

THE IMPLEMENTATION OF DEBATE TECHNIQUE TO ENHANCE STUDENTS' SPEAKING SKILL

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ABSTRACT

The objective of this research was to improve the quality of teaching and learning speaking by using debate technique at the tenth grade students of SMAN Modal Bangsa, Aceh. The academic year was 2017/2018. The participants of this research were 27 students at class X/IPA-5. The research was classroom action research which was done in two cycles. Each cycle consisted of two meetings. There were two types of data namely quantitative data and qualitative data. The result of the first cycle shows that the percentage score for the researchers' performance was 70% which was categorized as good, while in the second cycle the score was 90% which was categorized as very good. Regarding the students' involvement, the percentage score in the first cycle was 75% or in the middle category and it increased significantly in the second cycle with the percentage 95% or in the excellent category. Furthermore, the class pretest score was 55.55 %, but it increased 81.48 % in the first cycle and 100% in the second cycle. It indicates that the success indicator was reached. Finally, the data from the questionnaire shows that the students responded positively to the use of debate technique in the process of teaching and learning speaking. The outcome of this research showed that using debate technique was able to improve the teacher's performance in teaching speaking and the students' involvement in learning speaking. It also improved the students' speaking skill.

Keywords: speaking skill, debate technique, classroom action research.

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INTRODUCTION

Speaking as one of the four skills of language learning is very important to be learned by students. The reason is through speaking, one is able to express his/her ideas and thoughts. Furthermore, being able to speak is one of the indicators of mastering the language (Baker, 2009). By learning speaking students can improve their ability to utter their opinions or ideas. Kayi (2006) added that in this globalization era, speaking is a valuable skill. Furthermore, learning speaking will be useful for students because speaking as a verbal communication is a common way to communicate with each other. Ur (1996) claimed that mastering speaking skill is the most important aspect of learning a second or foreign language. In short, learning a language remains incomplete if one does not achieve competence in speaking.

Speaking is also taught at senior high school in which the 2013 curriculum is implemented. Students are expected to have conversational competence after learning English. Students are also endorsed to use English in the class and in their daily life. The communicative function of teaching and learning a foreign language is mainly prioritized in 2013 Curriculum.

SMAN Modal Bangsa is one of the first senior high schools in Aceh that implemented the 2013 curriculum. Regarding teaching and learning speaking, based on the researcher's preliminary research (March 28 to 30, 2018), at the tenth grade students, they still faced problems. The technique that the teacher implemented at that time was work in pair. Unfortunately, it didn't work well. The students could not achieve the passing grade of 80 out of 100 for speaking subject. The students could not speak fluently while they were delivering their opinions. The students said the whole word or parts of the word more than once. They didn't use the elements of vocal productions well such as volume to be heard, clarity to be understood, and variety to add interest.

Due to the facts above, the researcher considered that it was necessary to find out an alternative way to create suitable and interesting technique to the students' condition. Debate is one of the techniques that could be used to enhance students' speaking ability. Debate is a way of expressing thought, opinion, and arguments in which two opposing teams try to defend their idea, opinion and argument. Case building, motion, definition, team line, team split, rebuttal are parts of debate.

Debate is able to assist students to figure out their anxiety to share ideas and develop students' oral English skill. According to Rybold (2006), debate will make students to be better speakers in their daily life. Since students are engaged in the course content actively, broadly and deeply. Debate will improve students' course content to be better (Othman, 2013). Krieger (2007) said that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Regarding to the implementation of debate technique in the classroom, there were two previous studies of classroom action research that the researcher would like to refer to. The first one is the research that was done by Khoironiyah (2012) at SMAN 2 Rembang. In her research, she reported that the scores of her students improved with each cycle she did and she found that the process of teaching and learning process was much better done by the teacher after implementing debate technique. The second was the research that was conducted by Uswatun (2012). The result was satisfying. She mentioned that her students' scores increased significantly after two cycle treatment.

Based on the information above, the researchers believed that by implementing debate technique in teaching and learning speaking in the classroom, the teacher would be able to improve his performance and the students would be able to participate more and deliver their opinions, ideas and arguments that they have in their mind well. It could also help students to improve their speaking skill. Based on these considerations, the researchers were interested in conducting classroom action research in order to 1) gain information of the implementation of debate technique for teaching and learning speaking to the tenth grade students at SMAN Modal Bangsa, Aceh, 2) find out the outcome of score on the students' improvement in speaking through debate technique and 3) investigate the students' responses to the teaching and learning speaking through debate technique.

To measure whether debate technique is appropriate for teaching and learning speaking at the tenth grade students of SMAN Modal Bangsa, the researchers set criteria as follows: 1) 90% of the researchers' activity performance in the implementation of debate technique had fulfilled the criteria listed on the observation checklist, 2) 90% of the students' activity performance in the implementation of debate technique had fulfilled the criteria listed on the observation checklist and 3) 95% of the students were able to improve their

speaking skill to score 80 or higher after the debate technique was done, and 4) the students positively response toward the application of debate technique, or in the criteria of agree and strongly agree.

LITERATURE REVIEW

In general, the goal of teaching speaking skill is to improve the oral production of students and communicative efficiency. It means that students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. According to Burns (1998), to help students develop communicative efficiency in speaking, instructors can use a balanced activity approach that combines language input, structured output and communicative output.

In addition, the objective of teaching and learning speaking skill is to interact effectively. Students should be able to make themselves understood, using their current proficiency to gain the communicative competence. They have to try to avoid hesitation in the message due to wrong pronunciation, structure, or words, and to adjust the social and cultural traditions that apply in each interaction situation.

It is important for teachers to make students want to take part in speaking activities. They should guide and encourage them to speak even though they have very limited number of words to use. Ur (1996) said that teachers should provide a proper time for students to practice and must not be taken up by the teacher's talk. Students will find studying a language interesting if they have a purpose of learning and know how to use it. Johnson (2000) stated that it is surely true to say that a language is not really known until it is put to use for purposes that are interesting and important to the user.

Students should be asked to use their own words and speak spontaneously. It is to train them to be accustomed to the condition in the real life situation or to let them know which words to use on certain conditions. The activities are most closely approximate to the real world of the second-language learner. They let students see just how well they can get along if certain situations come up. They let them measure their progress against criteria which they know to be more real than weekly grammar quizzes or dialogue practice.

Students should be ready to speak when they come to the speaking class. Sometimes they are reluctant to speak not because they do not have ideas in their mind about what to say and how to say it in an acceptable way. With regard to this, Burns and Joyce (1997) identify three sets of factors that may be able to see reluctance on the part of students to take part in classroom tasks involving speaking. They argue that this reluctance may be due to cultural factors, linguistic factors, and/or psychological/affective factors.

In teaching language skills, sometimes a teacher focuses on accuracy through discrete part skill teaching. However, a teacher also needs to provide opportunities for exploring language as a tool to get a message across. John (2006) stated that accuracy in pronunciation (grammar and vocabulary selection) is not enough. We also need to be fluent, and use language in a way that is suitable for the occasion at hand. Fluency development, building from smaller controlled units of speech to tasks with more open choice, is important in the teaching of speaking.

Communicative language teaching is implemented on the 2013 curriculum. Students are expected to have conversational competence after learning English. Students are also endorsed to use English in the study and in their daily life. The communicative function of teaching and learning a foreign language is highly emphasized implemented on 2013 Curriculum.

As English teachers who teach speaking, we know that students have to speak up a lot in the classroom during the process teaching and learning speaking. The teachers should create good atmosphere and choose appropriate methods and techniques in order to maximize the potency of students in speaking. The aspects of speaking such as pronunciation, grammar, vocabulary, comprehension and fluency should be mastered well by students. The teachers should be able to use communicative approach and give the same chance for each student to speak up. Therefore, they are able to express their ideas and opinions maximally. In this case, the methods and techniques of teaching and learning speaking have very essential role.

Debate is a very important strategy in developing speaking skill of students effectively. Bambang (2006) defined debate as an action in which two opponent groups compete by delivering different arguments and perspectives. Each group is formed of three to five members. Krieger (2007) defined debate as an excellent

activity for language learning because it engages students in a variety of cognitive and linguistic ways. Shan (2005) mentioned that in debate, students are divided into two teams to argue a given issue. They strengthen their case by preparing great substantive arguments, and at the end of the match, adjudicators determine which side of the team win the match. Furthermore, Maryadi (2008) said that debate can motivate students' thinking because they must defend their stand or opinion which is in contradiction with conviction themselves. In accordance to those definitions, the researchers were able to compose an operational definition of debate in this research. It is a clash of arguments with two opposing teams which try to convince their arguments

Quinn (2005) explained about the most widely used format that is used in most schools in the world. There are two teams competing in a match. The side that supports the motion is called Government. The other side is opposition. Each team is formed of three speakers and one between the first and second speaker will deliver reply speech. Each speaker has eight minutes to deliver substantive speech but for reply speech, the duration is half of the substantive speech. In the other words, the time to deliver reply speech is four minutes. They debate upon the same motion.

After knowing the format, the researchers intended to implement this debate because the students were familiar with this format and in Indonesian schools debating championships use this format as well.

RESEARCH METHODOLOGY

This research is a type of Classroom Action Research (CAR). Mettetal (2001) stated that classroom action research is a method of finding out what works best in your own classroom so that you can improve students' learning. The purpose of this research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase students learning.

Furthermore, Hopkins (2008) stated CAR is the systematic study of attempts to improve educational practice. It can be applied by groups of participants, by means of their own practical actions, and by means of their own reflection upon the effects of those actions. Put simply, action research is the way the groups of people can organize the conditions under which they can learn from their own experience. Hopkins (2008) also stated that action research might be defined as the

study of a social situation with a view to improve the quality of action within it. It aims to feed practical judgment in concrete situations, and the validity of the 'theories' or hypotheses. In action-research 'theories' are not validated independently and then applied to practice. They are validated through practice.

Based on the explanation above, it can be concluded action research is trying out an idea in practice with a view to improving or changing something, trying to have a real effect on the situation. The researchers used classroom action research approach taken from Hopkins (2008). The researchers carried out an action research with the following steps. The first is planning. In this step, the researchers offered a new technique in improving students' speaking skill. It was the use of the debate technique in teaching speaking. The action was based on the lesson plan applied in the class. Furthermore, the researchers also prepared materials that was going to be taught in the class, made lesson plans, devised observation sheet in order that the class could be observed well, and prepared teaching aids and test instrument, etc. The second step is acting. This step was the implementation of the use of debate technique in teaching speaking. In this stage, the first researcher acted as the English teachers which carried out the lesson plan in the classroom step by step. He described how he used debate technique in teaching and learning speaking in the class to improve the students' speaking skill. To obtain the purpose, the teacher had to create the classroom atmosphere as well as possible. In this case, he took roles as a controller of the students' activities and also provided helps when they got difficulties in doing the activity in the classroom.

The third step is observing. The teacher needed help from someone as the observer. The observer observed the teacher's performance and the students' participation in the class. The students' speaking skill improvement was observed directly by the observer through observing their active participation in discussion, doing exercise, and spoken test result. The fourth step is reflecting. After carrying out the teaching and learning activities using debate technique in teaching speaking, the researcher/teacher recited the occurrences in the classroom as the effect of the action. The teacher evaluated the process and the result of the implementation of debate technique in teaching speaking in the class. The evaluation was used to decide what the teacher should do in the next cycle. It was carried out to know the effect of using debate technique in teaching speaking class especially to the sample class. By

analyzing the strength and the weakness of using debate technique in teaching speaking, the researchers were able to decide what the next action would be for the continuing improvement.

There were three instruments that the researchers used in this research. The first instrument was spoken test. There were two kinds of spoken test in the forms of pre-test and post-test. In this research, the researchers used test as an instrument to collect the data. There were three spoken tests conducted. The first was pre-test of speaking that was conducted to know the preliminary data about students' speaking skill. The second was spoken post-test in cycle 1 that was administered in order to know the achievement of the students in their speaking skill. The last post-test of cycle 2 was conducted to know the final result after implementing debate technique in the classroom. The students were asked to debate based to the given motion.

The second instrument was observation checklist. Ary (2006) stated that observation is the basic method for obtaining data in qualitative research. He also added that qualitative observation usually takes place over an extended period of time and proceeds without any prior hypotheses. Furthermore, he explained that qualitative observations rely on narrative or words to describe the setting, the behaviors, and the instructions. It means that qualitative research is related to words instead of numbers.

The observer (one of the English teachers at SMAN Modal Bangsa, Aceh) observed one of the researchers by using researcher's observation sheets during the action of introducing speaking practice and evaluating of speaking activities. She observed the ability of researcher in teaching-learning process through debate technique. The observer also observed the students' activities along with the action conducted by using the students' observation sheets. The sheets for researcher was intended to record and note important points down on the field notes during the teaching and learning process. The sheets for students were used to record the students' activities and involvement.

The third instrument was questionnaire. The list of questions was used and made in accordance with the needs of the research. The questionnaire was used to know the students' responses, taken in pre-study and the end of cycle 2. The questionnaire used was a closed questionnaire in which the students just needed to choose one of the alternative answers provided in each item by circling or crossing it. Finally, on the basis of the students' answers from the questionnaire,

the researchers can obtain the students' perspectives toward the debate technique used by the researchers in teaching speaking skill.

The next step was the data analysis procedure. The researchers used statistical technique to know the improvement of the students' speaking skill from the pre-test and post-test. The data analysis of statistical technique was used to analyze data needed in this research from pre-study until final result of cycle 2. Meanwhile, the data obtained from the observation checklist was qualitative data. It was examined by using constant comparative method, suggested by Hopkins (1993). The observation data was analyzed in order to find out the errors made by the students and the strategy used by the teachers in correcting them. Every error was counted based on their classification whether they were corrected or not. It was used to obtain the data for the first research question. The errors that were written down in the strategies column were used to determine the strategy used by the teachers related to the second research question. Every category of the strategy was counted based on its amount on a particular error. Then it revealed how many times the particular strategy was used in the particular error. The last one was questionnaire. The results from questionnaire were analyzed by counting the choice of the students in a particular strategy to correct their particular error.

RESULTS AND DISCUSSION

As the comparison of post-test, the pretest had been done before the Classroom Action Research (CAR). It was conducted on Thursday, March 29th 2018. The students were assigned to work in pair and speak each other.

Based on the result of the pre-test, the data showed that the mean score of pretest was 75.11. There were only 15 students who passed the minimum passing grade of 80 for speaking subject, while the other 13 students in class X-5 were below the criteria. The class percentages which passed the minimum passing grade of 80 were 55.55 %. The lowest score was 75 and the highest score was 86. From the analysis, it could be seen that at class X/IPA-5, the students' speaking skill was still low. Based on the observation, the problems faced by the students in speaking were mainly caused by the performance and the technique used by the teacher.

The next instrument that had been done in pre-test was questionnaire. The questionnaire was conducted to know about the

students' response about speaking lesson especially the way the teacher taught. The questionnaire was given to the students at class X-5 on Friday, March 30th 2018. The result showed that 64.28 % of the students felt interested in the way of the teacher taught, while 35.72% of the students felt fair. It indicated that some students of class X-5 needed the innovation in learning speaking to develop their speaking skill.

Moving on to the teacher's performance and the students' involvement during the process teaching and learning speaking, the analysis of teaching and learning process was done in order to know how the debate technique was implemented at class X/IPA-5. The information was obtained from the observation checklist. The information was about the teacher's and the students' activities in the classroom while teaching and learning speaking through debate technique. The strength and weaknesses of the implementation debate technique were analyzed in this phase.

Regarding the analysis of researcher's performance in teaching process of cycle 1, the observation was conducted on April 5th and 12th, 2018 at class X/IPA-5. In the observation, the first researcher acted as a teacher. The focus of the observation was on teaching speaking by using debate technique. In the first meeting of cycle 1, the researcher divided the students into 9 groups that consisted of three students in a group. In this meeting, the researcher asked them some questions about narrative text, folklore and debate technique before the teaching learning process. Several students seemed to be worried about responding to the teacher's questions. It seemed to be due to the lack of fluency. After finishing the pre teaching activity, the researcher instructed the students to work in groups. In this part, the researcher explained about narrative text in general, folklore, how to express opinion, arguments and also about debate by writing on the whiteboard. The researcher also suggested the students to discuss and share with their group members.

From the finding above, there were some aspects which should be improved by the researcher in teaching speaking class. The first aspect was the way of how to instruct the students because debate technique was new for the students. The instruction should be explained clearly and adequately in order to ensure that the students understood it. Clear instruction would make the students work in groups actively. The second aspect was that the media used by the researcher should be authentic to make the students feel familiar with their daily activity.

This finding seems to support Killickaya (2004) who stated that authentic material more likely connects to students' needs. Therefore, because authentic material exposes the real language, it is closely related to everyday life activities. Hence, the students will find the material useful since it can be applied in their social life and importantly improve their speaking skill. The last aspect was about time management. The researcher should manage the time well while the students were discussing in their groups. Based on the result of the observation checklist by the observer, it showed the percentage of the researcher's performance was 70%, indicating that the researcher needed to improve the performance by conducting the next cycle of the research.

Regarding to the analysis of the students' involvement during the learning process in cycle 1, the collaborator observed not only the researcher's activity but also the students' activity while the process of teaching and learning speaking through debate technique was going on. It was aimed to know the students' participation about the debate technique implementation in teaching speaking in the first cycle. The result of the observation sheet of the students' activity noted that there were some positive and negative points presented by the students in the first cycle. Based on the students' observation sheet, there were some aspects that still needed improvements. The first aspect was the ability of the students to express opinions and arguments. The students still felt difficult to speak fluently. They still took a few seconds to continue their speech from a sentence to another sentence. The second was the involvement in discussion. Some of them still felt reluctant to share idea with their team mates. Actually, in debate technique, the students were expected to involve in a collaborative learning by working together rather than individually. The last aspect was responding to the other groups' performance. The students still felt hard to keep focusing while the opponent speaker was delivering the substantive speech. Based on the result of the observation checklist by the observer, it showed that the percentage of the students' involvement was 75%. It indicated that the students needed to improve the performance by conducting the next cycle of the research.

Regarding to the students' post-test. The result of post-test 1 showed that the average score of class was 81.48 in which there were 22 students who passed the minimum passing grade of 80 for speaking subject. The researcher needed to calculate the mean score firstly, to

know the result of students' speaking. The data showed that the mean score of post-test 1 was 81.77. There were 22 students or 81.48 % of the students who passed the minimum passing grade of 80, while the other 5 students were below the criteria. There was improvement of students' mean score from the students' speaking on the pre-test to the students' speaking on the first cycle. In this phase, the researchers made the conclusion related to the implementation of the action. Then, they tried to modify the action in order to make 95% of the students in the class pass the minimum passing grade of 80 because in the result of post-test, only 81.48% of the students passed it. There must be more efforts to improve students' speaking skill through debate technique. It needed to be improved again in the next cycle.

In the second cycle, the analysis of the researcher's performance in implementing the action was done by referring to the information coming from the observation checklist. Based on the observation checklist, it was found that there were some points that showed the improvement of the researcher's activity in teaching speaking skill especially in using debate technique.

Based on the observation during the action, almost all the points observed in cycle 2 achieved the criteria provided in the collaborator's observation sheet. Among all the points that needed to be improved in the first cycle the researcher's performance gradually improved after the second meeting in the second cycle was conducted. The first improvement was the researcher's way of giving the instruction to the students in the second cycle. He explained clearly about how to do debate in groups. It really helped the students in discussion. The second improvement can be seen in media usage. This time, the researcher presented more media to facilitate the students. It made the students easier to understand the lesson. The researcher seemed more enthusiastic in the process teaching speaking by using debate technique. The last improvement was about time management in group discussion. The researcher could manage the time effectively and finished each teaching process based on the planned time allocation. The researcher did not spend more time to explain how debate technique worked. In the second cycle the students were familiar with using debate technique. The researcher had actualized his performance in his class. The outcome of the collaborator's observation sheet showed that the percentage of the researcher's performance in the first cycle was 70%, and it increased gradually to 90% in the second cycle.

In this second cycle, the students' abilities to express opinions, arguments, asking questions to each other and responding to the other groups' performance which needed to be improved had been figured out. After analyzing the outcome of the observation checklist, and the field notes that was done by the observer, the percentage of the students' involvement was 95% while the success indicator for the students' involvement was 95%. It means that the students' involvement in the second cycle had succeeded to achieve the target. The calculation of the mean of students' score in speaking post-test 2 was 85.11. The calculation of class percentage of the students who passed the minimum passing grade of 80 was 100%.

Discussions

Based on the record of the researcher's activity performance in cycle 1, it was found that the total average of mean score of the researcher's activity in cycle 1 was 70% or in the middle category. Since the indicator was not reached yet, the researchers concluded to continue the second cycle in order to achieve the criteria of the researcher's performance set in the successful indicator. In the second cycle, the researcher reached the score of 90% or in the level "very good". It means the researcher's activity performance had achieved the successful indicator.

The result of the observation checklist showed that the percentage of the students' involvement in the first cycle was 75%, whereas in the second cycle was 95%. It means that the result had reached the criteria of success. We can conclude that the implementation of debate technique had successfully improved the students' participation in the classroom.

Regarding to the spoken test, in the pre-test, the mean score of students on speaking test before carrying out Classroom Action Research (CAR) was 75.11. Meanwhile, the class percentages which passed the minimum passing grade of 80 was 55.55 %. It means that there were only 15 students who were able to pass the minimum passing grade of 80 and there were 13 students were out of the target.

Furthermore, the mean score in the post-test of cycle 1 was 81.77. It means that there were some improvement in the students' score from the pretest that was 8.86%. Meanwhile, the class percentages the minimum passing grade of 80 who passed post-test 1

were 81.48%. It showed there were 22 students who was able to pass it and there were 6 students whose scores were still under the passing grade. However, it was still needed more improvement because the result could not achieve the criteria of success, that is 95%. That was why the researchers continued to the second cycle.

Next, the mean score in the post-test of the second cycle was 85.11. It showed that the students' improvement score was 3.34 (85.11 – 81.77) from the post-test 1 (81.77) or 4.08 % of students' improvement in the score percentage from the post-test 1. Meanwhile, the class percentages which passed the minimum passing grade of 80 was 100%. It means there were 27 students whose score passed the passing grade. The post-test of cycle 2 had fulfilled the target of Classroom Action Research (CAR) success in which above 95% of the students could pass the passing grade. Automatically, it can be said that the Classroom Action Research (CAR) was successful and the cycle was stopped.

At the end of the study, to know the students' responses about the application of debate technique in learning speaking through debate, the questionnaire was distributed to 27 students. The students were asked to choose the offered options on the questionnaire that represented their response. The researcher used closed questionnaire and the researcher distributed the questionnaire to the students at the end of the teaching and learning process in the cycle 2. The questionnaire was given to the students in the class X-5 on Friday, April 27th 2018. In accordance to the students' answers from the questionnaire, it presented that all students felt enjoyable toward the implementation of debate technique in the teaching and learning in the class.

CONCLUSIONS

After the researchers did the research, there were some conclusions. First, the result of the collaborator's observation sheet showed that the percentage of the researcher's performance in the first cycle was 70%, and it increased gradually to 90% in the second cycle. Second, regarding to the result of the students' observation sheets, it showed a significant improvement of the students' involvement in class. The number of students' involvement percentage in teaching learning activities increased gradually from the first cycle 75% to the second cycle 95%. Third, using debate

technique to improve the students' speaking skills was able to give a significant impact. The class percentage improvement in cycle 1 increased gradually from 55.55% in the pre- test to 81.48% in the post-test 1, with the students' test improvement of 8.86% in the first cycle. The greatest improvement was in cycle 2; the students' test result in the second cycle was 100%, with the increase 4.08% from the first cycle test. It means that the success indicator of this research was reached. Finally, as the result of the students' responses toward debate technique, the students had positive responses in their speaking class. Based on their responses, this technique was able to make the students become motivated, happy, and confident to speak English.

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