting a superior "context" and/or framework of the issue, which is far more subtle and strategic. In other word, it can be defined that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. It means that, using debate in teaching is a strategy to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skill. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all students' debaters (http://ncbi.nlm.nih.gov/pubmed/18173892,). "Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves" (Maryadi, 2008: 16).

However, there is not enough empirical evidence of the effectiveness of playing debate. Thus, the researcher is interested in trying using debate to teach speaking and gives empirical evidence about the effectiveness of this technique by conducting a research entitled "Using Debate in Teaching Speaking to Second Year Student of PBI UIN Ar-Raniry Banda Aceh."

B. Statement of the Research Problem

Based on the background of the research, the research is intended to answer this question. "To what extent is teaching speaking using debate effective?"

C. The Objective of the Research

In line with the statement of the problem, the researcher wants to investigate the effectiveness of debate in teaching speaking, whether the students taught using debate have better speaking ability than those taught by non-debate method.

D. The Hypothesis of Research

The researcher has stated alternative hypothesis on this research formulated as follows: "Teaching Speaking by Using Debate is Effective".

Ha: Using debate in teaching speaking is effective to increase students speaking ability.

Ho: Using debate in teaching speaking is not effective to increase students speaking ability.

E. Significance of the Research

The result of this research is expected to give advantages to students, English teacher, and the Faculty. If the result finding shows that debate is effective, the following parties will be expected get some benefit such as.

1. To the Students

   A. It will increase the students' interest in speaking English.

B. It will improve students' ability in speaking English skill.

2. To English Lecture

   a. It is the way to make them speak up in English.

   b. It motivates Lecture to improve the creativity in teaching learning process.

   c. It is the appropriate facility to teach speaking in the classroom

3. To the Faculty

   a. The faculty is advanced by the active teaching-learning process

   b. The faculty can be the model of school in facilitating the students

F. Scope of the Research

The following are the scope of the study.

1. The subjects of this research are the second year Student of PBI UIN Ar-Raniry. Researcher takes 2 classes from PBI 2016 from the same lecture who teach speaking class so the populations get same lesson from the lecture so it can be equal. Researcher takes also ten students each class as the sample. The sample will be taken base on their score of speaking class in previous semester. This must be done to avoid bias result after the research done.

2. This research is focused on the teaching speaking using debate at second year Students of PBI UIN Ar-Raniry.

G. The Definition of Key Terms

Key terms are defined to help and clarify the attempt to avoid misunderstanding, they are defined as follows.

1. Teaching speaking is a process of giving help to the students to use the sound system, expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using teaching and learning methodologies (Dina Elya Rizka, 2011:5).

2. Speaking skill is productive or oral skill, it consists producing systematic verbal utterance to convey meaning (Nunan, 2003:48). This speaking is focusing in transactional interpersonal dialog, consisting of expression anger and embarrassment. It is measured by speaking test., and the score obtained from the test will be analyzed to measure the students speaking skill.

3. Debate Technique is the specific activities manifested in classroom that were consistent with a method and therefore in harmony with an approach as well (Brown: 2001 p.14). Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. A debate is a type of role play where students are asked to take sides on an issue and defend their positions (O'Mallay and Pierce: 1996 p.48).

It can be defined that debate technique is an activity of teaching speaking where students are divided in different sides of an issue and have to defend their opinions. Students have a lot of opportunities to practice speaking through this technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes the nature of speaking, teaching speaking, method of teaching speaking, the description of debate, and hortatory exposition.

A. The Nature of Speaking

English skill includes listening, speaking, reading, and writing. Speaking seems to be most important skill. Nunan (1991) says that mastery the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

Based on the statement above, as one of the materials in English teaching learning process, developing learners' ability to express themselves through speech is still complicated to do. That is because in speaking there are many components that must be known by the learner to support their perfect speaking.

Haris (1997) says, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Haris states that developing speaking skill in English as foreign language situation is a hand job covering all speaking components covering pronunciation, grammatical, accuracy, word choice, fluency and communicative interaction (Muawanah: 2004).

B. Teaching Speaking

Teaching speaking is a process of acquiring and learning one of the four English skills among student and teacher. This process needs much time to accomplish. It is usually practical learning and it can be understood easily by practicing.

To make the learning process run well, especially in teaching speaking, the English teacher should know the principle of teaching speaking. And there are five principles for teaching speaking (Nunan, 2003):

a. Understanding the differences between second language and foreign language learning context

    1) A foreign language context is one where the target language is not the language of communication in the society

    2) A second language context is one where the target language is the language of communication in the society

b. Give student practice with both fluency and accuracy

    1) Accuracy is the extent to which student's speech matches what people actually say when they use the target language

    2) Fluency is the extent to which speakers use the language quickly and confidently

c. Provide opportunities for student to talk by using group work or pair work, and limiting teacher talk

Pair work and group work activities can be used to increase the amount of time than learner get to speak in the target language during lesson.

d. Plan speaking task that involve negotiation for.

Meaning when learners make progress by communicating in the target language because interaction necessary involves trying to understand and make you understood. This process is called negotiation for meaning.

e. Design classroom activities that involves guidance and practice in both transactional and interactional speaking

1) Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship.

2) Transactional speech involves communicating to get something done, including the exchange of goods and service.

C. The Aspects of Teaching Speaking

It is necessary to know some aspects in teaching speaking in terms of the following:

1. The Material of Teaching Speaking

Teaching materials represents the product of careful and creative planning on the part of textbook writers. They are not the result of any interactive process of classroom events. They are frequently looked upon as carried of grammatical structures of vocabulary items that have to be introduced to the learners (Kumara Divelu: 2003).

Resource materials include not only textbook and audiovisual aids purchased by the institution, but also pamphlets, films, posters, etc, which may be

supplied by the community (Ashworth: 1985). The textbook and/or syllabus for teaching speaking may be organized around grammar points, topical themes, or speech acts.

Regardless of the syllabus or textbook structure, it is important for a teacher to encourage students to interact in English because interaction seems to promote language acquisition. The teacher should present the material as interesting as he could to get the students' attention. He can serve it in many forms in order to make the students understand in what he explains.

2. **The Methods of Teaching Speaking**

There are some methods suggested for developing speaking skill namely:

a. Role Playing

One of the methods suggested for developing speaking skill is role games

Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to-use what they have been drilled on. Games are not only suitable for children but also for adult (Fauzati: 2005).

b. Problem-solving

Material which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such

activities is that the teacher sets up a situation where there is "an information gap" among the participants, and this gap has to be bridged either orally or in written form.

White suggest that more advanced students be given problems which require going out into the community or on campus to interview people who can supply concrete information about the problem. Classroom activities include the preparation of informal "script" to be used as guides during the interviews. After the students have completed their research, they present their findings to the class by re-enacting the interview and then answering questions from the group in the guise of persons whom they interviewed.

c. Songs

Using songs in EFL classroom, especially speaking can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can be used as materials for discussion, i.e., paraphrasing. In addition Richard suggests that songs can be used, as useful aid in the learning vocabulary, pronunciation, structures, and sentence patterns. Whereas Pomeroy suggests that songs can also be used to teach aspects of culture, especially the culture of the Target Language Speakers.

d. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its proposal, the class will soon accept it as a natural activity. The main aim of group

discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context (Fauziati, 2005).

D. The Description of Debate

A debate is a speaking situation in which opposite points of view are presented and argued (Dale and James: 2000. P:176). Debate can discuss about the real or simulated issue. The learners' roles make sure that they have enough a proper knowledge about the issue to defend their opinion. At the end of activity, they may have to reach a concrete decision or put the issue to a vote. Additionaly, debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consists of three or five students. It is "pro" group and "contra" group. Debate causes a feeling of confident, gives motivation to convey learner's opinion and respond the argument by using English language. Inoue (2004) also supports opinion of Thompson (1971), Thompson stated that debate is contrasted with discussion. The distinction in their use in referring to decision-making process may be outlined as follows:

1. In debate, participants argue for and against the prefixed proposition. In discussion, participants look for a solution to a problem.

2. Consequently, debate considers two alternatives, while discussion considers multiple alternatives.

3. Debate is usually regulated by strict rules about the time and order of speeches. Discussion is constructed more freely with less formal rules. In debate on the other hand, the decision is made by a third party based on the arguments presented by the affirmative and the negative sides.

Debate is one of effective speaking activity which slowly forces students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them (O' Malley and Pierce: 1996 p.85).

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position

a. The Benefits of Debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1) Improve students' critical thinking. Debate makes students look in detail and critical in analyzing the problem.

2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.

3) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.

4) Debate is thus not only a way to connect students with academic subjects in meaningful ways. It is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

5) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem-solving skills (Joe Bellon: 2000 p, 4).

Because of some benefits above, debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

b. The Parts of Debate

In the debate technical system, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Usually, motion stars with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway, when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

3) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why; rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal.

Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument for example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable (Mellshaliha: 2010).

E. The Procedure of Teaching Speaking Through Debate

Several things have to be prepared to do debate for making appropriate debate. Knowledge which has to be taught for students from Syahputra, Harmani and anjung (2014) are:

a. Pre-Teaching Activities

1. The teacher presents the list of vocabulary of expressing disagreement and debate language.

2. The teacher asks the student to make example of sentence by using expressing disagreement.

 3. The teacher presents the list of vocabulary that will be used in debate and presents the topic for debate.

    a. Law: Face of Political in Indonesia Today : Reformation, there are some of the vocabulary.

    b. Education: Education Curriculum in Indonesia, there are some of the vocabulary.

    c. Culture: Youth as Agent of Change and Era Globalization, there are some of the vocabulary.

b. Whilst-Teaching Activities

The debate format was adopted from the existing format of the debate: Australian parliament system; and these instructions below (Debating SA Incorporated 1991-2014):

    a. The teacher groups the students. The groups or teams consist of two parties with opposing views (pros and cons) about a topic. For the big class the teacher can arrange some groups for the next section.

    b. The teacher arranges the position of debaters and gives the topic before debate is started.

c. The teacher invites the students to start the debate.

d. Debate keepers (time keepers) take the time when the speakers speech.

e. The students start the debate with First speaker.

f. The first speaker of proposition: Example: "poor education system in Indonesia makes the deteriorating quality of students that resulted in decreased levels of achievement in international."

c. Post-teaching Activities

The teacher asks the students from each group (pro-con) to explain the summary of debate the teacher adds the summary and discusses them.

Before starting debate, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

F. Previous Study

There are many related theses belong to this research.

1. A researcher Zainul Muttaqin (3104374) Tarbiyah Faculty IAIN Walisongo Semarang has conducted a study "Teaching Conversation Gambits to Enhance Students' communicative competence in English debate (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009)". This research found that students of WEC got a good level to the five components of students' communicative competence in English debate such as the ability in using gambits, vocabularies, grammatical structure, fluency and

speech contest. In the last result students got average score 8.0 that mean the students have a good level in English debate after being taught the gambits (Muttaqin, 2008).

2. Carna Wiwitanto (2201464578) Languages and Arts Faculty Semarang State University in his study "The use of Australian parliamentary debate system as an English interactive program based on disciplined eclecticism approach to implement KTSP in teaching speaking (an action research of the year eleven of science program of senior high school 11 Semarang in academic year 2009/2010)". He concluded that debate which is applied to teach students class XI students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statististical result analysis of pre and post test that by using debate to teach speaking could improve the Students' speaking skill. The T – test result (13.64) was higher than table (1.55) at 0.05 alpha level of significant (Wiwinanto, 2009).

Both theses are difference from this thesis. The first previous thesis stated that the research is conducted to the member of WEC at IAIN Walisongo Semarang. The thesis is focused on the teaching conversation gambits in enhancing students' communicative ability in English debate. The second previous research talked about teaching speaking use Australasian parliamentary debate system to implement KTSP. This research conducted in the eleven grader of senior high school. This research of course difference from both previous theses. This thesis is focused on students' speaking skill. The researcher implements debate technique in order to improve students' speaking skill. Result

from both previous study shows student's speaking ability has improved by using

debate in teaching speaking.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method. It consists of the research design, subject of the research, instruments, procedure of treatment, data collection and data analysis.

A. Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data based on the research problem in order to be able to explain more comprehensively. The Research design in this research is true experimental quantitative design.

The concept of true experimental design is an idealized abstraction. The ultimate goal of any investigation is to conduct research that will allow us to show the relationship between the variables we have selected (Hatch, 1998 p.22-23). It is because in this research, researcher did some experiment by giving treatment to the subject study to know that there is any effectiveness of playing debate on the improvement of the students' speaking skill by comparing two groups of the study, experimental group and control group.

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental group	Pre-test	Treatment	Post-Test
Control group	Pre-test	No Treatment	Post-Test

The experimental group is taught by using debate and control group is taught without debate. Before and after doing treatment the researcher gives two kind of tests to the students in both groups, namely pre-test and post-test. Pre-test, in this study, is to know the student ability before treatment using debate, while post-test is to know the progress of the student's ability after treatment using debate.

A. Subject of The Research

The accessible population of this research is the Second year Students of UIN Ar-Raniry using random sampling technique. Researcher takes population from two units of PBI 2016 which are taught by the same lecturer at Speaking II class to make it equal. And for the sample, researcher takes random sample from each class as sample to be compared. 10 students are taken from each class, 10 from experimental class and 10 from control class. The sample must take pre-test and post-test.

1. Instruments of Test

This research uses tests to measure how far the student's ability before and after being given the treatment. They are pre-test, post-test and scoring rubric. The definitions of them are as the following:

a. Pre-Test

Pre-test in this research is used to get the data about the students' speaking ability before applying the debate. The researcher gives pre-test to both of groups, experimental and control group. The researcher gives the pre-test before the treatment. In this test, the researcher divides students become some groups in each group consists of two pairs. Then every pair have to discuss the topic that will be discussed which taken by lottery early. With their pair, in 10 minutes they should convey the topic in front of class for about 10 minutes. And there are sixteen sub topics; it can be seen in the appendix.

b. Post-Test

The researcher gives post-test after the experimental group gets treatment from the researcher. It is given to both groups, experimental and control groups to know whether teaching speaking using debate is effective. For this test, the students are asked to convey the different sub-topics discussed (taken by lottery) with the same group (in pre-test) in front of the class. And each group must convey the sub topic in front of class in 10 minutes. And there are sixteen sub topics; it can be seen in the appendix.

c. Scoring Rubric

The component scoring used here are pronunciation, vocabulary, and comprehension (Harris D.P, 1969, p.84). The explanation as follows:

Table 3.2 Scoring Rubric

No	Aspect	Score	Indicators
1	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Use of vocabulary and idioms is virtually that of a native speaker
2	Fluency	1	Speech is so halting and frequently as to make conversation virtually impossible.
		2	Usually hesitant often forced into silence by language limitations.
		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problem.
		5	Speech as fluent and effortless as that of a native speaker.
3	Comprehension	1	Cannot be said to understand even single conversational English.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		3	Understands most of what is said at slower than normal speed with repetitions.
		4	Understands nearly everything at normal speed, although occasionally repetition may be necessary.
		5	Appears to understand everything without difficulty.

B. **Procedure of Treatment**

This research uses true experimental quantitative design. Dealing with this experiment, for the experimental group the teaching activities are divided into three parts. They are pre teaching activity, main teaching activity and post teaching activity.

As an experimental class, this class gets pretest in monolog for taking base score. For three following day, experimental class gets debate introduction and debate activities with different motion for each different day. At the end of the research, the experimental class gets posttest in monolong to get their score to see their speaking skill development after debate treatment.

For control class, this class also gets pretest in the same way as experimental class as the way to take their base score. For the following three meetings, this class studies in a regular way with no treatment. An in the last meeting, the class gets a posttest in monolog to take their final score to see their enhancement in speaking skill.

The data from this class is taken as a comparation to see which class has more development in speaking skill. Wether the control class that gets no debate treatment or experimental class with debate treatment.

Table 3.3 the differences between students' activities

In control group and experimental group

No.	Control Group	Experimental group
1.	Opening	Opening
2.	Prepare their self individually	Make two pairs of students each group. Each class makes five groups.
3.	Explain the definition and the function of the idea expression.	Explain the definition and the function of the idea expression.
4.	listen than repeat dialog from the teacher	Explain how to play debate in practicing the way to express ideas.
5.	read the dialog	The students practice to express ideas trough debate.
6.	Closing	Closing

Table 3.4 The schedule of activities during research

Meeting	Date		Topic
	Experimental Class	Control Class	
First			Pre-test
Second			Treatment I
Third			Treatment II
Fourth			Treatment III
Fifth			Post-Test

C. Data Collection

The researcher will get the data from this step, bellow:

a. for experimental group:

Researcher gives control group a pre-test to get their score in their speaking ability. It is done with testing subjects with several topics which is given to be presented by subjects. After getting their score in speaking, researcher introduces them with debate and way to do debate. For several meeting, researcher does debate activity with test subject, in this case for three meetings and analyze subjects development in their speaking ability.

After debate meetings are done, researcher does final test or post-test for subjects to get their score after getting debate treatment. Test is done by giving them new topics to be presented again and see how their ability after treatment.

b. for control group:

Researcher gives this group post-test for speaking like experimental group gets. But in this group, researcher does not give this group any treatment; just teach what they get in syllabus. In the week experimental group gets their post-test, this group also gets final test or post-test.

By the score researcher gets from pre-test and post-test, data is analyzing by using SPSS to get real number weather it is any different or not.

D. Data Analysis

The researcher uses T-Test to analyze the data from pre-test and post-test statistically. The formula for T-Test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1{}^2}{n_1} + \frac{s_2{}^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Note:

$\bar{x}_1$ = average sample 1

$\bar{x}_2$ = average sample 2

S_1 = standard deviation sample 1

S_2 = standard deviation sample 2

$S_1{}^2$ = variants sample 1

$S_2{}^2$ = variants sample 2

r   = correlation between 2 samples

The data gathered from sample is analyzed with this formula using SPSS application program.

The purpose of using the pretest scores as a covariate in T-Test with a pretest-posttest design is to reduce the error variance and eliminate systematic bias. With nonrandomized designs, the main purpose of T-Test is to adjust the posttest means for differences among groups on the pretest, because such differences are likely to occur with intact groups. It is important to note that when pretest scores are not reliable, the treatment effects can be seriously biased in nonrandomized designs. This is true if measurement error is present on any other covariate in case T-Test uses more than one (the pre-test) covariate.

According to Raharjo (2017) the terms to do paired sample T-Test are:

- Paired sample T-Test is used to find out the average differences between 2 samples.

- The samples must be from the same variable with 2 kinds of data.

- Paired sample T-Test is part of parametric statistic, therefore the data must have a normal distribution.

From the last statement, the researcher decides to find out the normal distribution first before analize data using paired sample T-Test.

The assumptions such as randomization, linear relationship between pretest and posttest scores, and homogeneity of regression slopes underlie T-Test. In an attempt to avoid problems that could be created by a violation of these assumptions some researchers use T-Test on gain scores without knowing that the same assumptions are required for the analysis of gain scores. Data which reasercher collects are analized by using SPSS to get spesific number on scores.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Finding

In this chapter, researcher discusses the result of experiment. As mentioned in previous chapter, researcher describes way of collecting data from research using debate in teaching speaking for second year students of PBI UIN Ar-Raniry. This research intends to see students' improvement in speaking aspects before and after getting debate treatment. The research is designed as true experimental quantitative research. The research was done for 5 meetings, and the collected data was processed using SPP program. The data is presented below.

1. Research Process

This research is started in October 9th, 2017 for control class at Unit 4 3rd semester and experimental class Unit 5 3rd semester. In the first day, both class got pre-test for base score on this research. Pre-test was done by giving students random topics that had been prepared by researcher which had to be chosen and presented for 2 minutes by each student.

The following meeting, October 16th, 2017, researcher started teaching at control class without using debate. Control class gets traditional teaching activity for 3 meetings until October 30th, 2017. At September 6th, 2017 post-test was given to control class with topics that had been prepared by researcher to be chosen and presented for 2 minutes.

On October 16th, 2017, experimental class got introduction for debate activity and simultaneously performs the first debate activity. The debate activities started on October 16th, 2017 to October 30th, 2017, once a week. Experimental class got post-test on September 6th, 2017 where all students performed monolog for 2 minutes with selected topics that had been prepared by researcher.

The debate motions was given for experimental class are full day school increases students' creativity for first week, smartphones for elementary students for the second week and holiday to beach vs holiday to highland for the last week.

B. Data Analysis

1. Data variable control class

Table 4.1 Sample of control class

No.	Name	Pretest	posttest
1	TSH	8	9
2	M	10	11
3	RS	8	10
4	ZM	7	9
5	RRT	9	9
6	S	6	9
7	Y	7	8
8	FRY	8	9
9	PY	8	10
10	CBAR	8	11

The data above from random students of control class showed students development skill after and before learning process. The lowest students' enhancement got no point from pre-test to post-test. The highest students'

enhancement was 3 points. The average sample gets 1 until 2 points improvement from pre-test to post-test.

The student who got no improvement was probably got the topic that he or she did not familiar with or rare topics. Basically he or she had capability on performing ideas on monolog, but because the unfamiliar topic that he or she gets, he or she finds obstacles in giving ideas on monolog.

2. Control class normality test.

Normality test for this research is using One-Sample Kolmogorov-Smirnov Test. Kormogolov-smirnov normality test is part of classic assumption test. This normality test aims to find out weather the residual value is normal or not. A good regretion model has good residual value which residual distribution is normal (Sahid R, 2017). So, the normality test is not taken from each variable, but from each sample or residual.

In taking the decision, if signification value is >0,05 the residual value is normal. But if signification value is <0,05 the residual value is not normal.

Table 4.2 One-Sample Kolmogorov-Smirnov Test of Control Class

		Unstandardized Residual
N		10
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	.79754976
Most Extreme Differences	Absolute	.210
	Positive	.183
	Negative	-.210
Kolmogorov-Smirnov Z		.663
Asymp. Sig. (2-tailed)		.772
a. Test distribution is Normal.		

From the data above, normality test for control class shows the distribution using one-sample Kolgomorov-Smirnov test shows that the value is 0.772, it means that the value is bigger than 0,05. The distribution is normal.

3. T test

The data from control class was processed by using SPSS with paired sample T-test. Paired sample T-test was used to determine weather there is an average difference from 2 paired samples (Sahid R, 2017). The sample is the same sample with 2 datas; in this case pre-test and post-test. Paired sample T-test is part of parametric statistic, so that, it has to be a normal distribution, as researcher describe previously.

Table 4.3 Paired Samples Test of Control Class

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-1.600	.966	.306	-2.291	-.909	-5.237	9	.001

The data above shows that the result of t-test calculation is 0,001, which is smaller than 0,05 as the limit for significant value. It means that students' speaking skill is improved.

4. Data variable Experimental Class

Table 4.4 Sample of experimental class

No.	name	pretest	postest
1	ZAA	9	10
2	AM	7	11
3	SN	9	12
4	RF	10	12
5	CYP	7	10
6	M	8	10
7	MS	6	9
8	ADN	9	11
9	MUM	6	10
10	SH	8	11

The data from experimental class shows student's enhancement in speaking score from pre-test and post-test after getting treatment. The lowest

increase was 1 point from 1 sample and the highest increase was 4 points from 1 sample. The average of sample got 2 until 3 points increase from before and after getting treatment. The student with lowest increase had basically got a good score in performing monolog. This happened maybe because the student gets uncommon topic or not familiar with him or her. The obstacle was the topic that not closes with the student.

5. Experimental class normality test.

Same as data from Control Class, normality test for this research is using One-Sample Kolmogorov-Smirnov Test. The same rule applied for this data. If signification value is >0,05 the residual value is normal. If signification value is <0,05 the residual value is not normal.

Table 4.5 Experimental One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		10
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	.73829085
Most Extreme Differences	Absolute	.186
	Positive	.100
	Negative	-.186
Kolmogorov-Smirnov Z		.589
Asymp. Sig. (2-tailed)		.878
a. Test distribution is Normal.		

The data above shows that normality test for experimental class shows the distribution using one-sample Kolgomorov-Smirnov test shows that the value is 0.878, it means that the value is bigger than 0,05. The the distribution for this data is a normal distribution.

    6. T test

In experimental class data, this data also processed through SPSS with paired sample T-test to determine the average difference from 2 paired sample. The sample is one sample with 2 datas; pre-test and post-test. And also this data is a normal distribution as described before.

Table 4.6 Paired Samples Test of Experimental Class

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 PRETEST - POSTTEST	-3.000	1.491	.471	-4.066	-1.934	-6.364	9	.000

The data above shows that the result of t-test calculation is 0,000, which is smaller than 0,05 as the limit for significant value. It means that students' speaking skill is indeed improved by getting debate treatment.

 C. Discussion

From the data analysis above, both classes show improvement in performing monolog speaking. The data displays average students from control

class have their score increased from pre-test to post-test. Average score that each control class student gets from pre-test to post-test is 1-2 points. On the other hand, students from experimental class have better improvement from pre-test to post-test. Average score that the students get from pre-test to post-test is 2-3 point. The paired sample T-test also shows both classes have improvement in speaking. Paired sample T-test score from control class gives score 0,001 which is lower than 0,05, so it is an improvement. Yet, on experimental class paired sample T-test score is at 0,000. This score is lower than 0,05 which is a limit for significant improvement.

Both of classes get enhancement in speaking aspect from test to test. However, from the score that is provided from paired sample T-test, experimental class that gets debate treatment during this research shows more significant score rather than control class. So, the experimental class improves more than the control class. Thus, debate is indeed improving students' speaking ability.

Debate effects students speaking ability in this research because debate stimulates students' critical thinking during the activity. Student is forced to think how to deliver their idea of the motion and argue with his or her opponent. Student is capable of making and deffending their opinion in order to win the debate. It also develop students' convidence to speak and give opinion because student is arguing his opponent opinion in front of him or her during the activity. So student has to be confident in order to give a good argument and deffend. From the result above, researcher felt implementing debate in teaching speaking is successful for improving students' speaking ability.

Chapter V

CONCLUTION AND SUGGESTION

A. Conclution

The conclusion of the research is presented with data which has been analized in the previous Chapter. This chpter thus intends to conlude all the data on using debate in teaching speaking (research at second year student of PBI UIN Ar-Raniry).

1. Using debate improves students' speaking ability significantly. During the debate activity, students develop their ability in performing and deffending idea. Debate forces student to show the best possible way in deffending argument in order to win the debate. This stimulates students to think faster and gives their opinion or ideas acurately in short amount of time. However, their ideas or opinion can not be irrelevant from the topic. Thus student has to deeply understand about what the topic is about.

2. Debate technique helps students to speak actively. Student gets chance to speak and really put their attention during the activity. Because in debate they have to be focus in listening their opponent and their friends' statement. Students work cooperatively in this activity either it is personal debate activity (one-by-one) or group debate by working togather with his or her partner to find the best statement to attack their opponent. This activity stimulates students to show their point of view of the problem by deffending their point.

B. Suggestion

1. The debate technique requires students not only students' language skills competence but also students critical thinking. Thus, English teachers are suggested to implement this technique as it improved students' speaking skills significantly.

2. In this research, researcher only focuses on vocabulary, fluency and comprehension. In future research, next researcher may focus on other subject such as speaking confidence or grammatical aspect.

BIBLIOGRAPHY

Agoestyowati, R. (2007). *102 English Games*. Jakarta: Gramedia Pustaka Utama.

Ashworth, M. (1985). *Beyond Methodology Second Language Teaching and the Community*. Cambridge: Cambridge University Press.

Azhar, A. (2003). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.

Christy, F. S. (2008). *Using Strip-story to Improve Eight Graders' Speaking Ability.* Malang University, Malang.

Dictionary, O. (Ed.) (1995) Oxford advance learner dictionary. New York: University Press Ltd.

Endang & Fauziati. (2005). *Teaching English as a Foreign Language*. Surakarta: Universitas Muhammadiyah Press.

Harris D.P. (1977). *Testing English As A Second Language*. New York: McGrawHill Company.

Hatch. (1982). *Research design and statistic for applied linguistic*. London: Newbury house publisher.

Kasihani, K., & Suyanto, E. (2007). *English for Young Learners*. Jakarta: PT. Bumi Aksara.

Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven & London: Yale University Press.

Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice Hall.

Nunan, D. (2003). *Practical English Language Teaching* New York: McGraw-Hill Education.

Nunan, D. (2003). *Practical English Language Teaching First Edition*. New York: Mc Gewn-Hill Companies.

Muawanah, S. (2004). *The Effectiveness of Teaching Speaking Using Retelling Story.* Islamic University of Kediri, Kediri.

Raharjo, S. (2017). Cara uji paired sample T Test dengan SPSS full, (youtube video: https://www.youtube.com/watch?v=4bOqYv9ZQgA) watch on 2 december.

Rizka, D. E. (2011). *Teaching Speaking Using Role-Play for the Second-Grade Students of SMA Negeri Tamanan Bondowoso.* Kediri.

Standar Nasional Pendidikan (2005). Bandung: Fokus Media.

Setyowati, D. A. (2011). *The Effectiveness of Using Flash Card in the Teaching of Speaking to Young Learners of Tarbiyatul Aulad Kediri.* State College for Islamic Studies, Kediri.

Weir, C. (1993). *Understanding &.Developing Language Tests*. UK: Prentice Hall International.

APPENDIX III

Scoring Rubic for Debate Desearch

Name   :
NIM   :
Unit   :

No	Aspect	Score	Indicators
1	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Use of vocabulary and idioms is virtually that of a native speaker
2	Fluency	1	Speech is so halting and frequently as to make conversation virtually impossible.
		2	Usually hesitant often forced into silence by language limitations.
		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problem.
		5	Speech as fluent and effortless as that of a native speaker.
3	Comprehen sion	1	Cannot be said to understand even single conversational English.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		3	Understands most of what is said at slower than normal speed with repetitions.
		4	Understands nearly everything at normal speed, although occasionally repetition may be necessary.
		5	Appears to understand everything without difficulty.

APPENDIX IV

Topics for Pretest and Posttest

- Limiting vehicle for Banda Aceh

- Full day school is too hard for student

- Joining colege is not important

- Young marriege is good for teenager

- Social media hate speech

- Sex education for children

- Syariah law agains Indonesian law

- Feminism is not necesary

- Youtube is more than television

- Newspaper is not important anymore

- Online transportation kills traditional transportation

- Youth community does not care about traditional culture

- We need theater in Aceh

- Local product is better

- Hospital service in Aceh is bad

- Parenting is bad nowday

- Being interpereneur is better than sivilian server

- Technology kills society

APPENDIX V

Debate Motion

Week 1 debate:

Full day school increases students' creativity

Full day school helps students in achieving better score. The more increasing the time students learn, the more they understand the lessons. In hope that it will enhance students' score, full day school prevents students from negative influence from outside the school, such as drug, porn, violence, bullying, etc.

In other hand, full day school kills students' passion, because they do not have more time to develop their skill which they don't get from school. Full day school also makes students exhausted. They tend to stay learning for finishing their homework on late night and it reduces time for students to take a rest.

Week 2 debate:

Smartphones for elementary students

By providing smartphones for elementary students, information related to homework and school assignments is accessible for students anytime and anywhere. Smartphones allow students to explore their insight and their curiosity. Furthermore, many apps are designed only for students to help them with all kind of problems. Thus, smartphones indeed help students to learn better.

However, smartphones also come with numbers of problematic consequences. Games and social media, for example, disturb students learning activities, and they make students become addicted. Also it is almost impossible to control children when they are accustomed to smartphones which will result students become irresponsible from using smartphones.

Week 3 debate:

Holiday to beach vs holiday to highland

Holiday is what everyone needs when they are too stressful on the routin and need to get some relaxation. Most of people like to get holiday at nature, such as beach or highland.

Beach offers you a nice tropical sensation and warm weather which is really nice to enjoy. And also in some beaches, there are a lot of realy nice underwater scenery we can enjoy when we are snorkling in it. Some people say that the infinite view when we sit on a beach and look to the sea is very relaxing. Also, sunset scene is what people enjoy the most.

Holiday in highland offers you many exotic animals such as dear, birds, mamals, etc. You can see green views which are very relaxing. In the highland, you can feel fresh air that you can rarely find anywhere. And the natural environment that makes you really close to nature is something uniqe.

SPSS Output

Variable data control class

Normality Test

Regression

[DataSet1] D:\Soal IES\DATA SKRIPSI.sav

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PRE-TEST[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: POST-TEST

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571[a]	.326	.242	.846

a. Predictors: (Constant), PRE-TEST

b. Dependent Variable: POST-TEST

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.775	1	2.775	3.878	.084[a]
	Residual	5.725	8	.716		
	Total	8.500	9			

a. Predictors: (Constant), PRE-TEST

b. Dependent Variable: POST-TEST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.514	2.042		2.700	.027
	PRE-TEST	.505	.256	.571	1.969	.084

a. Dependent Variable: POST-TEST

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	8.54	10.56	9.50	.555	10
Residual	-1.055	1.450	.000	.798	10
Std. Predicted Value	-1.726	1.908	.000	1.000	10
Std. Residual	-1.247	1.714	.000	.943	10

a. Dependent Variable: POST-TEST

NPar Tests

[DataSet1] D:\Soal IES\DATA SKRIPSI.sav

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		10
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	.79754976
Most Extreme Differences	Absolute	.210
	Positive	.183
	Negative	-.210
Kolmogorov-Smirnov Z		.663
Asymp. Sig. (2-tailed)		.772
a. Test distribution is Normal.		

T tes

T-TEST PAIRS=PRETEST WITH POSTTEST (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

[DataSet1] D:\Soal IES\DATA SKRIPSI.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	7.90	10	1.101	.348
	POST-TEST	9.50	10	.972	.307

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	10	.571	.084

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE-TEST - POST-TEST	-1.600	.966	.306	-2.291	-.909	-5.237	9	.001

Variable data experimental

Normality Test

Regression

[DataSet1] D:\Soal IES\DATA SKRIPSI EXPRIMENT.sav

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PRETEST[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: POSTTEST

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.151	.783

a. Predictors: (Constant), PRETEST

b. Dependent Variable: POSTTEST

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.594	1	1.594	2.600	.146[a]
	Residual	4.906	8	.613		
	Total	6.500	9			

a. Predictors: (Constant), PRETEST

b. Dependent Variable: POSTTEST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.660	1.167		7.418	.000
	PRETEST	.245	.152	.495	1.612	.146

a. Dependent Variable: POSTTEST

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.64	11.11	10.50	.421	10
Residual	-1.132	1.132	.000	.738	10
Std. Predicted Value	-2.040	1.457	.000	1.000	10
Std. Residual	-1.446	1.446	.000	.943	10

a. Dependent Variable: POSTTEST

NPar Tests

[DataSet1] D:\Soal IES\DATA SKRIPSI EXPRIMENT.sav

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		10
Normal Parameters^a	Mean	.0000000
	Std. Deviation	.73829085
Most Extreme Differences	Absolute	.186
	Positive	.100
	Negative	-.186
Kolmogorov-Smirnov Z		.589
Asymp. Sig. (2-tailed)		.878
a. Test distribution is Normal.		

T test

T-TEST PAIRS=PRETEST WITH POSTTEST (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

[DataSet1] D:\Soal IES\DATA SKRIPSI EXPRIMENT.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	7.50	10	1.716	.543
	POSTTEST	10.50	10	.850	.269

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	10	.495	.146

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-3.000	1.491	.471	-4.066	-1.934	-6.364	9	.000

Appendices VI

AUTOBIOGRAPHY

1. Full Name   : Khairul Fuad
2. Place/Date of Birth : Banda Aceh, 8 Februari 1994
3. Sex   : Male
4. Religion   : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status   : Single
7. Occupation   : Student

Address   : Lamgugob, kec. Syiah Kuala Banda Aceh

8. Parents' Name
   a. Father   : Drs. Abdullah Majid, M.Pd
   b. Mother   : Dra. Fakhriah Affan, M.Pd
   c. Father occupation : Retired
   d. Mother occupation : Lecturer
9. Parents' Address   : Lamgugob, kec. Syiah Kuala Banda Aceh
10. Educational Background
    a. Elementary School   : MIN 1 Banda Aceh   Graduated   : 2005
    b. Junior High School   : MTsN Model Banda Aceh Graduated   : 2008
    c. Senior High School   : MAN Model Banda Aceh Graduated   : 2011
    d. University   : English Language Education Department of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, Entered in 2011 until 2018.

Banda Aceh, January 31st 2018

The writer