The Use of Debate Activitiesto Improve Students' SpeakingAbilityat State ReligiousSeniorHigh School (MAN 02)of Kepahiang,Bengkulu, Indonesia

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Abstract
This study was carried out to improve the students' speakingabilitythrough Debate Activitiesin Second Year Students of State Religious Senior High School (MAN 02) of Kepahiangin academis year 2015-2016. The subjects of this study were consisted of 30 students.The method used in this study was Classroom Action Research (CAR). The Clasroom Action Research design applied in this study was a collaborative classroom action research. It mean that the researcher collaborated with the English teacher of State Religious Senior High School (MAN 02) of Kepahiangas an observer and collaborator. The study was carried out in three cycles. Each cycles consisted of three meetings. The data were gathered in this study through field notes, and test.The result of the study showed that there was improvement of students' speakingability. Most of the students gradually gained good scores at the end of each cycles. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English subject was 70 (seventy). The data shows that in cycle I, students speaking achievement is 0% (excellent), 10% (good), 17% (average), 40% (poor), 34% (very poor). In cycle II the students' speaking achievement is 7% (excellent), 20% (good), 40% (average), 20% (poor) and 13% (very poor). In cycle III students' speaking achievement is 13% (excellent), 20% (good), 54% (average), 13% (poor) and 0% (very poor). In conclusion, Debate Activitiescould solve the students' problems and improve their speaking ability.

Key words : Students' Speaking Ability, Debate Activities

A. Introduction

English is a as International language that widely used as means of communication which impact toward the development of human being. English influences our daily life where many sectors need English has the prerequisites.For example, English is widely used in mass media and oral communication as means of exchanging information including science, education, and technology reasons. In Indonesia, English is known and taught as foreign language (Wena, 2009). It is taught from elementary school as an alternative subject until high school as one of the compulsory subjects. It means that English has an important position. So, Indonesian students need to learn English as well as possible.There are four important skills that students have to

master in English,they are speaking, reading, listening and writing. The following discussion in this research is mainly focuses on speaking. According to Rickheit and Strohner(2008), speaking is one of English skill that should be mastered by students. For children who learn English as foreign language, speaking becomes their first mode to acquire the language well. In addition,speakingis one of the communication forms which involve people's oraliteraction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal(Thornbury and Diana (2007).

Based on these two definitions, we can conclude that speaking is an interaction process between two people or more. The achievement of good speaking activity is when the people who interact can understand each other while transferring the information. One obvious example of speaking activity is the interaction between English teacher and student. In the interaction, the teacher should have a good speaking competence, because he or she has to bring all of his students to understand the materials that were taught through his or her speech.

Based on the researcher's informal interview with the teacher of State Religious Senior High School (MAN 02) of Kepahiang, it was found that the difficult skill to be mastered in learning English is speaking, where, the students feel difficult to engage in speaking activity both inside and outside the classroom. Besides, the students are also afraid in making mistakes during speaking process, they lost their idea to expand their speaking activity, and tend to use inappropriate grammar which is sometimes confusing other students. In addition, the students are also bored during English teaching and learning process due to teacher's way of teaching and learning process, especially in speaking session.Furthermore, the other problem came from the teacher, where he/sheused to use monotonous activity in teaching and learning process. The teacher used to use imitation and repetition technique all the time of teaching and learning process.Therefore, the students are encountered by some problems in learning English, especially in speaking skill. Those problems were known based on the interview to students, such as the difficulty in arranging the words and sentences to speak, low motivation, afraid of making mistake, inappropriate strategy in learning and teaching process, do not know what have to say, lack of vocabularies and afraid with friend is who is smarter than the others. From the fact above, the researcher is interested in analyzing some problems that make students seldom speak English in their daily conversation and implementing Debate Activities to improve students' English

speaking ability in State Religious Senior High School (MAN 02) of Kepahiang to solve students' speaking problems.

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion (Douglas, 2014). Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another(Al-Mahrooqi& Tabakow, 2015).The advantage of debate are allow students to look at both sides of an issue, improving students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinionsan allow more interactive exchange among students and teachers.

B. *Review of Literature*

1. **The Concept of Teaching Speaking**

The goal of teaching speaking is to improve students communicative skill (Hughes, 2006). Language learners need to recognize that speaking involves three areas of knowledge, there are mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Moreover, there are principles of language teaching such as : Automaticity , meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, language ego, self confidence, risk taking, the language-culture connection, the native language effect, interlanguage, communicative competence (Richard & Rodger, 1999).

2. The Concept of Debate Activity.

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion (Douglas, 2014). Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another (Somjai & Jansem, 2015). Moreover, there are some objective to be achieved through debate (Al-Mahrooqi & Tabakow, 2015), there are:

a) Encouraging students to practice speaking.

b) Giving students ample opportunities to speak English during their leisure time.

c) Increasing students' motivation to speak.

d) Making them realize that learning English is not as difficult as they think.

e) Practicing English without thinking much about grammar.

f) Letting students realize that they can learn English from their parents, friend, classmate and other.

g) Makingsure that everybody can learn English at their free time.

h) Enhancing students' interest to speak English.

i) Making children are able to participate in everyday conversation with their interlocutor.

Based on the explanation above, the researcher concluded that debate is competition of argument, or ideas or opinion involving critical thinking process and speaking skill in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason.

3. The Advantages of Debate Activity

The advantage of debate are allow students to look at both sides of an issue, improving students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinionsan allow more interactive exchange among students and teachers (Gravitt, 2008).

In addition, the ability of the students in English communication would be better through debate; students would have higher ability in sharing idea, showing opinion and presenting their perception (Kennedy, R. 2007). Through debate, it is hope that the students can think more critically, analytically and constructively; through debate they would be sportive.

From explanation above, the researcher concludes that debate can helps students to develop their speaking and reasoning skill, it can motivate the students to read books, not only lessons book but also other literatures, and the debate can helps the students to control their emotion when their arguments were pushed by opposing party.

C. Research Question

The research question in this research is: How does Debate ActivityImprove Students' Speakingability for Second Year Students of State Religious Senior High School (MAN 02) of Kepahiang in academic year 2015/2016?

D. Research Objective

The objective of this research is to implement Debate Activity to solve students' problems and improve students' ability for Second Year Students of State Religious Senior High School (MAN 02) of Kepahiangin academic year 2015/2016.

E. Research Method

To answer the research question, the researcher used Classroom Action Research. The data is analyzed by using percentages.

F. Research Procedure

The procedures of this research were pre-assessment, cycle I, cycle II, and cycle III (Latief, 2012). Each cycle consists of planning, acting, observing and reflecting and evaluating.
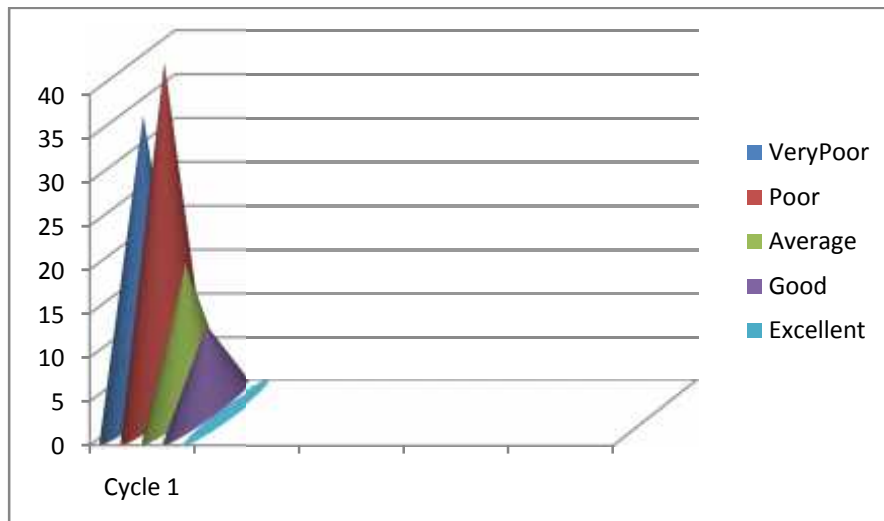
G. Data Analysis Procedure

First, the researcher collected individual score at the end of cycles by giving test to the students. And then, researcher counted the students score into percentages by following students' score interval.

H. *Findings and discussion*

1. Findings

a. Cycle I

Figure I. *Students' Speaking Score in Cycle I*

From the figure above, the students' scoreis into percentages. The percentages can be seen from the following table:

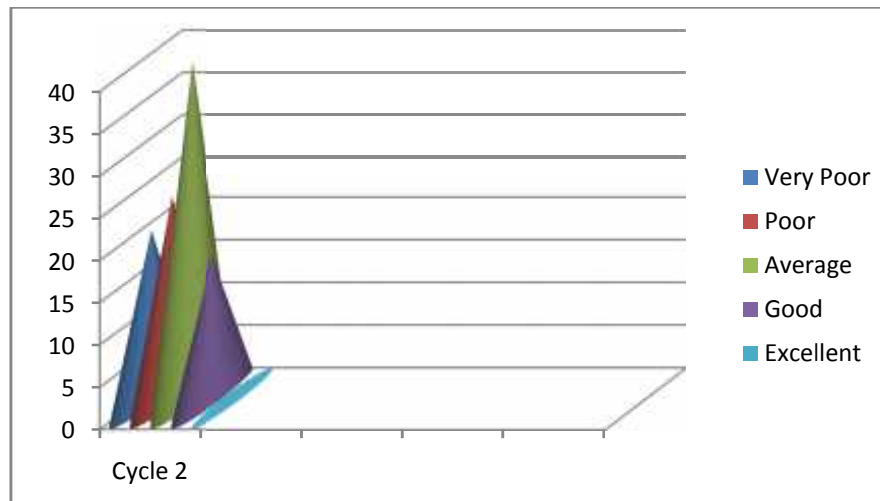| Interval	Qualification	Cycle I	
		Number of Students	Percentages
85-100	Very poor	10 Students	34%
71-84	poor	12 Students	40%
60-70	Average	5 Students	17%
40-59	Good	3 Student	10%
0-39	Excellent	0 Student	0%

Table 1: The Distribution of Students' Speaking in *Cycle I*

From the table above, it can be seen that there is improvement in students' speaking than in cycle I. The data shows that 0% of students are excellent categories, 10% are good, 17% are average categories, 40% are poor categories and 34% are very poor. Based on the evaluation and reflection, researcher and collaborator conclude that there is improvement in

students' speaking. However, researcher feels that it is important to increase students' speaking because indicator of success has not been reached yet because some of students it because of the problems such as their low motivation to speak, don't have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, Besides that, the teaching method that applied before was not interest. Therefore, researcher and collaborator need to do action again.

b. Cycle II

Figure II. Students' Speaking Score in Cycle II

From the figure above, the researcher collect the students' speaking score into percentages. It can be seen from the following table:

| Interval | Qualification | Cycle II | |
		Number of Students	Percentages
85-100	Very poor	4 Students	13%
71-84	poor	6 Students	20%
60-70	Average	12 Students	40%

|			
40-59	Good	6 Student	20%
0-39	Excellent	2 Student	7%

Table 2: The Distribution of Students' Speaking in Cycle II

From the table above, it can be seen that students' speaking increase in teaching speaking activity. It shows that 7% of student total numbers are categories excellent, 20% are good, 40% are average, 20% are poor and 13% are very poor categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in cycle I, even some students have been trying to minimize the problems. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

c. **Cycle III**

Figure III. Students' Speaking Score in Cycle III
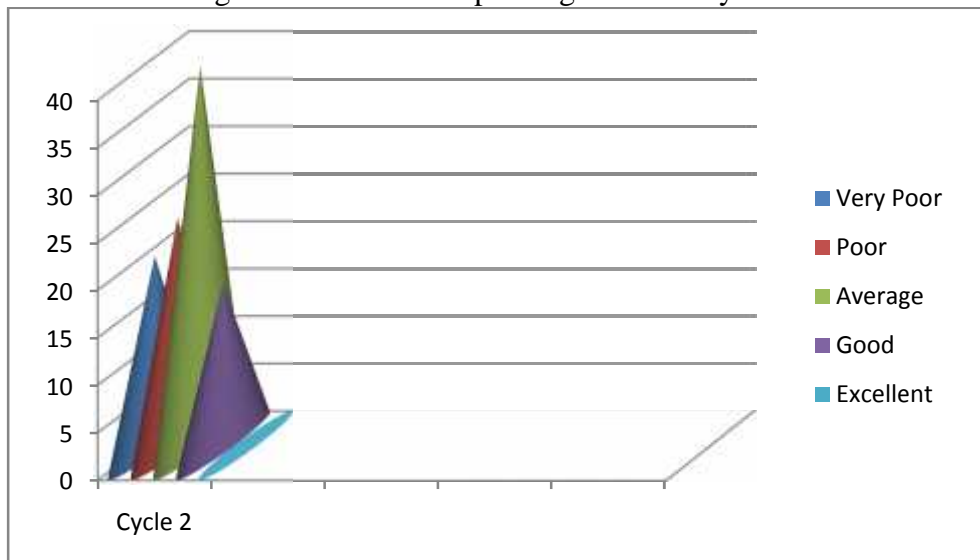
From the figure above, the researcher collects the students' speaking achievement into percentages. The percentages can be seen from the following table:

Interval	Qualification	Cycle II	
		Number of Students	Percentages
85-100	Very poor	0 Student	0%
71-84	poor	4 Students	13%
60-70	Average	16 Students	54%
40-59	Good	6 Students	20%
0-39	Excellent	4 Students	13%

Table 3: The Distribution of Students' Speaking in Cycle III

From table above, it can be concluded that any progrees on students' speaking. It show that 13% students who are excellent categories, 20 % are good, 54% are average, 13% are poor and 0% is very poor.

From the data above, researcher see thatmost of students could decrease their problems in speaking, but researcher feels that the indicator of success has been reached. Therefore, the researcher decided to stop the action.

2. Discussion

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English through Debate Activity. They had good selves-confidence to express their ideas in learning activity inside classroom, most of them could decrease their fears and rigidness to practice English skill, the frequency and percentage of students' speaking skill were increased well in each cycles. In addition, Debate Activitycould motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

I. *Conclusion*

Method or techniqueis one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached and the students could enjoy the learning process without thinking that learning English is horrible subject. One of the technique or strategy that can be applied in teaching English speaking is Debate Activitybecause by applying the strategy or activity, teaching English speaking can be more effective, and it is able

to improve students' speaking ability, especially in Islamic State Religious Senior High School (MAN 02) of Kepahiang.

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