A THESIS

**THE USE OF SIMPLIFIED DEBATE TECHNIQUE TO IMPROVE
STUDENT'S EXTENSIVE SPEAKING AT LINTASAN
IMAJINASI BAHASA MAHASISWA (LIBAM)
IAIN PAREPARE**

By

**MUHAMMAD HIDAYAT.S
REG NUM: 16.1300.108**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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For the Degree of Sarjana Pendidikan (S.Pd)

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SUPERVISORY COMMISSION APPROVAL

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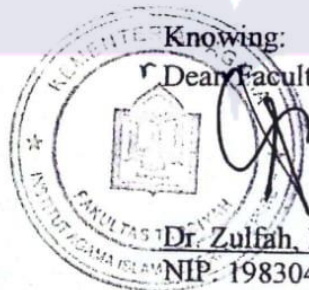|	
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الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاء وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِه اَجْمَعِيْنَ أَمَّا بَعْد

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Stated that himself conducted this thesis, if it can be proved that is copied,

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ABSTRACT

Muhammad Hidayat.S. *The Use of Simplified Debate Technique to Improve Student's Extensive Speaking at LIBAM IAIN Parepare* (Supervised by Hj. Nurhamdah and Muh Yusuf)

The Simplified Debate Technique is an instructional approach that aims to improve students' speaking and critical thinking skills through structured debate activities. The purpose of this research is to know the students' pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare and to improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

This research used experiment design with pre experimental, the sample used *purposive sampling* which the total sample was 10 students of LIBAM and treatment was four meeting, instrument was speaking test consisted by pretest and posttest. Analysis data by descriptive analysis.

The result of the research showed that The student's extensive speaking at LIBAM IAIN Parepare showed the students' pretest was 54.50 which categorized as *Poor Category* before using Simplified Debate Technique and the students' pot test was 84.44which categorized as *Very Good Category* after using Simplified Debate Technique. The speaking indicator was extensive speaking divided into ideas, fluency, vocabulary and pronunciation. The use of Simplified Debate Technique can improve student's extensive speaking at LIBAM IAIN Parepare showed the result data for analysis obtained t_{hitung} 5.870 > 1,833., then the null hypothesis was rejected and the ha hypothesis was accepted. Summary that Use of Simplified Debate Technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare.

Keyword: *Simplified Debate Technique, Extensive Speaking, LIBAM*

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CHAPTER I

INTRODUCTION

A. Background

Speaking skills are not limited to conveying information but also involve active listening and understanding. Effective speaking requires individuals to adapt their language use, consider their audience, and respond appropriately to verbal and nonverbal cues. By honing their speaking abilities, students become better equipped to comprehend and interpret messages conveyed by others, promoting effective and meaningful communication.

Bailey in Kaharuddin assumes that speaking is the production skills that consist of producing systematic verbal utterances to convey meaning.[1] It means that how people produce word by word orally. Speaking include student's confidence and communication ability with other people or friends in the classroom. Person who communicate well does not necessary use big words and jargon that cannot be understood.

Speaking is indeed a crucial skill in language learning that students should strive to improve. As defined earlier, speaking involves the ability to effectively transmit and receive information or messages, enabling communication between individuals. It serves as a fundamental means of expressing thoughts, ideas, and emotions, facilitating meaningful interactions and connections with others.[2]

The way to get a good speaking skills are about encouraging people to share and to give that be able to progress the relationship. Speaking helps students to

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[1] A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing,2018), p.1-2.

[2] A. Kaharuddin Bahar, Interactional Speaking (Yogyakarta: Trustmedia Publishing,2019), p.1-2.

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make them be talkactive so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship.[3] So, speaking is an important skill of language which should have improves for the students. From the definition above it can be concluded that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate.

Mastering speaking skills equips students with the tools necessary to effectively convey their thoughts and engage in productive conversations. It enables them to express their opinions, share their knowledge, ask questions, and actively participate in various academic and social settings. Whether it is presenting ideas in the classroom, engaging in debates, participating in group discussions, or even communicating with peers outside of the school environment, speaking proficiency is essential for successful communication.

Based on the Marcelyno' study, most of the students as EFL learners are passive. A lot of them are shy to use English in real communication of them pay attention to forms and rules when they communicate with others. Most of them do not practice English in real communication and situations.[4] Huda asserts that although oral communication ability is an important skill required by English learners, it is a difficult skill to develop, because English is not spoken in the

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[3] Hasibuan, A. L., & Batubara, I. A." Implementing problem-based learning in digitalization era through debating practice. Proceedings of the 59thTEFLIN International Conference" Surabaya: Widya Mandala Catholic University,2012)pp.13-30

[4] Marcelyno, "Debate Instruction in EFL Classroom : Impact on the Critical Thinking and Speaking"(International Journal of Instruction 10, no.4,2017) p 89.

community in Indonesia. Besides, the students are not accordingly and actively exposed in English classes.

Indispensable language skill that students should strive to improve. It is the primary medium through which individuals transmit and receive information, enabling effective communication. Mastering speaking skills allows students to express their thoughts, engage in conversations, and comprehend messages from others. By developing their speaking proficiency, students enhance their language abilities, boost their confidence, and equip themselves with valuable tools for academic, personal, and professional success.

Based on the observation that students speaking skill at students of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) categorized as low especially for the generation of 2020, it proved from the result of the oral test conducted by the researcher. Another problem also from student's speaking comprehension which showed bad performing, students can't express their idea and also the learning method which the students used during their learning activities at LIBAM. This problem is find out to be used on debate Technique to Improve Extensive Speaking may effective regarding from the previous research. According to the problem. The researcher find out one solution called Extensive Speaking.

Extensive speaking ability refers to the capacity to express oneself at length on a given topic, sustaining coherent and fluent speech. It involves the ability to generate ideas, organize thoughts, and present arguments or information in a comprehensive and engaging manner. Extensive speaking goes beyond brief responses or simple statements, allowing individuals to delve into a topic, provide supporting details, and articulate their perspectives or opinions in a more elaborate

and extended manner. According to Munira on her research that role of the relationship between reading and speaking is very high. Most of the time learners do not pay attention to extending the vocabulary from reading due to improve speaking skills.The importance of vocabulary, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore providing improvement in word knowledge through wide reading has the potential for providing improvement in speaking skills.[5] This article focuses on how vocabulary wealthrelate to spoken words and finally how reading contributes to speech. This research related with the concept of this study which regarding to the extensive speaking skill which going to be improved.

Based on the previous explanation, the researcher conducts the research under the tittle "The Use of Simplified Debate Technique to Improve Extensive Speaking at LIBAM IAIN Parepare"

B. Research Questions

Based on the background, the following is research question below:

1. What is the student's extensive speaking at LIBAM IAIN Parepare?
2. Is the use of Simplified Debate Technique can improve student's extensive speaking at LIBAM IAIN Parepare?

C. Objectives of the Research

The researcher formulates the objective of the research is:

1. To know the student's extensive speaking at LIBAM IAIN Parepare.

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[5] Munira Rashidovna, "Impact of Extensive Reading to Develop Speaking Skills, *Journal article* // *International Journal on Integrated Education*." (2019 // DOI: 10.31149/ijie.v2i4.220)

2. To examine the effect of Simplified Debate Technique to student's extensive speaking at LIBAM IAIN Parepare.

D. Significances of the Research

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained as below:

1. Practically

   a. This research hopes collaboration may give beneficent for the teacher because it can give information about the students extensive speaking at class.

   b. This research may give significant for the students, this research showed the students about the strategy may use for improving their speaking ability. And also may give another result findings which students in learning speaking and also this research can give more information about the student's ability in speaking performance.

2. Theoretically

   This research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new refrences in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on using of Debate Technique to Improve Extensive Speaking. Their findings are consecutively presented below:

1. First Research From Asyiani Hasyim, which the title "The Use of Debate Method in Improving Student's Speaking Skill (Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa)". The method used in this study was quantitative. The population of this study is the eleventh grade students of SMA Muhammadiyah Limbung in the academic year of 2017/2018. The researcher used purposive sampling Technique. The techniques used for obtaining data are: first, collecting data from students pre-test, second post-test and the last, drawing the conclusion based on the data. The result of data analysis is indicated that the means score was 35.5 for pre-test and 6.67 for post-test. The deviation scores for pre-test was 0.59 and post- test was 6.85. And the last was the scores of test significant was 37.89. Student's vocabulary in speaking has problem that lack of vocabulary focus in speaking skill. Student's pronunciation in speaking was difficult to convey their opinion because student's sometimes missing important words to say. So, the researcher chooses debate method in improving student's vocabulary and pronunciation. It is means that after treatment by using debate there was a positively significant in teaching speaking.[6]

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[6] Asyiani Hasyim, "The Use of Debate Method in Improving Student's Speaking Skill Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa, English Education Department Faculty Teaching And Training Education Muhammadiyah University Of Makassar" (2018)

2. Second Research From Try Hermawan. Which the title "The Use of Debate Technique in Increasing Student's Speaking Ability (Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga". The research findings indicated that Debate Technique can increase student's speaking ability. It was poved by mean score of pre-test was 61. It classified as fair categorized, post-test was 74,73. The improvement of pre-test to be post-test was 22,51%. Therefore there was the improvement of student's speaking ability in terms of vocabulary and pronunciation. The result of improvement is also proved with t-test value. The researcher found that the value of t-test (68,09) was greater than t-table (2,023). This value means that there was significantly difference between the result of the student's pre-test and post-test. It was concluded that the use of Debate Technique can increase student's speaking ability at the Eleventh Grade of SMA Negeri 1 Pallangga.[7]

3. Third research from Muzandia Atma, which the title "The Implementation Of Debate Techniques To Improve Student's Speaking Achievement In Man 1 Pesawaran". The objectives of this research are to find out the improvement of student's speaking achievements after being taught using debate technique, and what aspect of speaking improved the most. This research is a quantitative research, employed an experimental research method that applies one-group pre-test post-test design. The subjects of this research were thirty students of second year of MAN 1 Pesawaran, The data were collected through the pre and the post tests taken by the students in the form of oral question and answer. Their

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[7] Try Hermawan, "The Use of Debate Technique in Increasing Student's Speaking Ability Pre-Experimental Research at the Eleventh Grade of SMA Negeri 1 Pallangga, English Education Department Faculty Of Teacher Training And Education Muhammadiyah University of Makassar" (2018)

speaking achievement scores were compared between the pre and the post tests with the significant level 0.05. The result showed that there was statistically significant improvement of student's speaking achievement after being taught using debate technique with the significant level 0.00. this means debate technique are able to help the students to improve their speaking achievement and aspect of speaking which improved the most after being taught using debate technique was grammar aspect.[8]

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

As we have known, there are some skills in English that must be mastered by the language learners or English students. They are listening, speaking, reading, writing, but in mastering speaking skill we need to mastered vocabulary and grammar too. Speaking stands as an important aspect in our daily life. Many theories from the experts state that speaking is one of skill that very important. Many experts also state that speaking is a skill should be learned.

Thornburg state that speaking is a speech production that becomes a part of our daily activities.[9] That is why speaking is used to express their ideas and to communicate the people in civilized world. This opinion dialed with the real life. In this real life to communicate with others can be done by speaking. This theory also tells us if speaking as tool to communicate with others.

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[8] Muzandia Atma, "The Implementation Of Debate Techniques To Improve Student's Speaking Achievement In Man 1 Pesawaran, English Education Study Program Language And Arts Education Department Faculty Of Education And Teacher Training University Of Lampung Bandar Lampung" (2022)

[9] Scoot Thornbury. *How To Teach Speaking* (USA : Longman Metodology,2015),p.8

Brown argues that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.[10] It means speaking is the process producing, receiving and processing an information. In another opinion Huebner says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.[11] In this opinion tell us if speaking really close with our daily life because in our daily life we communicate each other by sending and receiving messages that's called speaking.

Doff also give his statement that in all communication or conversation, two people are exchanging information or they have a communication or conversation need.[12] In this statement doff argue in communication the people are exchanging the information to one another. Two or more people that build the interaction orally we can call it the communication by using speaking. The good conversation not only about peaking it self. but the good conversation is how the people share the information each other without troubles.

Thus statements from some experts is about the definition of speaking. We have many definitions about speaking above, from thus statements above speaking is a process of oral activity used in daily life. As a part of communication speaking is a

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[10] Brown, H.D.*Teaching by principles: an interactive approach to language pedagogy* (London: Pearson Education, 20015), p.23

[11] Huebner, *Audio Visual Technique in Foreign Language* (New York: Cambridge University Press,2021), p.5

[12] Adrian Doff. *Teaching English*. (Cambridge: Cambridge University Press,2018),p.2

tool that we often used. And also speaking has verbal and non-verbal symbol used in sending and receiving massage.

b. Kind of Speaking

Speaking, as a language skill, encompasses various kinds or types that individuals use to communicate effectively. Here are some common kinds of speaking:

1. Informative Speaking

Informative speaking involves presenting factual information, explanations, or descriptions to educate, inform, or clarify a topic. This type of speaking often occurs in academic presentations, instructional settings, or public speeches aimed at sharing knowledge.

2. Persuasive Speaking

Persuasive speaking aims to influence, convince, or motivate an audience to adopt a particular viewpoint, belief, or course of action. Speakers use rhetorical strategies, logical reasoning, emotional appeals, and evidence to sway the opinions or behaviors of others.

3. Extemporaneous Speaking

Extemporaneous speaking involves delivering a speech or presentation with minimal preparation or rehearsal. Speakers rely on their knowledge, expertise, and improvisational skills to deliver coherent and engaging remarks on a given topic or prompt.

4. Extensive Speaking

Extensive speaking refers to a type of oral communication task where individuals engage in relatively long monologues or presentations without

significant interruption or interaction from the audience. This form of speaking allows the speaker to express thoughts, ideas, or narratives in a detailed and expansive manner, often for informational or entertainment purposes

5. Storytelling

Storytelling involves narrating or recounting personal experiences, anecdotes, myths, or narratives to entertain, inspire, or convey a message. Speakers use vivid language, imagery, and pacing to captivate their audience and evoke emotional responses.

6. Interpersonal Speaking

Interpersonal speaking occurs in one-on-one or small group interactions, where individuals engage in conversation, dialogue, or discussion to exchange ideas, negotiate meanings, and build relationships. Interpersonal speaking focuses on active listening, turn-taking, and adapting communication styles to suit the context and participants.

c. Aspect of Speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be says as good or bad based on the aspects of speaking. Harris says that aspects of language are:

1) Pronunciations ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.

2) Grammars a rule system in a language. Grammar is a system of units and patterns of language.

3) Vocabularyis the words used in a language. We can't speak at all without vocabulary

4) Fluencyis one of the important part because it is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language.

5) Comprehensionnotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.

d. Definition of Extensive Speaking

It is essential to know the definition of speaking before going further to extensive speaking. According to Brown, speaking is an interactive process of constructing meaning that involves producing and processing the information as the main instrument.[13] Similarly, speaking means a creative process which is an active interaction between speaker and listener that involves thought and emotion. Speaking is a process of interaction among speakers that have the intention to build meaning involving producing, receiving, and processing information. According to Wilson, speaking is defined as a relationship development between a speaker and a listener. It means to communicate that evaluates logical linguistic and psychological physical rules used to express effectively.[14] By several definitions given, it is concluded that speaking is an interactive and active oral process between a speaker

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[13] Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. (New York: Pearson Education Company.2016)

[14] Wilson. "Techniques in Teaching Speaking. Research Paper" (Surakarta: Universitas Muhammadiyah Surakarta. 2015)

and a listener that involves producing and processing information to express information, ideas, and emotion effectively.

According to Brown's which explained speaking as a kind of task referred to complex and relatively long monologues in the form of oral reports, summaries, or probably short speeches. [15] One of the speaking indicator should be mastered is Extensive speaking which is an oral production task that involves speeches, oral presentations, and storytelling during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. The relevance between debate and extensive speaking lies in their common goal of developing effective oral communication skills, critical thinking abilities, and persuasive techniques. Both activities require speakers to articulate their ideas clearly, support their arguments with evidence, and engage with their audience to convey their message effectively.

Sari stated that extensive speaking was done by students at intermediate to advanced level using a formal and deliberative register, and it is an activity that can be planned or impromptu. In addition, the researcher concluded that extensive speaking is one-way communication in the public with minimum audience's interruption.

e. The Indicators of Speaking Skill

A set of indicators is used to assess one's speaking performance in order to know how well someone speaks in L2. According to Brown oral proficiency scoring categories consist of grammar, vocabulary, comprehension, fluency, pronunciation, and task completion while Harris mentioned fluency, pronunciation, vocabulary,

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[15] Sari, *Principles and Practices of Teaching Speaking*, (Merrill: Colombus. 2015)

structure, and content. Weir stated fluency, pronunciation, vocabulary, grammar, content, and appropriateness. Last but not least, Richards and Renandya mentioned fluency, accent, vocabulary, grammar, and comprehension.[16]

Besides that, speaking is also an interactive process. If it is a spoken interaction, some indicators were suggested. Based on Cambridge Certificate in English Language Speaking Skills (CELS) Test , there are four categories including grammar and vocabulary, discourse management, pronunciation, and interactive communication. Grammar and vocabulary mark the appropriateness of syntactic forms and vocabularies to meet the task requirements. Discourse management examines the ability to express ideas and opinions using coherence connected speech. Next, pronunciation refers to an individual's comprehensible utterances e.g. the production of sounds, appropriate linking words, the use of proper stress and intonation, and L1 accents is acceptable as long as it is comprehensible. Lastly, interactive communication deals with the ability to use functional language affected by some factors such as turn-taking skills, willingness to sustain a conversation, maintaining the coherence of the discussion, and asking for clarification.[17]

Based on some experts above, it can be concluded that the indicators of speakingskill are grammar, vocabulary, fluency, pronunciation, and comprehension.

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[16] Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. (New York: Pearson Education Company. 2021) p.406-407

[17] Thornbury, Scott, *How to Teach Speaking*, New York: Pearson Education Limited, 2015.

f. The Principles of Extensive Speaking

Figure 1 frames the relation of Day and Bamford's extensive speaking

principles to extensive speaking outlined by Gu and Reynolds (2013).[18]

Notion	A procedure to accomplish extensive speaking design
Skill level	Students produce language, so it must be at or below level. The speaking activities should be tailored to students' language proficiency levels, ensuring that they can effectively produce language at or below their current skill level. In debate materials, this could mean providing students with structured arguments and vocabulary appropriate for their proficiency level.
Variety	Suggest lots of topics – related to class themes, and not related to class themes. The speaking topics should encompass a wide range of themes, including those related to debate topics and those unrelated to class themes. This variety allows students to explore different subjects and develop their speaking skills in diverse contexts
Learner autonomy	Always allow "free topic" talks. Allowing students the freedom to choose "free topic" talks encourages learner autonomy and ownership of their learning process. In debate materials, this could involve giving students the flexibility to research and present arguments on topics of their choice within the broader debate theme.
Consistency and regularity	Schedule daily time for extensive Speaking work; allow additional talks via the internet. Scheduling daily time for extensive speaking work and providing opportunities for additional talks via the internet ensures that students engage with speaking practice consistently.
Purpose	Make activities required, but ungraded (and have the instructor be enthusiastic in interacting with their extensive speaking reports). Speaking activities required but ungraded, and ensuring that the instructor is enthusiastic in interacting with students' extensive speaking reports, emphasizes the importance of

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[18] Day, Richard R. and Julian Bamford. *Extensive Reading in the Second Language Classroom*. (Cambridge University Press: USA, 2022).

	communication skills development without adding undue pressure. Similarly, debate materials could include practice rounds and discussions that are not formally graded but provide valuable learning opportunities
Reward	Make activities ungraded. Making speaking activities required but ungraded, and ensuring that the instructor is enthusiastic in interacting with students' extensive speaking reports, emphasizes the importance of communication skills development without adding undue pressure. Similarly, debate materials could include practice rounds and discussions that are not formally graded but provide valuable learning opportunities
Speed	Allow students to produce independently (in a different room than the rest of the class). Allowing students to produce speech independently and providing individual post-talk feedback from the teacher fosters a supportive learning environment while promoting student interaction and growth
Interaction	Not silent, of course, but talks are individual (with post-talk feedback from the teacher, but not otherstudents).
Teacher roles	Teachers do not grade but do provide positive feedback and encouragement. Teachers play a supportive role by providing positive feedback, encouragement, and creating talks on scheduled class topics for students to listen to and interact with. In the context of debates, instructors may serve as moderators, providing guidance, feedback, and resources to help students develop their debating skills effectively

The provided explanation outlines a comprehensive procedure for designing and implementing extensive speaking activities in the classroom, emphasizing learner autonomy, consistency, and engagement. Extensive speaking entails providing students with opportunities to engage in extended oral communication tasks, fostering language production and proficiency development. The relationship between extensive speaking and language development is paramount. By tailoring speaking activities to students'

proficiency levels and providing a variety of topics, students can explore different subjects, express their thoughts, and develop their speaking skills in diverse contexts. Allowing students the autonomy to choose their topics encourages ownership of their learning process, fostering intrinsic motivation and engagement.

g. The Activities of Extensive Speaking

Gu and Reynolds mentioned that personalized extended talks are preferable for extensive speaking activities. In addition, Brown as cited in Rofiqoh mentioned that the activities performed in extensive speaking are oral presentation, picture-cued storytelling, and retelling story.[19]

Moreover, Rofiqoh focused on observing a successful English learner's activities for supporting extensive speaking. Rofiqoh found out that individual short talk, personal presentation on a professional topic, joining the class discussion, and performing spontaneous speaking helped a non-native English speaker supporting extensive speaking activities in a classroom context.[20]

h. The Effect of Extensive Speaking Practice

Extensive speaking practice gains many positive attitudes for foreign language learners similar to the extensive reading activity that benefits a lot for language development either vocabulary bank, grammar accuracy, or writing skill. The traditional speaking method in this case intensive speaking

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[19] Gu, Sarah and Reynold, Eric D. *Imagining Extensive Speaking for Korean EFL. (Modern English Education.* 2019)

[20] Rofiqoh. *The Practice of English Language Teaching*. (Cambridge: Longman, 2018)

instructions to extensive speaking instructions for Korean higher education students revealed that extensive speaking activities affected student's speaking fluency, speaking proficiency, and positive attitudes in this case more favored to speak confidently because they perceived extensive speaking activity as a supportive environment that brings less anxiety than the traditional method. arevealed the effect of Turkish EFL students publishing video recording which is about an extending speaking practice on Facebook enhanced their self-esteem in presenting ideas orally, self-confidence, and usage of the target language while taking the risk to be appreciated or not by the others.

Extensive speaking practice via voice blog which they experimented with for 46 college students learning English as a foreign language in Taiwan did not give a significant improvement in their pronunciation, language complexity, and accuracy. They explained that this is a result of the nature of blogging that focuses more on negotiating to mean than on form because of its personal and authentic use.

2. Concept of Debate

a. Definition of Debate

Language naturally made as a means of communication, and to teach how can be fluent in speaking means teach people to be able to interact with the others verbally in the right way. Also as we have known teaching fluency in speaking have so many techniques or methods that can used. One of them by using debate.

According to the Krieger, defines debate as an excellent activity for language learning. because it engages students in a variety of cognitive and

linguistic ways.[21] In this theory says if in debate can help the students in language learning. The students will get the variety ways of cognitive and linguistic.

In another opinion comes from Maryadi said that "Debate can motivate student's thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves.[22] In this opinion the student's thingking can be motivated. This theory argue the students will defend their opinion from contadiction. Because of that the students will make them self have motivation in show their opinion. And the last according to the Shan debate is defined as two groups. People on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided.[23]This theory tell us about the concept of debate.

From thoose statement we can conclude that Debate is the process of presenting ideas or opinions which two opposing parties try to defend and also teach to speak up after that the learners more easier in developing speaking skills to be fluent in order the communication.

b. Types of Debate

In debate there are consists of two types or styles. This types usually used by the debater or the speakers to deliver their ideas in debating process.

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[21] Journal Teaching Debate to ESL Students: A Six-Class (Unit,2015). p.1

[22] Maryadi, A. *Implementing Debate* (Jakarta: RinekaCipta,2018), p.16

[23] Shan,L. *The Effect of Debate on Oral Communication Skills* (National Tsing Hue University, Taiwan, 2015), p.21

They are:

1) American/British

Accrording to Balcer and Seabury provide an American or British style of debate which consist of only two speakers a team. The first round is to construct case. The second is to rebut.[24]

2) Australian / Asian

According to Quinn In this style of debate the members of a debate team consist of three either affirmative or negative. The procedures are almost the same with the american or britsh style, except the number of members to speak. This style provides the third speakers the same way with the previous ones. In this reserach the researcher use Australian/ Asian type.

Regarding to the fact that indonesia is part of Asia, most of indonesian are more familiar with Australian/Asian types of debate. So, the researcher used Australian/Asian inthis research.

c. Procedure of Debate

According to the George McCoy Musgrave procedure of debate :

1) There are two teams, each consisting of two or three speakers.

2) Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of thedebate.

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[24] Balcer, C.L. & Seabury, H.F. *Teaching Speech In Today's Secondary Schools* (New York : Rinehart and Winston Inc, 2017),p.319

3) When worded as a proposition of policy, the topic requires the affirmative to support some specified action by some particular individual or group. The affirmative has the right to make any reasonable definition of each of the terms of the proposition. If the negative challenges the reasonableness of a definition by the affirmative, the judge must accept the definition of the team that shows better grounds for its interpretation of the term.

4) The affirmative must advocate everything required by the topic itself. No revision of position of a team is permitted during the debate.

5) He who asserts must prove. In order to establish an assertion, the team must support it with enough evidence and logic to convince an intelligent but previously uninformed person that it is more reasonable to believe the assertion than to disbelieve it. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.

6) In the questioning period, the questioner may ask any fair, clear question that has a direct bearing on the debate. The questioner may use the period to build up any part of his own case, to tear down any part of his opposition's case, or to ascertain facts, such as the opposition's position on a certain issue, that can be used later in the debate. The questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.

7) Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.

8) No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.

9) The judge must base his decision entirely on the material presented, without regard for other material which he mayhappen to possess.

10) Any gains made outside of the established procedure are disallowed.[25]

Considering the fact that Australian/Asian type of debate consists of three people, the researcher at last decided to use the procedure which is proposed by George McCoy Musgrave.

d. Teaching Speaking Through Debate

Debate is process of presenting the opinion which to opposing parties try to defend their opinion. In debating process the students can use EFL classes as a tool to make students exercise their skill in speaking english language in their daily life. In presenting their opinion the students will prove their skill. The procces of debating make them self fluenty in speaking.

According to rybold debating will help students to be better speakers in any situation. Through debate, students will gain confidence and they will express their idea more clearly when they speak.[26] As we have known many students lost their confidence to speak up. That condition make the students does not have the skill in speaking. Teaching speaking through debate can help the students get their confidence to deliver their idea.

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[25] George McCoy Musgrave, *Competitive Debate: Rules and Techniques*, (New York: H.W. Wilson, 2017) , p.17

[26] Gary, Rybold. *Speaking, Listening and Understanding : Debate For Non- Native English* (New York : International Debate Education Association, 2016),p.2.

In addition according to Krieger says that debate forces students to think about the multiple sides of an issue and itt also forces them to interact not just with the details of a given topic but also with one another.[27] In this statement Krieger argue by using debate technique the students can thinking in all sides point of view. If the students can think an issue in all point of view they will easier interact with one another.

Lidya in her article says that in order to conduct a debate in the classroom, the teacher should prepare the procedures as follows :

1. Brainstorm

2. Devided students into two groups (pro and cons)

3. Prepare the motions

4. Give the students short article (to help students got the information to support their opinion)

5. Give the students time to prepare

6. Allow the students to work at their level

7. Observe the students while debate.[28]

e. Advantage and Disadvantage of Debate

In this techniques of course have advantages and this disadvantages. According to Kruger states the advantages of debate in academic are :

1) It trains to think quickly as well as critically.

2) It trains how to express ideas clearly so that they maybe understood and evaluated by others.

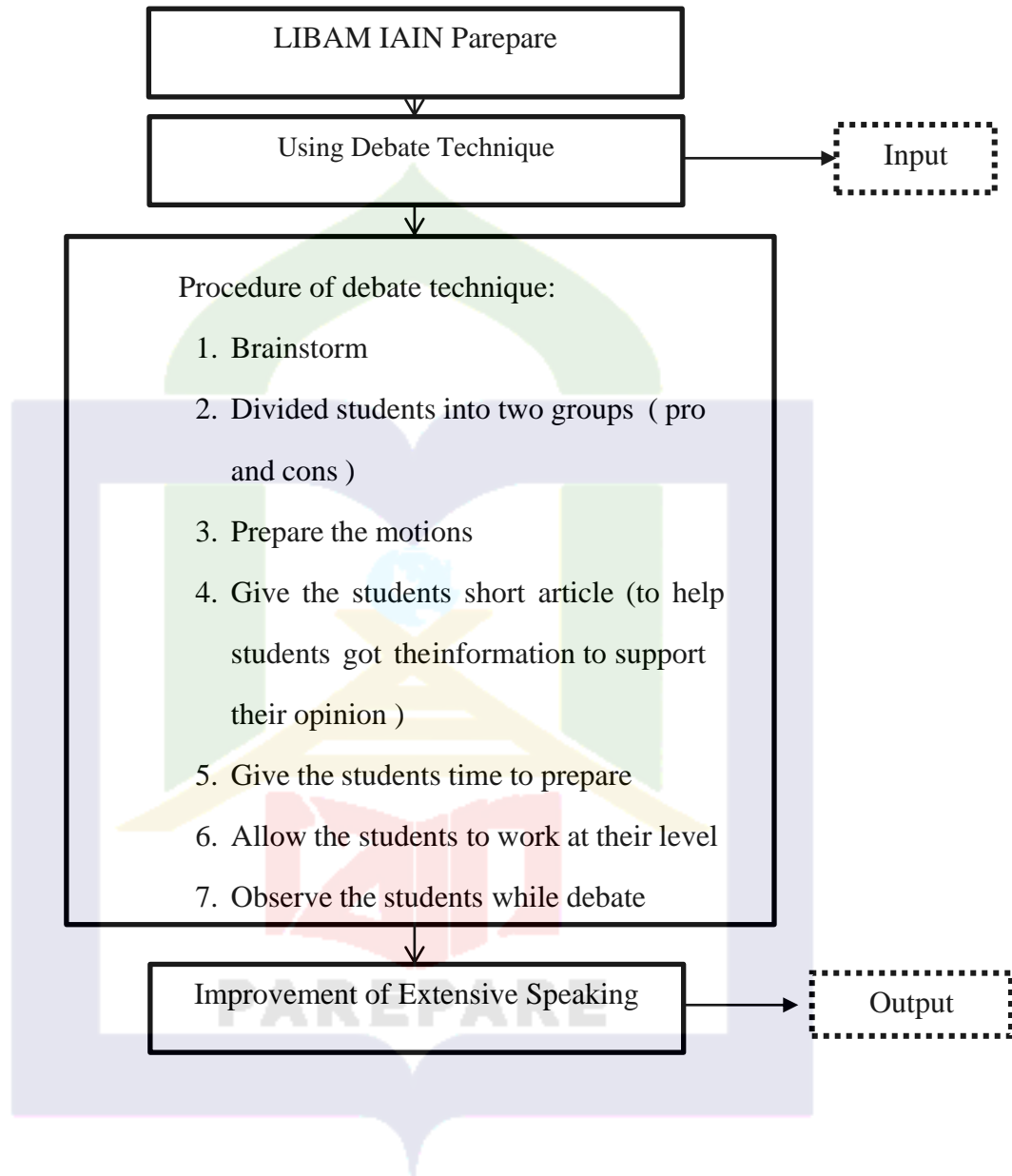[27] Krieger D.*Teaching Debate To ESL Students : A Six-Class Unit(*.2015)

[28] Lidya D.R. *Article Improving Students Speaking Ability Through Debate Technique.* (2017)

3) It develops tolerance for different points of view and is thus a valuable means for seeking the truth.

4) It also trains how to speak effectively before a group.

5) It motivates the students to learn more about current social,political, and economics problems.

6) It provides healthy competition and helps cultivate a senseof fair play.[29]

In addition According to the Ericson & Murphy the advantages of this techniques is Debate helps develop effective speaking skills. Debaters need not only speak in front of different audiences and judges, but also apply the best principles of public speaking to select, arrange, and present their materials. They can become flexible and comfortable to speaking in public.[21] So it will be useful for students to solve their problem in how to speak fluent and present their idea in communicating clearly and disadvantages of debate is not advocated by everyone and it has opponents too, for instance it is claimed that debate can promote a bias towards dualism.

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[29] Kruger, A.N. *Modern Debate:Its Logic And Strategy*.2016

C. Conceptual Framework

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│        LIBAM IAIN Parepare           │
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│  Procedure of debate technique:             │
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│    1. Brainstorm                            │
│                                             │
│    2. Divided students into two groups ( pro│
│       and cons )                            │
│                                             │
│    3. Prepare the motions                   │
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│    4. Give the students short article (to help│
│       students got theinformation to support│
│       their opinion )                       │
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│    5. Give the students time to prepare     │
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. Pre-experimental design refers to a type of study that lacks one or more key elements necessary to establish a strong cause-and-effect relationship between variables. It is considered a relatively weaker form of experimental design compared to true experimental designs.

The design of the experiment can be seen below:

| 01 | X | 02 |
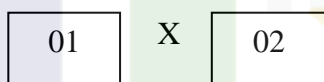
Cet :

01 = Pre Test (Speaking Extensive)

X = Treatment (Simplified Debate Technique)

02 = Post Test (After Treatment)

The researcher was intended to know The Use of Simplified Debate Technique to Improve Extensive Speaking at LIBAM IAIN Parepare.

B. Location and duration of the research

The location of the research were at LIBAM IAIN Parepare. It place in Jln Amal Bakti, Kota Parepare. This location was chosen because the observation firstly did in this research. South Sulawesi, and the research spent a month

including of analysis data.

C. **Population and Sample of Research**

1. Population

The population of this research were LIBAM IAIN Parepare, The total of the students as shows in table below:

Table 3.1 Population

No	Generation of 2020	Number Student's
1	Male	10
2	Female	32
	Total	72

Sources: LIBAM Document

2. Sample

The sample of this research were one group English class which total of students are 10 student's. The sample chosen by simple random sampling because the researcher got the class which all effective to be sample and the sample already proper to become sample.

D. **Procedure of Collecting Data**

1. Data Collection

First procedure data was data collection is activity which referred to the fiirst step in research, because the data collected used to identify the result of test that have been formulated in this study. In general, there were several methods of data collection techniques, namely:

a) Giving Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge and students Extensive speaking ability. The test used in this research was test of speaking materials become the main materials.

1) *Pre-test* was an activity to test the level of student's knowledge of the material to be delivered, the pre-test is carried out before teaching Simplified Debate Technique. Before researcher giving the treatment on the first meeting researcher gave pre-test to student's to identify the students Extensive speaking ablity before the Simplified Debate Technique Method.

2) *The post-test* was the test that the researcher after the treatments. Post-test was the final evaluation of their Extensive speaking ability about Simplified Debate Technique which also taught has been gives a post-test in other words whether he understand the material given. The smilar test given from pretest.

b) Treatment

This step basically put between the pre test and post test. The researcher give the treatment to student'sand give some materials about speaking materials from the Teaching plan. The treatment using Simplified Debate Technique which corelated to the speaking ability explained below:

1. Brainstorm

2. Divided students into two groups (pro and contra)

3. Prepare the motions

4. Give the students short article (to help students got the information to support their opinion)

5. Give the students time to prepare

6. Allow the students to work at their level

The Materials of the Meeting will be taught following instruction below:

Table 3.2 Treatment Instruction

No	Meeting	Topic	Duration
1	First Meeting	Should students be required to wear school uniforms?	45 Minutes
2	Second Meeting	Should cell phones be allowed in classrooms?	45 Minutes
3	Third Meeting	Is homework beneficial or detrimental to student's learning?	45 Minutes
4	Fourth Meeting	Is online learning more effective than traditional classroom learning?	45 Minutes

E. Instrument of the Research

Iinstrument was a tool used to collect data. The instrument are a tool or facilities that are used by the researcher to collect the data completely and

systematically.[30] Then in this study the instrument used is speaking test.

The researcher used test in this study as an instrument for collecting data, the test were pre-test and post-test.

F. Technique of Data Analysis

Data analysis techniques was the data which using to be analized and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students extensive speaking ability after using . Simplified Debate Technique to Improve Extensive.

a) Scoring the student's speaking ability in pre-test and post-test by followed the rubric below:

Table 3.2 Student's Speaking Ability

Aspect	Score	Category	Description Score
Fluency	81-100	Excellent	The students general natural delivery, only occasional halting when searching for appropriate word/expression.
	70-80	Good	The student hesitates and repeat himself at times
	40-60	Fair	The peech is slow and

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[30] Eri Kusumawati, "Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung In Academic 2019".

	<30-39	Poor	hesitant. Maintains speech in a passive manner and needs regular promptsThe students speak so little that no "fluent" speech can be said to occur.
Vocabulary	81-100	Excellent	Efective use of vocabulary for the task with few improprieties.
	70-80	Good	Effective use of vocabulary for the task with some examples of inappropriate.
	40-60	Fair	Ommited use vocabulary with frequent inappropriate.
	<30-39	Poor	Appropriate and inadequate vocabulary.
Pronounciation	81-100	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded
	70-80	Good	The student hesitates and repeat himself at times Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	40-60	Fair	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.[31]
	<30-39	Poor	

Sources: Brown, Language Assessment, 2018

[31] Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Education, 2018)

b) Calculate Students Score

   After scoring student's speaking ability, the data analysis explained about descriptive data which follow some step below:

$$X = \frac{f + Y + p}{N} \text{ X 100\%}$$

   Where:

   X : Students Score

   F : Frequency

   Y : Score of All Aspect

   N : Total

c) Automatic Calculate by Windows SPSS 24

   The interpretation will be T test become very essential test for comparing the two result data which has different category of sample and average result. The interpretation of the data if the T test > T table, it sums that, the hypothesis H1 is accepted. [32]

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[32] Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2029), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. An overview of LIBAM

This research held in LIBAM as one of language organization in IAIN Parepare. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) is an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM). This research conducted by using experiment design. Some of the step used namely giving pretest, treatment and posttest. The using of Elsa Speak Application implemented at LIBAM for fourth meetings.

Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) was an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), It was founded by scholars in the field of language at the State Islamic College (STAIN) Parepare which is now the State Islamic Institute (IAIN) Parepare. They are Muhammad Gafur, Faisal Suyuti, and Jumaidi, which was originally just a meeting club which developed into a language association under the auspices of HMJ Tarbiyah.

Furthermore, it went through a process that was a bit polemical so that it legally became an intra-campus organization on June 5 2001. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), which had previously undergone several name changes from Language Institute (LB), Student Language

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Institute (LBM), only then became Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) on the management of Dirja Wiharja.

An organization is a collection of people who work together using certain resources to achieve their goals. In other words, the organization comprises people who work in a goal-seeking system. In achieving these goals, its members will always interact. Therefore, many students join intra-campus organizations, one of which is LIBAM. LIBAM belongs to the Student Activity Unit (UKM). UKM is an organization for developing student interests, talents, and skills at the PTKI level. Its membership consists of students across faculties and majors/study programs. This activity unit is a forum for PTKI students with the same orientation in developing interests, talents, and skills. In this case, LIBAM is oriented toward language development, especially in Arabic and English.

This research conducted at LIBAM in July 2023, the research implementing English Language Speech Assistant (ELSA) application to the students of LIBAM, ELSA is an application for android that can be freely downloaded from AppStore or Google Play. ELSA Speak is completed with a microphone icon that the students can use it directly to practice to speak like the audio has been listened. This application is very useful for all students because it is easy to use, so it can help us for learning pronunciation in English.

This research conducting to the sample of LIBAM which total of sample were 10 students. The result findings can be explained below:

2. The Student's Extensive Speaking at LIBAM IAIN Parepare

  The first research question related to the question about Student's Extensive Speaking at LIBAM IAIN Parepare, the question was answered by pretest and post test. To identify the students' Extensive Speaking at LIBAM IAIN Parepare. Researcher conducted pretest and posttest which explained below:

a) Result of Pretest

The result of a pretest refers to the outcome or findings obtained from a test or assessment that is conducted before the main study or before use Simplified Debate Technique. The result can be explained in the table below:

Table 4.1 Result of Pre test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	0	0
2	(Good) 66-79	0	0
3	(Fair) 56-65	2	20,00
4	(Poor) 40-55	8	80,00
5	(Very Poor) <39	0	0
Total		10	100,00

According to the data above, students who get score in interval 80-100 were 0 students'. Students who get score in interval 66-79 were 0 students'. Students who get score in interval 56-65 were 2 students' or 20,00%. Students who get score in interval 40-55 were 8 students' or 80,00% and students who get score in interval <39 were 0 students'.

Table 4.2 Descriptive of Pre Test

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	10	40.00	65.00	54.50	27.980
Valid N (listwise)	10				

Sources: SPSS

According to the result data above, the research may sum that, the minimum score conducted from the students' was 40.00. The maximum score conducted from the students' was 65.00, the mean score conducted from the students' was 54.50. It may assumed that, students categorized as *Poor Category* according to the theory of Evaluation Learning which explained below:

Table 4.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	*40-55*	*Poor*
5	<39	Very poor [33]

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[33] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2019), p.245

According to the data, the mean score was valid because < standard deviation which showed score for 27.980. It mean that, mean score was valid to be measurement score to categorized students pretest for *Poor Category*.

b) Result of Posttest

The result of a pretest refers to the outcome or findings obtained from a test or assessment that is conducted after the main study or after use Simplified Debate Technique. The result can be explained in the table below:

Table 4.4 Result of Post test

N0	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	9	90,00
2	(Good) 66-79	1	10,00
3	(Fair) 56-65	0	20,00
4	(Poor) 40-55	0	80,00
5	(Very Poor) <39	0	0
	Total	10	100,00

According to the data above, students who get score in interval 80-100 were 9 students' or 90,00%. Students who get score in interval 66-79 were 1 students or 10,00%. Students who get score in interval 56-65 were 0. Students who get score in interval 40-55 were 0 students' and students who get score in interval <39 were 0 students'.

Table 4.5 Descriptive of Post Test

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	10	80.00	95.00	84.44	32.980
Valid N (listwise)	10				

Sources: SPSS Windows

According to the result data above, the research may sum that, the minimum score conducted from the students' was 80.00. The maximum score conducted from the students' was 95.00, the mean score conducted from the students' was 84.44. It may assumed that, students categorized as *Very Good Category* according to the theory of Evaluation Learning which explained below:

Table 4.6 Classification of Score

No	Scores	Classification
1	***80-100***	***Very good***
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor [34]

According to the data, the mean score was valid because < standard deviation which showed score for 32.980. It mean that, mean score was valid to be measurement score to categorized students pretest for ***Very Good Category.***

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[34] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2019), p.245

3. The Use of Simplified Debate Technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare

The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare has the potential to significantly improve students' extensive speaking skills. This technique provides a structured approach to conducting debates, which is highly beneficial for students' development. By engaging in debates, students are given ample opportunities to enhance their speaking abilities. The use of Simplified Debate Technique can be explained below:

a) Treatment

First step of Use of Simplified Debate Technique at LIBAM IAIN Parepare was the process begins with a brainstorming session where students generate ideas and discuss potential debate topics. This allows them to explore various perspectives and identify engaging and relevant motions for the debates.

Second step that divided students into two groups which once the topic is selected by the students, the students are divided into two groups by the pro and contra based on British parliamentary teams. This division ensures that each group has an opportunity to present arguments and counterarguments, fostering a balanced and comprehensive discussion.

Third step was prepare the motions or debate statements were prepared in advance, reflecting the key issues or viewpoints related to the chosen topic. These motions serve as the foundation for the debate and guide the students in structuring their arguments effectively.

Fourth step was provide short articles which researcher assist students in gathering information and supporting their opinions, short articles related to the debate topic are provided. These articles offer additional perspectives, evidence, and examples that students can use to strengthen their arguments during the debate.

Next step that researcher allocate preparation time which students were given dedicated time to prepare for the debate. During this period, they conduct research, analyze the provided articles, and organize their arguments. This preparation time allowed students to delve deeper into the topic, gather relevant information, and develop persuasive arguments to support their positions.

Next step that researcher allow students to work at their level that the Simplified Debate Technique recognizes that students may have different skill levels and experiences. Therefore, students were encouraged to work at their own level and contribute to the debate based on their abilities. This approach ensures that every student has an opportunity to participate and develop their extensive speaking skills, regardless of their starting point.

Last step that observe the students during the debate throughout the debate, instructors and facilitators actively observe the students' performance. Researcher pay attention to their speaking skills, ability to present arguments, critical thinking, and engagement with the opposing team's arguments. Observation allows researcher to provide feedback, guidance, and encouragement to students, fostering continuous improvement in their extensive speaking abilities.

b) The improvement of Student's Extensive Speaking using Simplified Debate Technique at LIBAM IAIN Parepare.

The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare has shown significant improvement in students' extensive speaking skills. This technique has effectively contributed to enhancing students' Extensive Speaking. The measurement using SPSS to identify the improvement of Student's Extensive Speaking using Simplified Debate Technique at LIBAM IAIN Parepare. The result data can be shown below:

Table 4.7 Accumulation of Result Data

No	Test Result	Score	Category
1	Pre Test	54.50	Poor
2	Post Test	84.44	Very Good

Sources: Accumulation of SPSS

The test results of students' extensive speaking skills at LIBAM IAIN Parepare demonstrate the significant improvement achieved through the implementation of the Simplified Debate Technique. Initially, during the pretest, students scored 54.50, indicating a "Poor" performance in their speaking skills. However, after the intervention and engaging in the technique, the posttest scores showed a remarkable improvement, with students achieving a score of 84.44, corresponding to a "Very Good" category. This stark contrast in scores clearly illustrates the effectiveness of the Simplified Debate Technique in enhancing students' extensive speaking abilities.

The use of a T-test can be valuable in evaluating the improvement of students' extensive speaking skills using the Simplified Debate Technique at LIBAM IAIN Parepare. A T-test is a statistical analysis method that compares the means of two groups to determine if there is a significant difference between them. In this case, the T-test can help assess whether there is a statistically significant improvement in students' speaking skills after implementing the Simplified Debate Technique.

Table 4.8 Result of T-Test

Following are the results of the data description:

			Paired Differences						
Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_test Post_test	76.43	19,120	4.509	26,018	87,33	5.870	9	,000

Based on the results of the analysis, it is obtained that the t_{hitung} value is 5.870 where to find out whether the t_{hitung} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table}. And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 10-1 = 9. It refer to the t_{table} value of 1,833.[35]

If the calculated t_{hitung} was 5.870 and the t value from t_{table} (t distribution table) was 1,833., then the researcher concluded that there is a

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[35] Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatifdan R&D*, (Bandung: Alfabeta, 2008), Cet.Ke-4. P. 243

significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted. The results of the analysis obtained t_{hitung} 5.870 > 1,833., then the null hypothesis was rejected and the ha hypothesis was accepted. Summary that Use of Simplified Debate Technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare.

B. DISCUSSION

According to the findings about The Use of Simplified Debate Technique to Improve Extensive Speaking at LIBAM IAIN Parepare, the discussion can be explained that:

1. The Student's Extensive Speaking at LIBAM IAIN Parepare

The firs research discussion explained for student's extensive speaking at LIBAM IAIN Parepare. The evaluation of students' extensive speaking skills at LIBAM IAIN Parepare, categorized as "poor" before the implementation of the Simplified Debate Technique was based on the pretest results. The pretest was conducted as an initial assessment to get the students' speaking proficiency before engaging in the technique.

The pretest data revealed that out of the total number of students assessed, 80% (8 students) fell into the "poor" category. This categorization is determined based on the predefined score ranges, where scores between 40-55 are classified as "poor."

According to the explanation above that students might not have been exposed to enough speaking opportunities in their regular classroom at LIBAM. Traditional teaching methods often prioritize teacher-centered lectures or written assessments, leaving limited room for students to actively participate in speaking activities. Students may feel hesitant or uncomfortable when it comes to expressing themselves verbally. Speaking is a skill that improves with practice, and without sufficient opportunities to speak, students may struggle to develop their speaking proficiency.

Another reason why students get poor because fear of making mistakes is a common barrier to speaking for language learners. If students are not encouraged to take risks and understand that making errors is a natural part of the learning process, they may be reluctant to speak up in class.

The result relevant to the research previous that conducted by Asyiani Hasyim titled "The Use of Debate Method in Improving Student's Speaking Skill (Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa)" focuses on the effectiveness of the debate method in enhancing students' speaking skills, specifically in terms of vocabulary and pronunciation. The study was conducted using a quantitative approach, and the researcher used pre- and post-tests to evaluate the impact of the debate method on the students' speaking proficiency.[36]

The research findings, it is evident that the implementation of the Simplified Debate Technique has successfully improved students' extensive

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[36]Asyiani Hasyim, "The Use of Debate Method in Improving Student's Speaking Skill Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa, English Education Department Faculty Teaching And Training Education Muhammadiyah University Of Makassar" (2018)

speaking skills at LIBAM IAIN Parepare. Prior to using this technique, the students scored 54.50 on the pretest, which was categorized as "Poor Category." However, after engaging in the debate technique, their post-test scores significantly increased to 84.44, falling into the "Very Good Category." The various components of extensive speaking, such as generating ideas, fluency, vocabulary usage, and pronunciation, also showed notable improvements. The statistical analysis confirmed that the application of the Simplified Debate Technique significantly enhanced the students' speaking abilities, highlighting the effectiveness of interactive and student-centered methodologies, such as debates, in improving students' language skills in extensive speaking

The pretest results indicate that prior to the implementation of the Simplified Debate Technique, a significant proportion of students at LIBAM IAIN Parepare had limited proficiency in extensive speaking. This suggests that there was a need for improvement and intervention in this aspect of their communication skills.

These findings highlight the significance of introducing the Simplified Debate Technique as an instructional strategy to address the students' poor performance in extensive speaking. By providing a structured approach to debates and fostering active engagement, critical thinking, and research skills, the technique aims to enhance students' speaking abilities and elevate their overall proficiency.

The recognition of the students' initial categorization emphasizes the importance and impact of implementing the Simplified Debate Technique. It

set the baseline for measuring improvement and provides a clear indication of the transformation that can be achieved through the technique's systematic approach and focused practice.

The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare, students exhibited difficulties in their extensive speaking skills. The characteristics observed included slow and hesitant speech, maintaining a passive manner during speech, and a lack of fluency and substantial participation in discussions.

Students' often struggled to express their thoughts and ideas confidently, resulting in slow and hesitant speech patterns. They encountered challenges in formulating coherent sentences and faced difficulties in articulating their arguments effectively. This lack of fluency and confidence hindered their ability to actively engage in discussions and present their viewpoints persuasively.

These difficulties and limitations in extensive speaking skills necessitated the implementation of the Simplified Debate Technique. By providing a structured framework, encouraging active participation, and fostering confidence, the technique aims to address these specific challenges and empower students to improve their speaking abilities.

2. The Use of Simplified Debate Technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare

Second discussion about the use of simplified debate technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare, the findings explained that improvement in students' extensive speaking skills at LIBAM

IAIN Parepare after implementing the Simplified Debate Technique. The pretest scores showed a "Poor" categorization with a mean score of 54.50, while the posttest scores demonstrated a remarkable improvement with a "Very Good" categorization and a mean score of 84.44.

Discussion about evaluate the statistical significance of the improvement, a T-test analysis was conducted. The T-test results indicated a significant difference between the pretest and posttest scores, with a t-value of 5.870. Comparing this value to the critical t-value from the t-table (1.833) at a 95% confidence level, it was found that the calculated t-value was higher. Therefore, the null hypothesis stating no difference between the two data groups was rejected, and the alternative hypothesis stating a difference between the groups was accepted.

The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare has proven to significantly enhance students' extensive speaking skills. The pretest-posttest comparison and the statistical analysis demonstrate a substantial improvement in students' speaking. The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare brings forth several advantages that contribute to the improvement of students' extensive speaking skills. Firstly, the technique provides a structured framework that guides students in organizing their thoughts and arguments. This structure allows students to develop logical thinking and coherent communication skills, enabling them to present their ideas effectively.

The technique encourages active engagement among students. Through participation in debates, students actively research, gather evidence,

and construct well-reasoned arguments. This active involvement cultivates critical thinking skills as students analyze different perspectives, evaluate evidence, and respond thoughtfully to counterarguments. the Simplified Debate Technique promotes the development of research skills. Students engage in research to gather relevant information and support their arguments. This process enhances their ability to locate credible sources, evaluate information, and incorporate it into their speeches.

The implementation of the Simplified Debate Technique at LIBAM IAIN Parepare has been instrumental in improving students' extensive speaking skills. By providing a structured framework, the technique guides students in organizing their thoughts and arguments, resulting in more coherent and effective communication. This structured approach helps students develop logical thinking, enabling them to present their ideas in a clear and organized manner when engaging in debates.

Active engagement in debates is a fundamental aspect of the Simplified Debate Technique. Through participation, students are actively involved in researching, gathering evidence, and constructing well-reasoned arguments. This active engagement not only enhances their critical thinking skills but also contributes to the development of their extensive speaking abilities. The Simplified Debate Technique promotes the development of research skills, which are closely linked to extensive speaking. As students engage in research to gather relevant information and support their arguments, they enhance their ability to locate credible sources, evaluate information critically, and incorporate it into their speeches. By conducting thorough

research, students are better equipped to provide well-supported arguments and substantiate their viewpoints during debates, ultimately improving their extensive speaking skills.

This finding has relevant with the previous research from Asyiani Hasyim, which the title "The Use of Debate Method in Improving Student's Speaking Skill (Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa)". The result of data analysis is indicated that the means score was 35.5 for pre-test and 6.67 for post-test. The deviation scores for pre-test was 0.59 and post- test was 6.85. And the last was the scores of test significant was 37.89. [37] The relevant connection between the previous explanation and the research study by Asyiani Hasyim titled "The Use of Debate Method in Improving Student's Speaking Skill" lies in the shared objective of enhancing students' speaking skills through the implementation of debate techniques.

The focus is on utilizing debate as a method to improve students' speaking abilities. While the specific contexts and methodologies may differ, the underlying goal remains the same. Both studies aim to investigate the impact of debate on students' speaking skills and evaluate the effectiveness of this instructional approach. The findings of the research study by Asyiani Hasyim align with the outcomes discussed earlier. The pretest-posttest comparison in the study reveals a significant improvement in students' speaking skills after implementing the debate method. The mean scores of the

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[37] Asyiani Hasyim, "The Use of Debate Method in Improving Student's Speaking Skill Pre-Experimental Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa, English Education Department Faculty Teaching And Training Education Muhammadiyah University Of Makassar" (2018)

pretest and posttest indicate a substantial increase, supporting the notion that debate positively contributes to enhancing speaking proficiency.

The implementation of the Simplified Debate Technique positively correlates with the improvement of students' extensive speaking abilities. The structured framework facilitates organized and coherent communication, active engagement enhances critical thinking and expression of ideas, and the development of research skills strengthens the depth and quality of students' arguments. Together, these elements contribute to students' overall growth and proficiency in extensive speaking
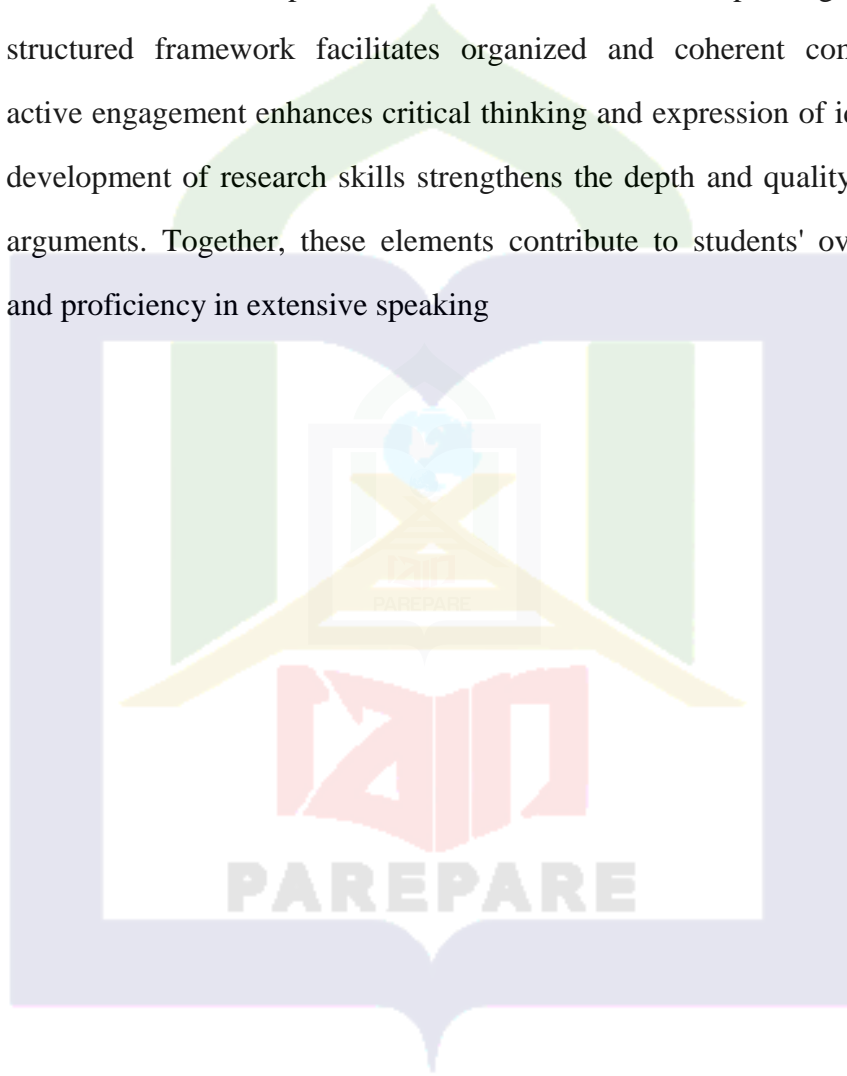
CHAPTER V

CLOSING

A. Conclusion

According to the research about the use of simplified debate technique to improve student's extensive speaking at LIBAM IAIN Parepare:

1. The student's extensive speaking at LIBAM IAIN Parepare showed the students' pretest was 54.50 which categorized as *Poor Category* before using Simplified Debate Technique and the students' pot test was 84.44which categorized as *Very Good Category* after using Simplified Debate Technique. The speaking indicator was extensive speaking divided into ideas, fluency, vocabulary and pronunciation.

2. The use of Simplified Debate Technique can improve student's extensive speaking at LIBAM IAIN Parepare showed the result data for analysis obtained t_{hitung} 5.870 > 1,833., then the null hypothesis was rejected and the ha hypothesis was accepted. Summary that Use of Simplified Debate Technique can improve Student's Extensive Speaking at LIBAM IAIN Parepare.

B. Suggestion

1. For LIBAM, Continue implementing the Simplified Debate Technique: The positive results obtained from the implementation of the Simplified Debate Technique highlight its effectiveness in enhancing students' extensive speaking skills. LIBAM should continue using this technique as a regular instructional approach to further develop students' speaking abilities

2. For Students, Actively engage in debate activities: Take advantage of the opportunities provided by LIBAM to participate in debates and discussions.

Actively engage in research, gather evidence, and construct well-reasoned arguments. Regular participation in debates will help improve speaking skills and boost confidence in expressing ideas.

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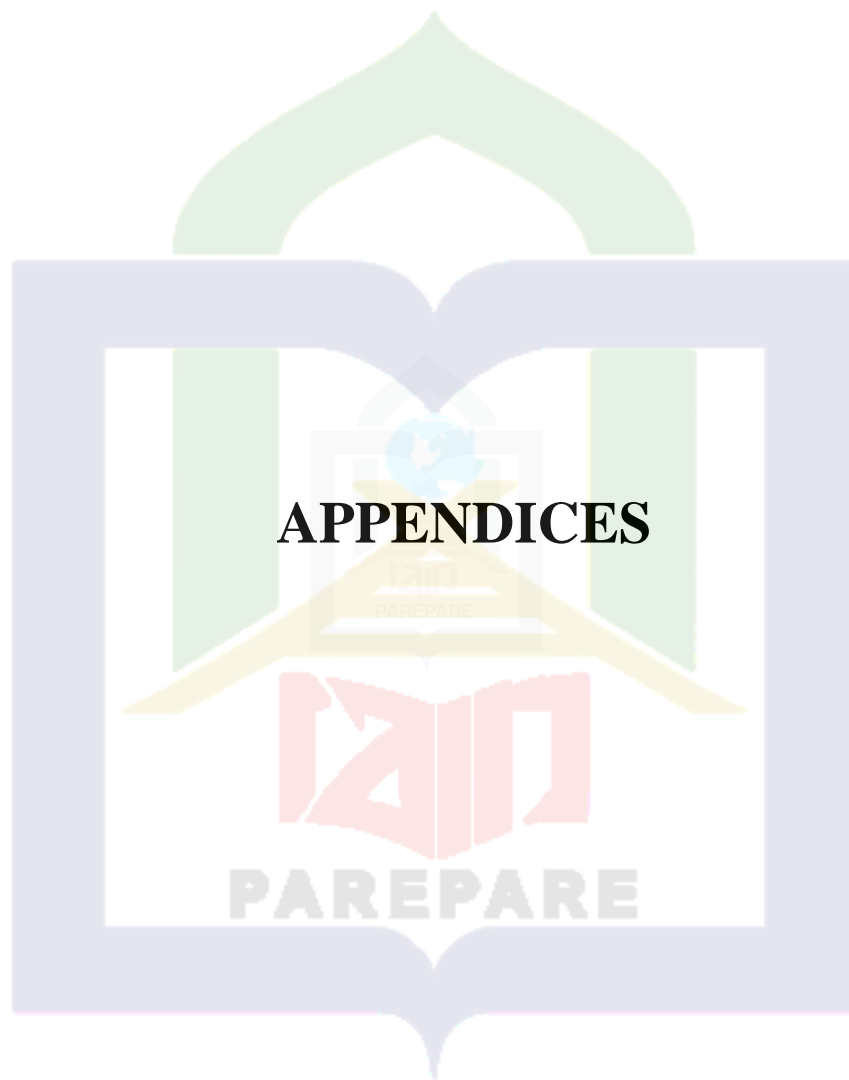
APPENDICES

Appendix 01: Instrument

<table>
<tr>
<td rowspan="2">

PAREPARE</td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</td>
</tr>
<tr>
<td>INSTRUMEN PENELITIAN PENULISAN SKRIPSI</td>
</tr>
</table>

Name of The Student   :   Muhammad Hidayat.S

The Title of Thesis   :   The Use of Simplified Debate Technique to Improve
Extensive Speaking at LIBAM IAIN Parepare

Student Reg. Number   :   16.1300.108
Faculty   :   Tarbiyah
Study Program   :   English Education Program
Instrument   :   Speaking Test

PRE TEST

No	Theme	Question
1	Should students be required to wear school uniforms?	1. What Do you think about wearing school uniforms? 2. Do you agree if students must wearing uniform? 3. Please explain the advantages of wearing uniform? 4. What do you think if uniform did not required to wear at school?

| 2 | Should cell phones be allowed in classrooms? | 1. What Do you think about cell phones be allowed in classrooms?
2. Do you agree if cell phones allowed in classrooms?
3. Please explain the advantages of using cell phones in classrooms?
4. What do you think if cell phones not be allowed in classrooms? |

POST TEST

No	Theme	Question
1	Is homework beneficial or detrimental to students' learning?	1. What Do you think about homework? 2. Do you agree if students get homework from the teacher? 3. Please explain the advantages of doing homework? 4. What do you think if teacher did not give any homework?
2	Is online learning more effective than traditional classroom learning?	1. What Do you think about Online learning? 2. Do you agree if the class did by online? 3. Please explain the advantages of study by online?

		4. What do you think if school did online learning again?

<div align="right">Parepare, 05th July 2023</div>

Consultant Commisions

Hj Nurhamdah, S.Ag., M.Pd.
NIP. 197311161998032007

Muh Yusuf, M.Pd
NIP. 2018089301
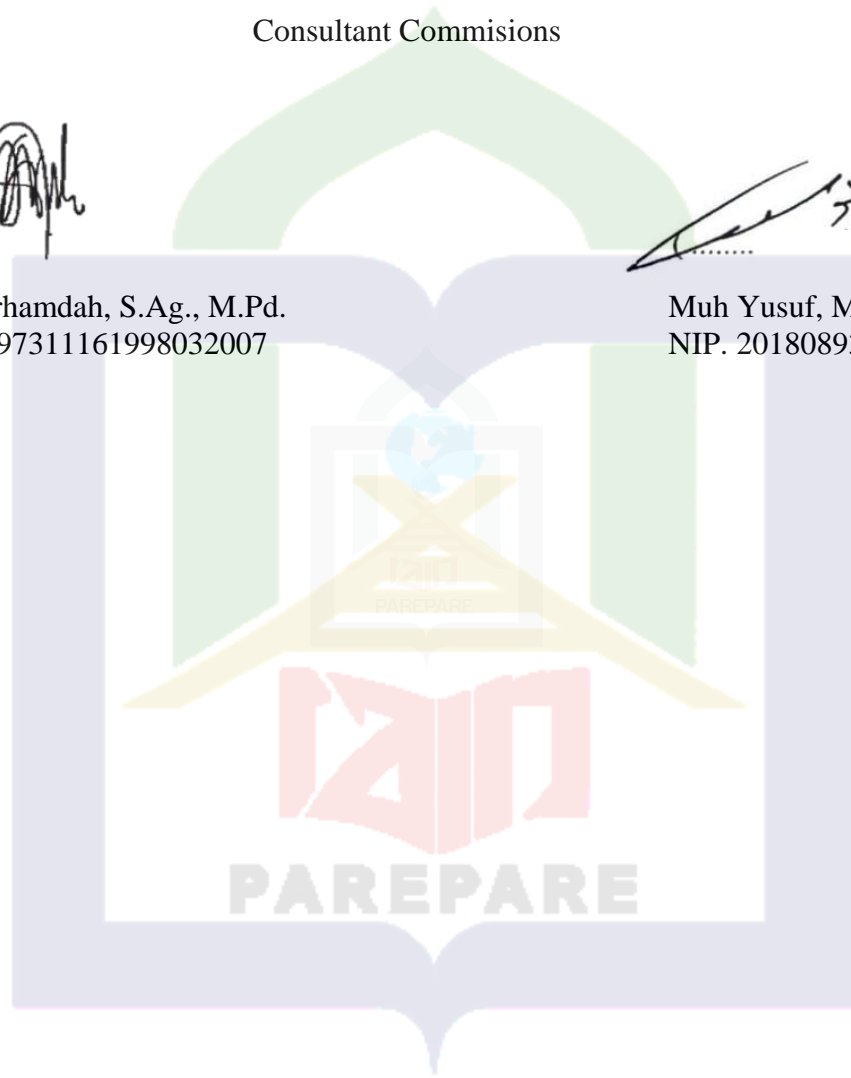
Appendix 02: Students Score

No	Nama Siswa	RESULT	
		Nilai Pre Test	Nilai Post Test
1	WAHYUNI	50,00	80,00
2	Andika	55,00	85,00
3	NUR FADILLAH	65,00	95,00
4	RESTY	50,00	80,00
5	Muh Hasri Nur	60,00	90,00
6	SITI MAY	50,00	80,00
7	AINUN	55,00	85,00
8	JUMRIAH	50,00	80,00
9	NUR AMAKO	55,00	70.00
10	ADINDA NIRWANA	55,00	85,00
	Average	54,50	84,44
	MAX	65,00	95,00
	MIN	50,00	80,00

Appendix 03: Documentation

Appendix 04: Administration

SRN IP0000705

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Facsimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 705/IP/DPM-PTSP/7/2023

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **MUHAMMAD HIDAYAT S**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARRE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JALANGE, KEC. MALLUSETASI, KAB. BARRU**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USE OF SIMPLIFIED DEBATE TECHNIQUE TO IMPROVE EXTENSIVE SPEAKING AT LIMTASAN BAHASA MAHASISWA (LIBAM)**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **20 Juli 2023 s.d 20 Agustus 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
Pada Tanggal : **21 Juli 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : **Pembina Tk. 1 (IV/b)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No. 08 Soreang Kota Parepare, Hp: 082 396 059 245, *email:libam.iainpp@gmail.com*

SURAT KETERANGAN PENELITIAN
Nomor : 81/LIBAM/In.39/PR/VII/2023

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama	: Muhammad Hidayat.S	
Nim	: 16.1300.108	
Prodi	: Pendidikan Bahasa Inggris	
Jenis Kelamin	: Laki-laki	
Tempat/Ttl	: Jalange, 28 Mei 1998	
Pekerjaan	: Mahasiswa	
Alamat	: Jalange, Desa Mallawa, Kec.Mallusetasi, Kab. Barru	

Benar-benar telah melakukan penelitian dengan judul **"The Use of Simplified Debate Technique to Improve Student's Extensive Speaking at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)"** pada tanggal 18 Juli-18 Agustus 2023 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 20 Juli 2023

Mengetahui,-
Ketua LIBAM IAIN Parepare,-

RAMLA
NRA. 20.21.29

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4034 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

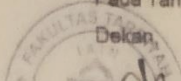|		
Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
		2. Muh. Yusuf, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Muhammad Hidayat.S
NIM	:	16.1300.108
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use of Simplified Eebate Technique to Improve Extensive Speaking at MAN 2 Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	26 September 2022
Dekan		

Appendix 05: Curriculum Vitae

CURRICULUM VITAE

Muhammad Hidayat.s, born in Barru on May 28, 1998, is the second child among five siblings. His parents are Suprima and Rusni Akib. His educational journey began at SDN 8 JALANGE, where he completed his primary education in 2010. He then attended SMPN 2 MALLUSETASI, entering in 2010 and graduating in 2013. Continuing his academic pursuits, he enrolled at SMAN 1 MALLUSETASI in 2013 and successfully completed his high school education in 2016. Subsequently, Muhammad pursued a bachelor's degree at the State Islamic Institute (IAIN) Parepare, specializing in English Education. As part of his studies, he conducted his Field Experience Program (PPL) at MAN 2 PAREPARE in 2022 and actively participated in Community Service in the Enrekang District during the same year. Finally, he completed his undergraduate studies by submitting his final project entitled "The Use of Simplified Debate Technique to Improve Student's Extensive Speaking at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare."