

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

The preparation of the research report is a very important stage in a research process. The research report is the final stage which must be done by researcher. Through this research report, the research focus proposed in chapter 1 will be answered, as well as through this research report. The researcher tries to communicate the results of the research to the parties involved other. From this research report, other parties including the research institution as well as readers in general can find out the steps that have been taken carried out by the researcher during the research activity in accordance with the rules that apply in the field of research.

In this chapter, an explanation of the data and research findings will be presented obtained from the research field, either in the form of interviews, observations as well as documentation which is a representation of the formulation research focus. The researcher going to present the result and discussion of the data obtaining from research of The Implementation of Debate Technique in Teaching Speaking Skill at Eleventh Grade of MA DUBA putri Banyuanyar 2022.

A. Result

In this chapter the researcher will present the results after the theoretical studies that have been described in the previous chapter, the exposure and results of this research will be compared with results that already exist in the field from observations such as observations, interviews, documentation and also exposure to data from these results will be directed so that it can be the answer to the thesis title “The Implementation of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuanyar 2022.”

As has been formulated in the focus of the research to simplify the discussion in this study, the exposure of the result data found in this study, then the exposure of the result data found in this study will be presented in the form of the main discussion as follows:

1. The Implementation of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuanyar 2022

a. Planning (Planning)

At this stage the researcher determines all the action plans that are will be carried out in teaching speaking skill on the application of the debate method. On the first day, the researcher plans the actions to be implemented, including:

- 1) Researcher and teachers determine the time of research implementation debate technique. Research is held every Tuesday with 2 x 45 minutes, according to the English subject schedule at eleventh grade of MA DUBA Putri Banyuwang 2022. Research begins from Thursday 06 September 2019.
- 2) Determine the topic of discussion that will be carried out in the process learning English subjects, and determining which themes will be debated and divide students into two teams that are team pros and cons.
- 3) Prepare resources, media and learning tools used to be used in each implementation debate technique.
- 4) Researcher carry out learning simulation exercises with conduct debate activities before the implementation of debate technique.
- 5) Prepare research instruments such as observation sheets student.
- 6) Carry out English subject learning by applying the method debate.

b. The Implementation of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuwanyar 2022.

The researcher made observation in the class taught one teacher on Tuesday, September 06, 2022, starting at 08.00-11.00 WIB.¹ The implementation of debate technique at the first meeting researcher are still at the stage of introduction to students as well as an approach to knowing the character of students and understand the situation in the classroom, as well as convey the purpose researcher in conducting research. In this stage the researcher focuses on conveying the learning steps that will be learned at the next meeting, until the goal is achieved researchers later. Researcher conveys to students the method to be used during the learning process going on. After submitting all the steps that will be studied, at the meeting the researcher directed the students to hold a debate simulation, by appointing a few students who will be in charge of debating on the occasion of the simulation the. The purpose of the simulation at this early stage is to train students first to debate before the process debate is actually carried out in the learning process. Besides it is so that students are also expected not to be awkward and have feelings confident in following the debate system in the

¹ Observation on Tuesday, September 06, 2022, 08.00-11.00, WIB

process learning, in this case the researcher can also see the extent students' analytical thinking skills in English learning before the implementation of the debate learning system. After the researcher does the simulation, she observes the initial conditions and activities of the students in the class to identify problems. Students are not asked to practice debate, the teacher only asks students to practice agreement and disagreement in pairs. The researcher found that many students had difficulty in speaking English, it was because students had little practice in speaking. From these problems, the researcher plans to apply debate techniques in learning speaking skills outside the classroom at eleventh grade of MA DUBA Putri Banyuanyar 2022.

The second meeting will be on Tuesday, September 13, 2022, starting at 08.00-11.00 WIB.² In the early learning activities the teacher did the opening with an opening greeting, giving thanks to Allah Almighty and pray to start learning, and then the teacher check the presence of students as a disciplinary attitude, prepare students physically and psychologically in starting Learning Activities. The teacher gives apperception give some questions related to the theme that will be debated. Observation is about teaching and learning process and assessment test. The teacher applies

² Observation on Tuesday, September 13, 2022, 08.00-11.00, WIB

debate techniques to support student activities in agreeing and disagreeing. Before starting a new topic, the teacher asked the homework given at the last meeting. The teacher asked many students to retell their activities when they were in the cottage. There were three students who were asked to retell their experiences at the cottage. The next step the teacher explains the new topic. The teacher explains the expressions of agreeing and disagreeing, then asking many students to give examples of these expressions. After explaining the expression the teacher told the students that the students would be divided into two teams, the affirmative team and the negative team to practice debate. The teacher explains how to debate to students so that the debate goes well. After that, the teacher asked each team to discuss and prepare various arguments related to the debate motion for approximately 5 minutes. The motion of debate is "*TH money is the most important thing in life*". The debate is initiated and initiated by the affirmative team to express their opinion. The core activity begins with the teacher dividing students into 2 teams namely pro and con teams, each of these two teams consists Of the 3 students, there is someone who acts as a speaker first, second and third. Then the teacher also gives assignments to other students to serve as judges and moderators in debate activities. After the students are divided based on their respective tasks, the teacher Give a brief description of the topic to be discussed namely "*TH money is the most important thing in life* ", as well as present the rules of the debate. Rules for debating activities will be carried

out namely 5.6.6 meaning the first speaker given the opportunity to convey his statement with time 5 minutes, and for the second and third speakers were given 6 minutes to deliver their statements, then for deliver the interruption of the argument of the opponent speaker is given 20 seconds, and then a closing statement is given 5 minutes to give your opinion. After the sparring session was over, the jury was given opportunity to comment on both teams who debated, gave suggestions and positive feedback on both arguing team. Teachers also provide opportunities for the audience to ask some questions to the two teams are arguing, this is done of course so that other students required to be active in the learning process and can be seen that the student is also able to understand the theme being discussed by the debating team at the time. At the end of the lesson the teacher directs the jury tasked with providing the final decision of the debate, based on the comments given to both teams namely to find out which team won the debate session where, both for the contra team and the pro team. From process the debate can be seen by students who are able to argue with and how to find or solve a problem, with this debate process, the teacher can see how the analytical thinking skills of students before and after the application of the debate method in learning activities. Researcher observed student activities during the teaching and learning process. At the end of the first meeting the teacher delivered debate motion for the next meeting, as well as determine students whose job is to be a participant in the debate at the meeting next. Students

are guided by the teacher to provide conclusions related to the debate material that day as the closing of the process learning. Do not forget to also provide motivation to the teacher students to develop their talents and abilities in English lessons are included in debating activities, teachers direct students to read a lot in order to add insight and knowledge of students. The results of the observations showed that many students participated in the class enthusiastically. The teaching and learning process went well. To measure the speaking skill of each student, the teacher conducted a test in the form of paired debate. The researcher recorded and analyzed the test, the results of the analysis were that the average test student, but there were five students who still had low scores in speaking. Therefore, the researcher decided to carry out these activities and intended to provide a better situation.

The third meeting will be held on Tuesday, September 20, 2022, starting at 08.00-11.00 WIB.³ In the early learning activities the teacher did the opening with an opening greeting, giving thanks to Allah Almighty and pray to start learning, and then the teacher check the presence of students as a disciplinary attitude, prepare students physically and psychologically in starting Learning Activities. The teacher gives apperception provide motivation as well as examples related to the theme to be discussed in order

³ Observation on Tuesday, September 13, 2022, 08.00-11.00, WIB

to generate interest in learning student. Subsequent observations are the same as the first observations. It was about teaching and learning process and assessment test, but the motion of debate was different for the first observation. The teacher asked many students to retell their activities that day from waking up until then. Then the teacher reviews the statements of agree and disagree given at the last meeting. In the second observation, the researcher prepared articles as a medium to support students' arguments in the debate beside that, the researcher also prepared a flash card for the test. Before starting the debate activity the teacher gives an explanation briefly related to the theme to be debated, asking readiness of students especially those who become speakers in the process debate. At the second meeting, the students assigned to conducting debates must follow the rules based on the debate process at the previous meeting. The teacher directs students to set the position of each team to start learning, then guided by the moderator until the end of the activity debate. The debate this time was carried out more or less the same with the previous meeting, only in this meeting discussed different themes namely "*TH should men do housework?*". Time in this debate session 5-7 minutes namely the first speaker is given the opportunity to deliver the steam with a time of 5 minutes and the second and third speakers each has 7 minutes. At this meeting in Student debate activities have increased, students are getting more active in arguing and each capable defend the argument. Beside the students are arguing the teacher makes

observations of students, namely to see the extent to which students gain from meetings beforehand, as well as making some observations related to the activity students in the learning process by using the method debate. At the end of learning the same as at the first meeting namely the jury is directed to provide its comments the debate participants and determine which team is capable win the debate. At this second meeting all the activities the same at the first meeting it's just that there has been an increase from the student. Researchers observed student activities during the teaching and learning process. At the end of meeting before the teacher closed the learning process, teacher and student learning together provide conclusions related to the themes that have been studied. The results of the observations showed that most of the students took the class enthusiastically. All activities under observation can run well. This can be seen from their response. During the debate process, most of the students had good engagement. To measure student achievement in the second observation, the researcher conducted an oral test in the form of paired debate. It's better than the previous one, the first observation was low because many students were still confused to join debate technique. The next observation was better because the majority of the students joined the class enthusiastically, there is an improvement in this observation, class conditions are getting better. The researcher concludes that the problem has been solved by using a debate technique.

In the packaging of learning, it should be noted that teaching does not mean presenting subject matter, storing facts in the brain does not mean learning, and remembering what is stored in the brain does not show understanding. That is, when learning takes place the teacher is not only required to explain the concept at length but the teacher must be able to involve students actively seeking and finding concepts for themselves, so that students do not only understand a concept but are able to apply the understood concept.

Therefore, the learning steps that are structured must be able to provide opportunities for students to develop habits and attitudes in discovering and reviving concepts that have been understood in actual practice, not just learning about facts or established theories and concepts. Learning speaking skills through the application of debate techniques makes students not tense in participating in learning. They can relax while gathering facts or evidence that can strengthen their opinion when arguing. Learning in a pleasant atmosphere like this makes significant success for students. According to the interview with one of teacher who teach at eleventh grade of MA DUBA Putri Banyuanyar, Miss Uswatun Hasanah said that :⁴

Miss Uswatun Hasanah said that: I used the debate technique because debate can pressure students to practice speaking quickly and

⁴ Uswatun Hasanah, Teacher, Interview on September 03, 2022, 08:50, WIB

practically, which are still on alert They will need to speak in class when I use the debating technique even though the teaching and learning process is bored because I will ask them one by one to express their opinion. The debate can also train my students to think critically and listen to each other. So, the debate did not only increase students' speaking performance, but also can increase the creativity of teacher in teaching learning method. So, I can train my students' skills at one time with several skills.

The implementation of debate techniques allows students to be actively involved in the learning process by seeking and finding their own argumentation concepts based on students' opinions when carrying out debates. Opinions expressed during debates can make it easier for students to compose their own arguments. With this, students feel facilitated and motivated in the learning process so that students' ability to express these opinions increases.

In the process of debate students will always try to present facts and evidence to strengthen their opinions in order to be able to influence opponents. This is in line with the concept of Arguing, namely speaking that describes something accompanied by arguments, reasons that are supported by data or evidence so that it can convince the opponent that what is conveyed is true or false. In the application of debate techniques is very good as a topic of argument. Thus the use of debate techniques can improve students' skills in arguing. The researcher found that there are five students though that improving students' speaking performance debate techniques is

enjoyable to apply. One of five students who study at eleventh grade of MA DUBA Putri Banyuanyar give argument, Siti Eniyatul Uyun said that :⁵

“The debate technique can improve students’ speaking performance ability. By debate technique, the students can improve their performance with confidence and use many vocabularies to be accessed when speaking in real life”

The debate method has very rich variations in applying a contextual approach by adopting or adapting the principles of contextual learning, namely: modeling, questioning, inquiry, constructivism, learning community, authentic assessment and reflection. In addition to these contextual principles, the application of other methods can also be summarized in debate, such as in cooperative learning, arguing is a team work (team work) and in PBL, debating is also a problem based learning. Problem packaging needs to be contextually linked to the real life of student’s so that it is more challenging, interesting and not boring. The debate method really needs to be trained on informal occasions, such as in extra debates, english clubs or other activities. Debate is an argumentation skill by comparing opinions face to face. It is skill of defending an opinion and trying to reject the opponent’s opinion using reasonable reasons. In debating, what is most highlighted is the intelligence of reasoning and ingenuity in setting strategies for using words so that the opponent is satisfied with the arguments put forward and

⁵ Eniyatul Uyun, Member, Interview on September 03, 2022, 09:30, WIB

is no longer able to move. Thus, what is needed is the accuracy of capturing the reasons used by the opponent and based on the reasons used to carry out a deadly counter-attack. From some of the reasons above, it can be concluded that the debate method really needs to be applied because this method help students improve learning outcomes in english.

Alfiyatul Hasanah one of member at eleventh grade MA DUBA Putri explained that :⁶

“According to my opinion, speaking is one of a skill that allow us to better in the other skill. Talking about students’ speaking performance debate technique. I think it can be improving students’ ability in speaking performance. By debate technique, the student can improve their performance with confidence and the use of many vocabularies. So, their easy when speaking in the real life”.

Debate technique which is a natural and humorous learning strategy in the accumulation of knowledge. Students gain knowledge by arguing with each other, students express their views on something that is the subject of debate. Therefore, the learning process takes place more fun.

Based on the results of interviews with several students who were taken to represent friends, the following impression was obtained: 1) Students claim to be happy with learning speaking ability by applying the debate method 2) Students admit that in the application of debate techniques make

6 Alfiyatul Hasanah, Member, Interview on September 03, 2022, 09:30, WIB

it easier for them to explore ideas. This is because debate method are able to provoke all the knowledge and emotions of their opinion. 3) For students who are interested in learning to argue by applying debate method, the debate method given make all students scramble to express opinions, so that the class atmosphere looks more pleasant. 4) They admit that speaking English is no longer a heavy burden to express opinions. 5) For students, learning by applying debate method is better than before. Debate method make students look very eager to learn. With the spirit it makes the situation fun to learn. Students seem more active in expressing opinions. Students also do not feel bored and bored anymore in learning. 6) Students hope that teachers will continue to apply debate method in learning to speak because in addition to debate method being able to provoke students' emotional opinions, these cases are also able to attract students' attention and create fun learning situations.

c. The Benefits of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuanyar 2022

From the observation in the class that students' speaking skills cannot be said to be satisfactory. This can be seen when the students in learning to speak English, the teacher finished explaining the material, few students asked questions or gave feedback. Therefore, to increase learning motivation, enthusiasm for learning and the ability of students in class, one

of the methods used is debate. In the implementation of debate techniques in English speaking lessons, students can 1) Practice the courage to express opinions (Develop problems/issues from various points of view which are equipped with arguments in debating, 2) Practice breaking the opponent's opinion, 3) Improve the ability to respond to a problem.

The debate is held because it has various benefits, including training critical thinking, practicing communication, adding insight. Debate is a way to convey ideas logically in the form of arguments accompanied by evidence that supports the case of each party arguing. Speaking can be used as a profession, and the most important thing is to instill confidence to want to practice so that able to convey information, ideas, ideas, and opinions well. Debate program learning able make a significant contribution to students, especially for curriculum development and even for the community. Debate active is an initial exercise to grow the courage to speak. Through active debate activities, students learn to present arguments about a problem. In active debate activities there are groups of pros and cons. The existence of different opinions from the two groups requires students' courage to respond to and refute opinions that differ from thinking group. Speaking activities convey arguments able to increase students' courage. In speaking debate, you must equip yourself with knowledge/information as much as possible, it is done by reading. Reading helps learners build better grammar skills. When

learners develop stronger reading skills, they develop more sophisticated speaking skills. The more and more often students exchange opinions, generate arguments, exchange information and solve a problem with groups or teams, the more students' abilities are formed creative and critical so as to be able to solve complex problems.⁷ The debate method has advantages in develop students' critical thinking skills. The advantages of this model explore students' abilities in terms of intellectual and the emotions of students from their work groups so that the formation of cooperation. Miss Uswatun Hasanah one of teacher at eleventh grade MA DUBA Putri explained :⁸

“The implementation of debate method can trigger the courage to speak, express opinions, respond to other opinions, defend opinions, so that students are maximally active in discussions. There are advantages and disadvantages of the debate learning model. Advantages the debate learning model, namely 1) can increase critical thinking power students, 2) can improve students' ability to express opinions in front of a crowd, 3) can improve students' ability to understand other people's thinking patterns that are not in accordance with them, 4) can multiply bright ideas or ideas from students, 5) can train students to live in harmony with people opposite them”.

Creative teachers will trigger the successful achievement of process goals student learning, so that students will not feel bored in learning and can make students more active. Thus one learning methods that can be used to train and improve students' speaking skills is a method of debate. Because

7 Simarmata, M. Y., Qoriyanti. (2017, Juni). Keterampilan Berbicara Menjadi Sebuah Profesi. Jurnal Pendidikan Bahasa, Vol. 6, No. 1, 1-9. P.56.

8 Uswatun Hasanah, Teacher, Interview on September 03, 2022, 08:50, WIB

this method invites students to interact in solving a problem, think critically, and able to express their opinion. In this case, students will be more express the reasons and think logically. Of course this method can also practice students' public speaking skills.

Alfiyatul Hasanah one of member at eleventh grade MA DUBA Putri explained that :⁹

Alfiyatul Hasanah one explained that: Speaking skill is a language skill that needs to be mastered well. This skill is an important indicator for students' success, especially in learning Indonesian. With good mastery of speaking skills, students can communicate their ideas.

Debate is a communication activity to test arguments (maintaining ideas) that is carried out between individuals and groups. Debate is a cross of opinion on a certain theme between supporters and deniers through dialogue. Debate is a technique that is not scary and can be used to stabilize understanding of students' concepts of the subject matter, training students to be critical and training students to express opinions and arguments between two or more parties, both physically and individuals or groups in discussing a problem. With the implementation of the debate learning model is expected to improve students' speaking skills.

9 Alfiyatul Hasanah, Member, Interview on September 03, 2022, 09:30, WIB

Eniyatul Uyun one of member at eleventh grade MA DUBA Putri explained that :¹⁰

“Teachers during the teaching and learning process in the classroom are more likely to focus on other skills, such as reading skills, writing skills and listening skills. This is because the teachers are more focused on the results of the National Examination (UN) that students will achieve later. This phenomenon is a problem that needs to be immediately found alternative solutions. One of the efforts that can be used as an alternative to solving the problem is to apply learning speaking skills with the "debate method”.

The debate method needs to be given as early as possible to practice skills students in speaking by asking questions and responding a statement from a friend. Using the debate method in the learning process teaching will be able to generate student learning motivation and this method suitable for use in large groups. Debate makes participants students have creative, innovative, and challenging learning experiences for students, so that students can continue to be active and focused in the process learning that takes place. It is this meaningful process that makes students' analytical thinking skills are getting better. Model debate learning can improve students' speaking skills.

¹⁰Eniyatul Uyun, Member, Interview on September 03, 2022, 09:30, WIB

Miss Arofat one of teacher at eleventh grade MA DUBA Putri explained said that :¹¹

“One of the factors of the in effectiveness of speaking skills in students is caused when learning is too dominated by educators and does not provide access for students to develop independently discoveries in their thinking process, participants are just silent and do not dare to give an opinion on the material given. So one of the efforts to continue to create a more effective teaching and learning process by apply speaking skills using the debate method. It can be contribution of ideas to improve a better speaking learning system for schools”.

As a solution, debate is one of the effective speaking activities that encourage students to improve their communication skills. Debate is about real or simulated problems. The role of the learner ensures that they have sufficient common knowledge on the matter and various opinions or interests to defend. At the end of the activity, they may have to reach a concrete decision or vote. Debate is a formal discussion, consideration of problems, presentations formality of contradictory ideas”. Further added, this is best way to improve speaking skill and very helpful in providing experience in developing arguments that convincing.

¹¹Arofat, Teacher, Interview on September 18, 2022, 09:00, WIB

Miss Siti Aisyah one of teacher at eleventh grade MA DUBA Putri explained said that :¹²

“The implementation of debate technique which is carried out according to procedures plays a very important role in improving Indonesian speaking skills and make students dare to express their opinion orally in public. In the world of education, debate can be a valuable method to improve thinking and reflection, especially if students are expected to able to express opinions that basically contradict themselves alone”.

Speaking skill is a language skill that needs to be mastered well. This skill is an important indicator for students' success, especially in learning English. With good mastery of speaking skills, students can communicate their ideas. In general, high school students still have difficulty in conveying ideas, thoughts, questions, and so on in English by using a variety of spoken languages properly and correctly. This is caused by the low creativity of teachers in determining the technique of learning speaking skills to students. One effort that can be used as an alternative problem solving is to apply learning speaking skills with the "debate method"..

Hanifah one of member at eleventh grade of MA DUBA Putri explained that :¹³

“Students' speaking skills cannot be said to be satisfactory. This can be seen when the students in learning to speak English, the teacher finished explaining the material, few students asked questions or gave feedback. Therefore, to increase learning motivation, enthusiasm for learning and the ability of students in class, one of the methods used is debate. In the

¹²Siti Aisyah, Teacher, Interview on September 18, 2022, 10:20, WIB

¹³ Hanifah, Member, Interview on September 03, 2022, 09:30, WIB

application of debate techniques in English speaking lessons, students can 1) Practice the courage to express opinions (Develop problems/issues from various points of view which are equipped with arguments in debating 2) Practice breaking the opponent's opinion 3) Improve the ability to respond to a problem.”

From the explanations above, it is clear that debate technique has a positive impact on members in terms of speaking, pronunciation, vocabulary and English singing ability and it can also train the spinning of students who initially can't become able because they can if they get used to it and can change the mindset of students who always feel not the same as other members. It can also help increase the enthusiasm of members in learning and motivate members to be confident.

B. Discussion

The researcher uses related sources to discuss the research findings in this part. The researcher attempted to discuss the research findings by referring to ideas linked to the problem formulation's explanation. The following is a breakdown of the description:

1. The Implementation of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuanyar 2022

The first research question answered with the results of observations and teacher interviews. This study indicates that the implementation of debate technique in teaching speaking skill outside the classroom. Overall the meeting went well, there was a significant increase from the first meeting to the second meeting. The students speaking skills at the eleventh grade of MA DUBA Putri Banyuanyar before the action was taken were not optimal. This is because learning that develops language skills, especially students' speaking skills, teachers do not do learning that involves student activity, the learning atmosphere is less varied. This is evident from the results of initial observations made by researchers, but after the application of the debate method in learning students' speaking skills has increased. Speaking is the ability to say articulate sounds or words to express, state, or convey thoughts, ideas, and feelings. Furthermore, speech is a form of human behavior that makes extensive use of physical, psychological, neurological, semantic, and linguistic factors, so extensively that it can be considered the most important human tool for social control. The main purpose of speaking from is to communicate. In order to be able to convey thoughts, ideas, feelings and intentions effectively the speaker should understand the meaning of everything he wants to communicate. He must be able to evaluate

the effect of communication on his listener(s) and must know the principles underlying all speech situations, both in general and in private.

Based on the results of the research that was conducted on the first day, second day and third day with the application of the fifth grade students' debating method, their speaking skills increased. This can be seen from the increase in students' speaking ability during the research conducted on the first day, second day and third day. The increase that occurred on the first day to the third day showed that the debate method applied was able to improve students' speaking skills and reduce students who were less active in speaking. The average score of the results of students' speaking skills when converted into a scale of four categories is in the very good category which was initially in the sufficient category.

The first day during the learning process, each meeting is held face to face, namely between researcher and students. Face-to-face meetings are held after obtaining permission from the school principal by adhering to health protocols, namely washing hands, maintaining distance and always using a mask or (face shield). On the second day the researcher carried out the initial application of the debate method. Application of the method by presenting the material, giving a speaking ability test through the debate method in front of the class. Students exchange information together from the process of exchanging information that has been carried out, students recall the information obtained then work on student worksheets. In the process of the second day that took place, several

obstacles were found, namely the lack of students' attention to the material and the lack of students' understanding in applying the methods used. So the explanation must be repeated and re-understood. This happens because the interaction between researcher and students has not been maximized before the learning process is carried out. From the results of the scores obtained by students on the second day there were still some that were not completed. So the researcher continued on the third day stage.

The third day during the learning process, each meeting was held face to face, namely between researcher and students. Face-to-face meetings are held after obtaining permission from the school principal by adhering to health protocols, namely washing hands, maintaining distance and always using a mask or (face shield). The third day was carried out by applying the debate method in the learning process, namely forming students into 2 groups, providing practical guidance, practicing the performance of each group and providing material for students to debate. From the process of exchanging information that has been carried out, students recall the information obtained and then work on student worksheets. On the third day students showed increased attention to the delivery of material and students' understanding in the application of the debate method used. From the results of the increased scores obtained by students on the third day, 100% of the 38 students who passed.

Based on the results of the increase from the first day to the third day from observations during the learning process, namely 90% of students who were

present during the first day's learning activities increased to 95% on the third day. Students who paid attention to the learning process 85% the first day increased to 95% the third day. Students who are active in the process of exchanging information 55% on the first day increases to 95% on the third day. Students who were not active in the process of exchanging information 50% on the first day decreased to 25% on the third day and students who carried out negative activities during the learning process (playing around, making noise, and going in and out of class) 55% on the first day decreased to 25% on the third day.

Based on the discussion that has been described, it can be concluded that the debate learning method can improve the speaking skills at the eleventh grade of MA DUBA Putri Banyuanyar.

2. The Benefits of Debate Technique in Teaching Speaking Skill Outside the Classroom at Eleventh Grade of MA DUBA Putri Banyuanyar 2022

Learning with the debate method that has been done can provide more experience and motivation for students to be skilled in speaking. Better results were obtained on the third day using the debate method. This can be seen from students who are more courageous in speaking and expressing their opinions in front of the class by giving logical reasons. Because the courage that is starting to grow triggers students to be better at pronouncing their words, louder and less rigid in their body movements when appearing in public. In using this debate

method students are also trained on how to comment on factual issues that occur in everyday life and also how to defend their opinions by giving logical reasons, so students can think more critically in responding to problems.

There are many benefits of debate technique in teaching speaking skill; practice the courage to express opinions (Develop problems/issues from various points of view which are equipped with arguments in debating, practice breaking the opponent's opinion, improve the ability to respond to a problem, students' speaking skills cannot be said to be satisfactory. This can be seen when the students in learning to speak English, the teacher finished explaining the material, few students asked questions or gave feedback. Therefore, to increase learning motivation, enthusiasm for learning and the ability of students in class, one of the methods used is debate.

The teacher said that the debate method can trigger the courage to speak, express opinions, respond to other opinions, defend opinions, so that students are maximally active in discussions. There are advantages and disadvantages of the debate learning model. Advantages the debate learning model, namely 1) can increase critical thinking power students, 2) can improve students' ability to express opinions in front of a crowd, 3) can improve students' ability to understand other people's thinking patterns that are not in accordance with them, 4) can multiply bright ideas or ideas from students, 5) can train students to live in harmony with people opposite them.

It has been explained in many research findings that there are many benefits of debate technique in teaching speaking skill. Students' enthusiasm for learning is also to train students' fluency in speaking English because fluency and fluency in speaking English are very important. Also, to train students' pronunciation so that their speaking is better, they also increase their vocabulary and often listen to songs with English romance. The goal is to train students' skills in learning English.

With this debate technique has an impact and benefit in teaching speaking skill, with debate technique students will be more confident in showing their talents, and not be insecure about their potential. Debate technique is also a place where students will be more active and effective in learning, and can increase students' potential and confidence in learning. Debate technique can also improve students' skills in speaking English fluently and fluently, improve sloppy pronunciation, and increase vocabulary, as well as improve students' listening legitimation and motivate students to always be enthusiastic about learning.

However, in this study, researcher experienced several obstacles, namely related to time management because in learning using the debate method it takes quite a long time to complete it. Besides that, it is also related to the problem of class management and student organization, there are some students who are difficult to control because they are noisy and joking during the learning process.

On the first day the learning process uses the debate method. Students are only given a discourse to provide arguments then carry out question and answer activities by the teacher in front of the class. The teacher's role is more active in this activity, because students must be provoked first to answer what they have found in the discourse. The activeness of students in this learning process becomes less effective because this learning is more centered on the teacher. Students are less active in expressing their speaking skills. This causes a lack of development of students' speaking skills. In the learning process, students are more difficult to control, because when a student comes to the front of the class and conducts a question and answer session with the teacher, many other students joke and chat, making the class not conducive. This of course can also affect student learning outcomes that are less than optimal. Likewise with the results of research and data processing carried out by the author, it can be seen that the results of the speaking skills test using the debate method are better. This of course also reinforces the results of previous research, of course with some differences in terms of methodology and research object that distinguishes previous research from the research that researchers conducted.

Based on the results of the research that the researcher conducted, it can be concluded that the implementation of debate technique in teaching speaking skill outside the classroom at eleventh grade of MA DUBA Putri Banyuayar 2022.

