

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consist of two sections, the sections deal with the finding of the research and the discussion of the research. The finding of the research cover description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of sudents' pre-test and post-test. To find out the answer of the research in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' speaking skill, while post-test was given after treatment to know the students' speaking skill after giving treatment and the result of the post-test in this research can answer the question of this research that aims to find through the use of Debate Method able to improve the students speaking skill at the second grade of MAN 2 Parepare.

The finding of this research deal with the classification of students' pre-test and post-test, the frequency and rate percentage of the students' score, the mean score and standar deviation of pre-test and post-test, and hypothesis testing. The finding are described as follows :

4.1.1 The students' Score Pre-Test

The finding through pre-test in answering the question text of speaking skill at the second grade of MAN 2 Parepare was tabulated as follows :

No	RS	SPEAKING SCORING					Sum	Average	Classification
		Fluency	vocabulary	comprehension	Pronunciation	Grammar			
1	NF	7	6	6	4	5	28	5,6	Fair
2	NN	5	6	5	4	5	25	5	Poor
3	DY	4	4	4	3	3	18	3,6	Very poor
4	AR	7	7	8	7	6	34	6,8	Fair
5	UF	6	6	6	6	5	29	5,8	Fair
6	LL	4	4	7	6	4	25	5	Poor
7	NV	4	4	4	4	4	20	4	Poor
8	RK	6	6	6	7	6	31	6,2	Fair
9	FK	6	6	7	7	7	33	6,6	Fair
10	DL	6	7	6	6	6	31	6,2	Fair
11	AF	7	6	6	7	7	33	6,6	Fair
12	TW	3	2	3	3	2	13	2,6	Very poor
13	DN	3	2	3	4	3	15	3	Very poor
14	RM	2	2	2	2	2	10	2	Very poor
15	ZF	3	3	3	3	2	14	2,8	Very poor
16	HW	3	2	2	2	2	11	3,2	Very poor
							370	74	

Table 4.1 The students' score of pre-test

The continue table on the next page.

The table above reveals that most of students were in the very poor classification and other were gaining lower ≤ 20 . Thus, researcher concluded that students had lack of speaking skill toward material and need more lesson to make

them better. After scoring, rese archer then tabulated and analyzed the score in percentage.

The score was classified into five levels as follows:

Table 4.2 percentage of the students' Score Pre-Test

No.	Classificaton	Score	frequency	Percentage
1.	Very good	80-100	-	
2.	Good	66-79	-	
3.	Fair	56-65	7	43,75 %
4.	Poor	40-55	2	12,5 %
5.	Very poor	≤ 39	7	43,75 %
			16	100,00 %

(Data source: The percentage of the students' Pre-Test of MAN 2 Parepare)

Based on the table above, it showed that the rate percentage of the students' score of the students' speaking skill was still low because just there students got highest score and most of them got poor and very poor classification.

4.1.2 The students' score of Post-Test

After analyzing the students pre-test, researcher then analyzed the students' post-test, which was shown on the table below:

No	RS	SPEAKING SCORING					Sum	Average	Classification
		Fluency	vocabulary	comprehension	Pronunciation	Grammar			
1	NF	7	7	8	7	7	36	7,2	Good
2	NN	7	7	8	8	8	38	7,6	Good
3	DY	7	8	8	7	8	38	7,6	Good
4	AR	8	8	7	8	7	38	7,6	Good
5	UF	7	8	7	8	7	37	7,7	Good
6	LL	8	8	7	7	7	37	7,4	Good
7	NV	7	8	8	8	7	38	7,6	Good
8	RK	7	7	8	8	7	37	7,4	Good
9	FK	7	8	8	8	8	39	7,8	Good
10	DL	8	8	7	7	7	37	7,4	Good
11	AF	7	7	7	8	8	37	7,4	Good
12	TW	6	7	6	7	6	32	6,4	Fair
13	DN	7	8	6	7	7	35	7	Fair
14	RM	6	6	6	6	6	30	6	Fair
15	ZF	6	6	6	5	5	28	5,6	Fair
16	HW	5	5	6	5	5	26	5,2	Poor
TOTAL							563	112,9	

(Data source: The students' score in post-test)

The table showed as an improvement of students' score after giving treatment through Debate Method .

After scoring, researcher then tabulated and analyzing the score into percentage. The score was calssified into five levels as follow:

Tabel 4.4 percentage of the Students' Score Post-Test

No	Classification	Score	Frequency	Percentage
1	Very good	80 – 100	13	52,00%
2	Good	66 – 79	10	40,00%
3	Fair	56 – 65	2	8,00%

The continue table on the next page

Table 4.4 percentage of the Students' Score Post-Test

4	Poor	40 – 55	–	–
5	Very poor	≤ 39	–	–
Total			25	100,00%

(Data source: The percentage of the students' Post-Test of MTs DDI Wanio)

Based on the table above showed that the students get score higher. The others words the students' got best score after the researcher gave Debate Method. Than the researcher concludes that the effect of Debate Method able to improve students' speaking skill at the second grade students of MAN 2 Parepare.

4.1.3 The result of Pre-Test and Post-Test were presented in the following:

Table 4.5 The Result of Pre-Test and Post-Test

NO	PRE-TEST		POST-TEST		DEVIATION	
	X1	X1 2	X2	X2 2	D	D2
1	56	3136	72	5,184	16	256
2	50	2500	76	5,776	26	676
3	36	1296	76	5,776	40	1,600
4	68	4624	76	5,776	8	64
5	58	3364	77	5,929	19	361
6	50	2500	74	5,476	24	576
7	40	1600	76	5,776	34	1,156
8	62	3844	74	5,476	12	144
9	66	4356	78	6,084	12	144
10	62	3844	74	5,476	12	144
11	66	4356	74	5,476	8	64
12	26	676	64	4,096	38	1,444
13	30	900	70	4,900	40	1,600
14	20	400	60	3,600	40	1,600
15	28	784	56	3,136	28	784
16	22	484	52	2,704	30	900
Total	$\Sigma 740$	$\Sigma 38,664$	$\Sigma 1,129$	$\Sigma 80,641$	$\Sigma 387$	$\Sigma 11,513$

(Data source : the calculate of pre-test and post-test of MAN 2 Parepare)

4.1.4 The mean score and standard deviation of students' pre-test and post-test.

1. Mean score of Pre-Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{740}{16}$$

$$\bar{x} = 46,25$$

2. Mean score of Post-Test.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1129}{16}$$

$$\bar{x} = 70,562$$

3. Standar deviation of Pre-Test.

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N-1}$$

$$SD = \frac{\sqrt{38664 - \frac{(740)^2}{16}}}{16-1}$$

$$SD = \frac{\sqrt{38664 - \frac{547600}{16}}}{15}$$

$$SD = \frac{\sqrt{38664 - 34225}}{15}$$

$$SD = \sqrt{295,93}$$

$$SD = 17,20$$

4. Standar deviation of Post-Test.

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N-1}$$

$$SD = \frac{\sqrt{80641 - \frac{(1129)^2}{16}}}{16-1}$$

$$SD = \frac{\sqrt{80641 - \frac{1274641}{16}}}{15}$$

$$SD = \frac{\sqrt{80641 - 79665,1}}{15}$$

$$SD = \sqrt{65,06}$$

$$SD = 8,065$$

Table 4.6 mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-Test	46,25	17,20
Post-Test	70,562	8,065

(Data source : the mean score and standard deviation of pre-test and post-test)

The data in the table 4.6 shows that the mean score of pre-test was 46,25 (X_1) while the mean score of the post-test increased 70,20 (X_2). The standard deviation of pre-test was 17,20 while the standard deviation of post-test was 8,065. Standard deviation in pre-test 17,20 it means the students' Speaking skill was fair, after giving the treatment each student has almost same speaking skill or not fair. It proved from standard deviation in post-test was 8,065.

As the result in this item was the mean score of the post-test was greater than the mean score in pre-test. It means that students speaking skill had improvement after doing the learning process by Debate method.

4.1.5 The result of T-test and T-table.

In order to know whether t-test was statically greater or not than t-table at level 5% was employed that formula below:

Find out D

$$D = \frac{\sum D}{N} = \frac{387}{16} = 24,18$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{24,18}{\sqrt{\frac{11513 - \frac{(387)^2}{16}}{16(16-1)}}$$

$$t = \frac{24,18}{\sqrt{\frac{11513 - \frac{149769}{16}}{16(15)}}$$

$$t = \frac{24,18}{\sqrt{\frac{11513 - 9360,56}{16(15)}}$$

$$t = \frac{24,18}{\sqrt{\frac{2152,44}{240}}}$$

$$t = \frac{24,18}{\sqrt{8,96}} = \frac{24,18}{2,99}$$

$$t = 8,08$$

Thus, the t-test value is 8,08

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was significance between the result students' pre-test and post-test.

Table 4.7 The test of significant.

Variable	T-test	T-Table value
Pre-Test -- Post-Test	8.08	1.753

(Data source: Primary data processing).

4.1.6 Hypotesis testing.

To find out degree (df) the researcher used following formula:

$$Df = N-1$$

$$= 16-1$$

$$= 15$$

$$\alpha = 1.711 \text{ and t-test value} = 8.08$$

For the level, significant (α) 5% and $df = 15$, and the value of the table is 1.753, while the value of t-test 8,08 it means that the t-test value greater than t-table ($8.08 \geq 1.753$). Thus, it can be concluded the students' speaking comprehension through Debate Method is significant better after getting the treatment. So H_0 (Null hypothesis) is rejected and H_1 (Alternative hypothesis) is accepted. It can be concluded that there is an improvement speaking skill through Debate method at the second grade of MAN 2 Parepare.

4.1.7 How to Apply the Debate method to Improve Students' Speaking Skill.

After the researcher gave treatment to use of Debate method in class during teaching speaking, the researcher found that some students seemed to be interesting in the speaking test. That can be proven by scores and analysis. After calculating and analyzing the data, the researchers found that the results were demonstrated through Debate method that could improve students' speaking skill. The results are evidenced by the increase in student scores on the speaking test.

Based on the results shown in the pre-test and post-test, the researcher concluded that the speaking ability of students in MAN 2 Parepare was lacking, it can be seen from the results of the Pre-test assessment of 46.25 with a standard deviation of 17,20. The researcher concludes that one of the main factors that makes students lacking in speaking skill caused by the strategies or media used in the classroom is monotonous, based on observations and interviews with MAN 2 Parepare English subject teachers, students at these madrasas are more likely to learn by just speaking and being helped to translate by the subject teacher himself. after that, students are instructed to answer the questions from the scenario,

students rarely learn to use media or games in the classroom because in speaking learning so students can understand in oral speaking. Students who rarely speak cannot deduce the meaning of what their friends' said. after giving treatment the debate method is able to improve students' speaking skill. The impact through the debate method seems to be significant in student improvement, that is evidenced by the significant difference in students' scores in speaking between before and student activity in responding to lessons after being taught using the debate method. At the beginning of the study, the pre-test mean score was 46.25. At the end of the study the results were given the effect of Debate method to improve the post-test after giving treatment. The average score shows 70.56 with a standard deviation of 8.065 The results showed that the post-test score was higher than the pre-test. And it can be concluded that the treatment has been effective.

There were eight meetings to conduct this research. Two meetings to conduct tests and six meetings to conduct treatments to prove that the implementation of the Debate method can improve students' speaking skill. At the first meeting, the researcher asked students to answer the pre-test in which answer the question of the scenario. It aims to determine the ability of students to speak and understand the scenario before getting treatment. In six meetings, the researcher explained about Debate specific of how to use British Parliamentary.

In the second meeting before giving the motion, the researcher made the students relax and asked several related students about English language lessons especially speaking material as an opening activity in class. After that, the researcher introduces the method and gives the first instruction by showing a motion and explain to them about what is the motion mean, after that the researcher divide the students into two groups (Pro and Contra) and then gives chance about 15 minutes to bulding case/ prepare their argument before debate

began. The students speak one by one and the researcher helps them to translate their difficult vocabulary that they found. During the debate the researcher observe the speaking of the students. After that giving conclusion about the motion.

In the third to seventh meeting, the researcher gave the issue to students with different motion, and debate use british parliamentary system. Devide them into 8 people in every session. The 8 people in the first, second and third session had some roles of debate. Government 4 people (2 as opening government, 2 as the closing of government) and Opposite 4 people (2 as Opining Opposition, 2 as the closing Opposition). All the position takes randomly for every session . and their partner for each group they will together until the last treatment. After that give them motions to debate (Every meeting had different motion to debate) and preparation time for fifteen minutes. During the debate, the researcher role as the educator and then close the class after the activities finish. At the last meeting, researchers gave a post-test. The students answer the question about the scenario is a different title of test such as when researchers provide pre-tests with topics that have been provided by researchers. It aims to find out whether this treatment has an impact or not.

Through the Debate method is effective for increasing students' speaking skill. The Debate effect that is applied can make students easier to speak and give respon about the motion, and students more easily understand the meaning of the speakers through applying the Debate for each meeting.

Through the application of Debate effective to improve students' speaking skill. the application of Debate method in teaching speaking can improve students' speaking skill. Debate method makes students solve some problem that are happened in real life and they can express their opinion easily. Furthermore, students can enjoy and take new experiences in class cause independtly they can

sharing on a another by discussing with friends in a group and it can give more impression for their speaking and makes the learning process interesting. The Debate method applied changes the situation in the classroom and in the learning process where previously the classroom situation was not very active due to an unattractive teaching system, the teacher gave more instruction compared to the involvement and activeness of students in receiving learning material, but after giving Debate conducted by Researcher, the majority of students responded well and actively asked a number of questions such as how to understand the motion because this method was a new method for them, where so far they had only memorize many vocabularies without knowing how to use the vocabulary in daily conversation. However, after researchers treated Debate method students were not only taught to speak as usual but students were taught to better understand and have good critical thinking by analysis the problem, how to obtain the argument by bulding case.

This method can also facilitate the process of acquiring and memorizing new vocabulary because each motion that has been written into the text book that has given to them. Some vocabulary that they have just acquired and can be remembered by students such as vocabulary about family, education, politic, economic, and social environment.

So, implementing Debate method can increase student motivation. In addition, researchers gained new knowledge applying the effects of the Debate method to teach English, especially in speaking skills. Researchers have increased their knowledge in using to be more open-minded to make the teaching and learning process of English more interesting.

Discussion

In teaching reading, the writer applies the debate method to improve students' speaking abilities. The results of the total score and the average score of ninth grade students of MAN 2 Parepare. The data above is collected through tests which improve students' speaking ability with the implementations method, supported by the frequency and scores of students' pre-test and post-test scores. After presenting the debate method, the value of students in teaching is greater than before. debate is a method that focuses on the ability to speak in accordance with their respective perceptions.

By looking at the test findings, from the data provided in the classification table in the pre-test, the above clearly shows that the writer can conclude that students' speaking ability increases from very poor to poor then fair to good to very good classification.

From the test findings, from the data provided in the classification table in the pre-test, above explain the author's definition which can prove students' speaking ability increases from very poor to poor then fair to good to very good classification.

In addition, the pre-test mean score was 46.25 and the post-test average score was 70.56. In conclusion, the post-test average score (70.56) is greater than the pre-test (46.25). In fact, for the significant level of 5% ($p = 0.05$) and $df = 15$, and the t-table value is 1.753, while the t-test value is 8.08. This means that the t-test value is greater than t-table ($8.08 > 1.753$). The highest increase in presentation of pre-test and post-test scores with a score of 40 was obtained by 3 students, while the lowest increase in pre-test and post-test scores was obtained by 2 students. Thus, it can help students to get significant care. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

From the results of increasing students' speaking skill influence by the effect of debate is applied as a learning tool to speak, students can learn in making ideas based on existing data so that they can practice critical thinking on students.

At the first meeting during treatment, students feel tense and confused in learning to speak through the application of the debate method. That's because the teacher never applies debate in teaching speaking so students become confused. During teaching speaking, researchers began to explain the application of debate in teaching speaking. Researchers begin to guide students to discuss the method process. The application of debate makes it easy for students to understand the material and also increases student confidence and understanding in learning speaking.

In the process of speaking teaching activities, researchers use the steps of debate as preparation. In preparation, the researcher prepares students to start learning and introduces issues in the debate. The second step is the discussion of the method of speaking, how to convey the ideas of the motion that has been mentioned. In this step the researcher explains the purpose of the motion and asks students to build an argument based on the position they have been given. During the debate the researcher will assist students in translating the arguments that have been made so that students who do not understand can understand and can contribute to the debate. So there are no passive students. Each student has the opportunity to speak in podium. This method can help students more easily speak and can facilitate the process of memorizing new words because every issue discussed by students must express their opinions. This method is very different and a new method compared to what is agreed in schools in general, which is supported by people who teach English, most students only speak one at a time

and then started by the teacher.

Speaking is one of the skills that is considered the most important activity to practice what has been gained while learning English. At school, speaking is a basic competency that is included in English subjects that students must learn. This is not just about talking, and discussing how to speak, and one method that can be used is the debate method with the aim of providing the necessary motion for students to discuss. So the teacher must be an active and creative person in teaching.

Debate in teaching effective speaking. That is evidenced by the significant difference in student scores in reading between before and student activities in conversation after using the debate method. Because the debate method helps students understand motion by guiding them in making ideas about problems based on data so that students will present the best ideas in presenting arguments. debate is a method that aims to increase their general knowledge about what is happening in this world, increase the ability to express opinions logically, clearly and structured, learn to listen to opinions that are different from other parties, so they can develop these opinions, improve foreign language skills, especially English where this language is very important to master because it is very beneficial for the future of students. In other words the debate can be presented as a group learning tool for students. According to Steinberg, debate is a process of defense through arguments that are judged based on the strength of the reasons stated. Using debate creates interactions to talk, and generates ideas contained in the motion discussed.

The above theory is accepted by researchers, especially in understanding the teaching of speaking in MAN 2 Parepare students. Based on the above results, it proves the use of the Debate method in teaching speaking has a positive effect on

students' speaking skills. It has been agreed by the results of data analysis that there are significant differences before and finally using the debate method.

