

**IMPROVING STUDENTS' SPEAKING ABILITY IN USING' ASKING
EXPRESSIONS AND GIVING OPINION' THROUGH DEBATE
METHOD AT SMK BAJIMINASA MAKASSAR**

RESEARCH

By

**YULIANA LISANTI
NIM 4511101042**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
MAKASSAR
2018**

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul ***“Improving Speaking Ability In Using” Asking Expressions And Giving Opinion”through Debate Method At Smk Bajiminasa Makassar***. Beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 21 Januari 2018

Yang membuat Pernyataan

Yuliana Lisanti

ABSTRACT

Yuliana Lisanti, 2018. *Improving Students' Speaking In Using" Asking Expression And Giving Opinion Throught" Debate Method At SMK Bajiminasa Makassar*. Department of English Education. (Supervised by H.Herman Mustafa and Muliati).

The aim of this study is to describe the way the achievement of VIII-B grade students in debate method improved by using asking and giving opinion expressions at SMK Bajiminasa Makassar.

The study employed classroom action reasearch design. The subject consisted of 12 students of X grade of the second year students of SMK Bajiminasa Makassar in academic year 2018/2019. The instrument of this research was written test. There are two cycles in this research.

The result shows that students mean score in cycle 1 was 5.04 and in the cycle II was 8.88. It means that in using asking and giving opinion expressions can improve the achievement of X grade students after two cycles in debate method at SMK Bajiminasa Makassar.

Keyword : Speaking ability, giving opinion expressions, debate methode.

ABSTRAK

Yuliana Lisanti, 2018. *Improving Students Speaking In Using” Asking Expression And Giving Opinion” Throught Debate Method At SMK Bajiminasa Makassar*. (Dibimbing oleh H.Herman Mustafa dan Muliati).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan metode debat dapat meningkatkan kemampuan berbicara siswa dalam penggunaan ekspresi meminta dan memberi pendapat.

Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Sampel penelitian ini adalah siswa kelas X SMK Bajiminasa Makassar yang terdiri dari 12 siswa pada tahun akademik 2018/2019. Instrumen penelitian ini adalah debat.

Hasil dari penelitian ini menunjukkan bahwa skor rata-rata dalam siklus pertama adalah skor 5.04. dan siklus kedua adalah skor 8.88. Dari hasil analisis data menunjukan bahwa penguasaan siswa dalam menggunakan Asking and Giving Opinion Expression dapat meningkatkan pemahaman siswa kelas X SMK BAJIMINASA MAKASSAR melalui metode debat.

Kata kunci : Kemampuan berbicara, ekspresi meminta dan memberi pendapat, metode debat.

ACKNOWLEDGEMENT

Thank you very much the greatest praise and gratitude to Jesus Christ and Mother Maria who has guide for writer. No words can describe the writer's feeling to finish this skripsi.

The writer realized that without motivation from the people who have given valuable suggestion, guidance, assistance, and advice in a process of the research and writing, the writer can not finished this skripsi. Therefore, the writer would like to express her appreciation to :

Dr. Mas'ud Muhammadiyah, M.Si as the Dean of Faculty of Teacher Training and Education and Restu January, S.Pd.,M.Pd.I as head of English Education Departement.

Dr. Herman Mustafa, M.Pd. as her first supervisor and Muliati, S.Pd, M.Hum., M.Ed, as her second supervisor who have given their great encouragement, suggestion, advice, and correction until the completion of the skripsi.

All Lectures of Faculty of Teacher Training and Education who have provided that are very usefull for the writer and all staffs who have given administration service that willnot be forgotten.

The Head Master of SMK Bajiminasa Makassar, H. Bahrudin B. Ilyas, S.E.,M.M, who has belived and give me the opportunity to do a research in his school. All teachers and the students especially class X of SMK Bajiminasa Makassar who have give in the writer opportunity support and helpful to do research and success in their class.

Thanks to her beloved parents, Arnoldus Manis and Agneta Anselmia, her beloved brothers Agustinus Dance, Yoseph Eligius, Idrus Petrus Nong Gole and her beloved sisters Maria Rince, Marlina Leny and beloved husband Dedyanto Aplugi who have given the biggest motivations, sacrifice and always pray to God for my successes. The writer also expresses her thanks to all of friends that have supported me, suggest, and helped until the finishing of skripsi .

As human being, the writer realize that this thesis is still far from the perfection. Therefore, criticisms and suggestion will surely be appreciated. Finally, the writer pray May the Almighty God bless all of them. Amin.

Makassar, 21 January 2018

Yuliana Lisanti

TABLE OF CONTENT

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	5
D. Significant of the Research	5
E. Scope of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Some Previous Findings	7
B. Some Pertinent Ideas	9
C. Asking and Giving Opinion	20
D. Concept of Debating	27
E. Theoretical Framework	31
F. Hypothesis	31
CHAPTER III RESEARCH METHOD	32
A. Research Design	32
B. Research Setting	34
C. Population and Sample	34

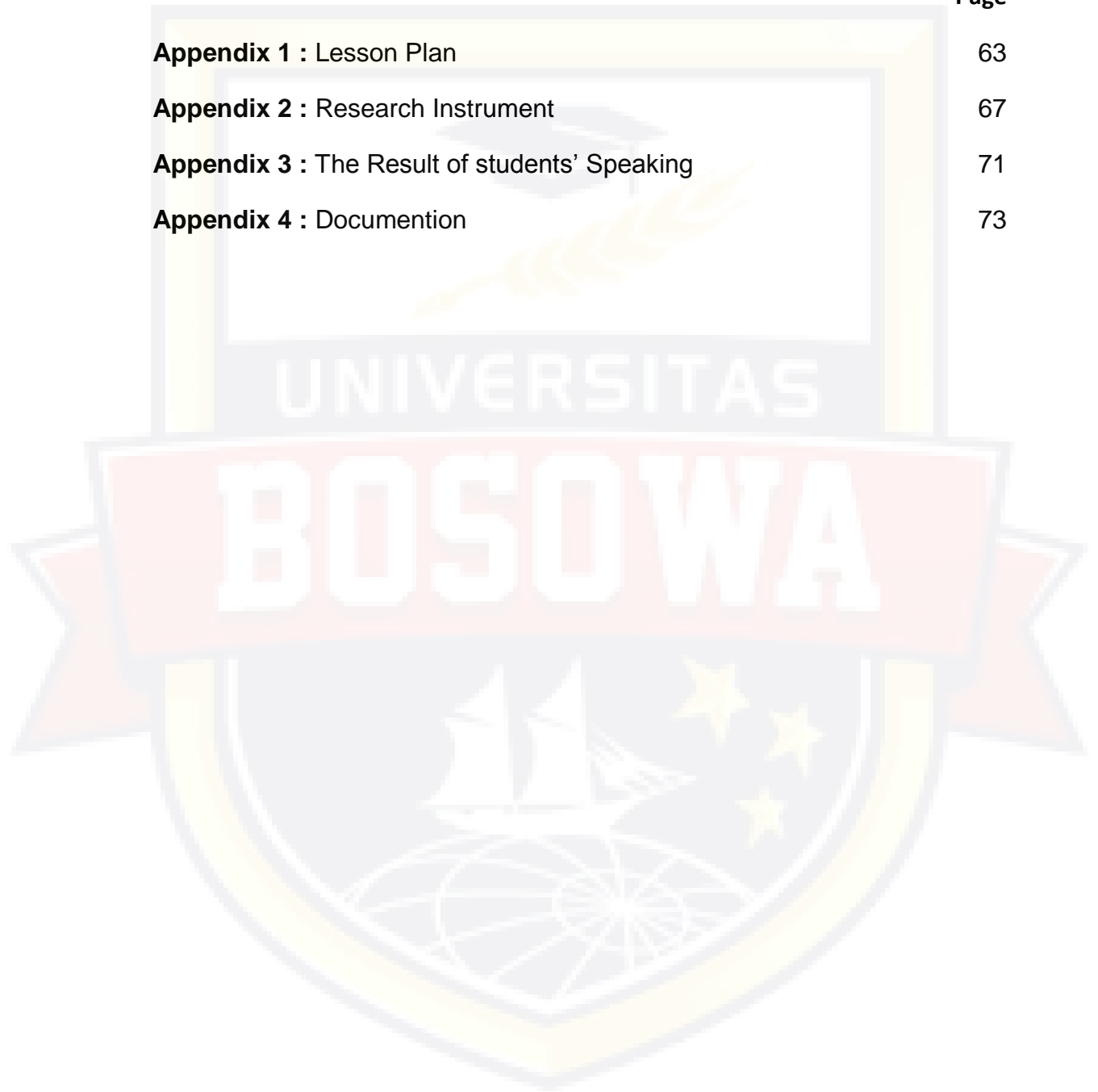
D. Research Procedure	35
E. Data Analysis	38
CHAPTER IV: FINDING AND DISCUSSION	40
A. Research Findings	40
1. Research Finding On Cycle I	40
2. Research Finding On Cycle II	47
B. Discussion	53
CHAPTER V: CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestions	59
BIBLIOGRAPHY	61
APPENDICES	63
BIOGRAPHY	

LIST OF TABLE

	Page
Table 4.1 : The students' Score of accuracy, fluency, and comprehensibility in cycle 1	43
Table 4.2 : The students' total Score in cycle 1	44
Table 4.3 : The percentage of cycle 1	45
Table 4.4 : The Students' Score of accuracy, fluency, and Comprhensibility in cycle II	49
Table 4.5 : The students' total score in cycle II	50
Table 4.6 : The percentage of cycle II	50
Table 4.7 : The average of students' improvement in cycle 1 and cycle II	52

LIST OF APPENDICES

	Page
Appendix 1 : Lesson Plan	63
Appendix 2 : Research Instrument	67
Appendix 3 : The Result of students' Speaking	71
Appendix 4 : Documentation	73



CHAPTER I

INTRODUCTION

There are several points in this chapter that will be explained by this study, namely; background, problem statement, research objectives, research significance.

A. Background

English becomes one of the international languages and is the most important language in the world. Almost everyone from different countries of the world uses it to communicate, it is clear that English has become more dominant worldwide, in some countries being used as both mother tongue and second language in their schools. On the other hand, English is a language of science and technology.

For example children in various countries in the world learn English, so it is possible to be in any big city in the world can use English. This is an amazing point. That is why the Indonesian government calls English the first foreign language taught in school (Ramelan, 1992:3). However, Indonesian students face some problems and find it difficult to learn English because of language disorders.

As Haycraft (1987) states there are various skills in mastering language skills that include listening (comprehending spoken

language), reading (understanding written language), and productive skills that include speaking and writing.

In junior high school students use various methods that enable students to understand the material. This fact demands the teacher to create a conducive and non-discontinuous learning environment. The use of English is a matter that determines the success of students in demanding lessons. One aspect of language skills is speaking. Students should be involved in learning English planning, especially in learning to read. Reading skills are very important in education. Students need to be trained to have good reading skills.

Speaking is an important part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill they will just keep silent. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication. In English lesson there are many text types which is should learn by students. One of them is procedure text. According to Oxford Learner Pocket Dictionary.

The English area has always been of special interest. This is because of the importance of English in the sphere of our lives. In reality in everyday life, we are often asked to give an opinion about a thing or even vice versa we ask the opinion of others. When we are talking to our friends or family, many things we often talk about one of

them is to ask an opinion about a news or just ask an opinion about something.

Asking and giving opinion (Ask for and give advice) is one of the English expressions everyday that need to be known by all people. Not only by the students of elementary and intermediate level course, and advanced levels also should have been able to master the material of this conversation.

In everyday life, we often get a variety of problems that may be we can not solve alone. Sometimes we need the advice of others so that the problems we are facing can find a solution that is appropriate. How to seek advice in English, as well as how to provide such advice.

Asking opinion or in Indonesian known by asking the opinion, while giving opinion known to give an opinion. Typically, after someone asked what the interlocutor will respond by giving his opinion that could use the first word I think (I think), or In my opinion (I think), or According to me (I think), I do not think so (I do not think so / like it), and so forth.

In speaking, we often come across a situation where the need to give and ask for the opinion of others. To that end, the necessary skills and vocabulary to express granting the request opinions or commonly called the asking and giving opinion. Below, I have some references asking and giving opinion that you can use in a variety of situations both formal and non – formal.

Formal situation means you are in the context of the talks require polite and speak the language very well. For example, you are in a discussion forum or on a conversation with people who are older. Meanwhile, the situation is a non-formal contexts eg casual conversation you're talking to a close friend.

So, that's why the researcher Interest about this problem, because the researcher want to find out the students' achievement learning in learning questions and give opinions by using the contest method. Researchers also want to analyze appropriate approaches in teaching ask and provide opinions for junior high school students. Teaching methods are methods that match the student's motivation. This method encourages students to focus their attention more deeply in asking and giving opinions.

B. Problem Statement

Based on the background above, the writer will formulate the problem whether the use of debate method can improve students' speaking ability the expression of asking and giving opinion at the class X SMK Bajiminasa Makassar ?

C. Objective of the Research

The objective of this research is to find out students speaking ability in using the debate method can improve students'

Asking and giving opinion expressions at SMK Bajiminasa Makassar.

D. Significant of the Research

The expected benefit of this research is a method which is no longer used is conventional but is student participation. There are some significance of the research, they are:

1. For students' to develop speaking interest of students, especially in english.
2. For teachers to improve students' speaking ability, especially in using asking and giving opinion expressions
3. For researchers to provide experience of scientific thinking through the preparation and writing of proposals, so as to increase knowledge, experience and add insight in the field of education, especially English learning.

E. Scope of the Research

This research is restricted to students' motivation and interest in the research. The scope of the research is restricted to the use of debate method can increase students' Asking and giving opinion expressions at SMK Bajiminasa Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous findings, some pertinent ideals, hypothesis and theoretical framework.

A. Some previous Findings

Many research shows that many ways can help students in improve the speaking ability. In this research, researcher wants to introduce contest method that can improve the students' s ability in speaking using asking and giving opinion expressions.

According to Tarigan (2015), speaking is a way of saying sounds or words to express, express and convey thoughts, ideas, and feelings. It shows clearly whether speaking with appropriate words pronunciation to convey what will be delivered be it feelings, ideas or ideas.

According to Brown and Yule (2015), speaking is the ability to speak loud sounds to express or convey thoughts, ideas or feelings orally. This understanding in essence has the same meaning with the understanding conveyed by Tarigan that is speaking related to the pronunciation of words.

According to Haryadi and Zamzani (2015), generally speaking, speaking can be interpreted as a delivery of one's intentions (ideas, thoughts, content) to another person by using spoken language so that

the meaning can be understood by others. This sense has the same meaning with the two opinions described above, only clarified with a further purpose that is so that what is conveyed can be understood by others.

According to St.Y Slamet and Amir (2015), the sense of speaking as a skill to convey messages through spoken language as an activity to convey ideas that are developed and developed in accordance with the needs of the listening. This understanding explains that speech is not just to speak words, but emphasizes the delivery of ideas that are developed and developed according to the needs of the listener or recipient of the information or ideas.

According to Anton Juan Thomas (2007 : 80), asking and giving opinion activities can help students to learn language well. Asking and giving opinion is also used for introducing or concluding the class, and stimulates students interest.

Therefor, some of the above opinions that speak is the ability to speak words in order to convey or express intentions, ideas, ideas, thoughts, and feelings that are developed and developed in accordance with the needs of the listener so that what can be understood by the listening.

B. Some Pertinent Ideas

1. Speaking Ability

a. The nature of Spaeking Ability

According Widdowson in Rahman (1995 : 11) state that an of communication through speaking is commonly performed in face to face interaction and occur as part of dialogue of rather from verbal exchange.

According Borwn in Islaiyah (2007 :14) states that speaking productive skill that can be directly and empirically observation are in variable by the product of creative construction of linguistic strings, the speaker make choices of lexicon, structure and discourse.

Poerdarminta in Islamiyah (2007 : 14) states that the classical meaning of speaking is the ability to talk, and to speak . The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes to listener.

Tarigan in Islamiyah (2007 :14) states that speaking is one of the language skill oral form to express the speaker's ideas to everybody else. While, speaking is one of the formal interchange of thought and information by spoken words.

Speaking is an articulation of sound to express thought. Tarigan (1990: 15) says that speaking is the capability in pronouncing sound or word to express or convey thought, ideas or feeling, opinion and wish. Another expert says that speaking

is talk or speak Haryanto in Sunardy (2004 : 13). If both speaking and ability are combined,so it means a capability to utter the articulation of sound to express or to deliver thought,opinion and wish to the order person.

According to Oxford advance Learner's Dictionary definition ability is skill or power,however speaking ability is skill or power or to express ideas,opinion,or message orally.

b. The Meaning of Speaking ability

Speaking ability consists of two words namely speaking and ability. To avoid misunderstanding about the meaning of speaking ability one it will clarify one by one.According to Poerdarminta (1995: 109). It also stated by Horby (1990: 51). That ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability of human which identical with ability. According to Djwandono in Munir (2005: 16) that speaking it the activity to express thought and feeling orally.

As Horby (1999:14) explained that speaking is talk or to say about something mentioned,it means,to speak well,all expression will be said or mentioned in speaking activities.

Teasol in Yahya (2001) assert that speaking is the oral skill of language express from mouth. It can be said,people have to involve the mouth to speak.

Speaking English as a foreign language (EFL), Celce Murcia (2001:17) stated that learning to speak is obviously more difficult than learning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only.

Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this is one of the ways to improve students' English speaking.

c. The Function Of Speaking Ability

Brown and Yule in Fauzi (2004:4) also describes a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information the interactional function, in which the primary purpose of speech is the maintenance of social relationship. Furthermore, Brown in Yule Fauzi (2012 : 4) suggest that most language is concerned with developing skill short intersectional exchanges in which the learner is only required to make or two utterance at a time.

Based on the above statement, Baygate in Fauzi (2012 : 5) distinguishes that between motor-perceptive skill, which are concerned using the sound structures of the language, and interactional skill, which involves motor-perceptive skill for the purpose of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on. Until relatively, it will assume that the mastery of motor-perceptive skill will need all one, in order communication will be successful.

d. The Aspect Of Speaking Ability

Darmodiharjo in Fauzi (2012: 7) states about aspects of speaking that the requirements of effective speaking such as intonation, phonetic, transcription and environment expression.

The above opinion that to be able to communicate effectively, it must be considered that the situation of sound utterance pronunciation and physical. On the other hand, Valletto in Fauzi (2012: 17) says that "the elements which are in speaking cover phonetic transcription, vocabulary, the effective and speaking.

Based on the opinion above, the researcher concluded that speaking is ability or skill to convey our ideas, opinion or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each

orther orally. Some people think that speaking ability in forign language is difficult because the target language is different with mother language. In other to have a good ability in speaking we must always practice it.

2. Types of Speaking

Commonly, Nation (1989:378), divided speaking in two kinds, namely speaking performance and speaking competency. Speaking Performance is the person's process or manner of play. Therefore, the writer may conclude that the speaking performance is the way of one's and manner in speaking. Beside that, speaking competency means it has ability, skill, and knowledge to something. Then, through this basic definition, the writer also may conclude that speaking competency is one's ability to speak which is supported with adequate skill and knowledge and it is not assessed by how it is delivered.

In English someone tends to use formal speech with strangers and people of higher status, and formal speech with family, friends and colleagues. People usually add formal and informal speech differentiates into two basic ways: by style and content. According to Brown (2001: 392-330), the two types are described as follows:

a. Monologue,

In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and

hearers must process long stretches of speech without interruption the stream of speech will go on whether or monologues differ considerably in their discourse structures. The unplanned monologue such as in speeches and other prewriting material usually manifest little redundancy.

b. Dialogue

Dialogue involves two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional of factual information. In the dialogue, there are familiarity of interlocutors. If it is familiar it will produce conversation with more assumption and implication. And if it is unfamiliar the reference and meaning have to be made more explicit. When such reference are not explicit, misunderstanding can easily follow.

3. Components of Speaking

In general ,there are some components involved in speaking skill. They accuracy, fluency, and comprehensibility.

a. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, pronunciation and vocabulary in their

spoken output . In teaching English speaking, teachers have to explain to students how to speak accurately (clear, articulate, grammatically, and phonologically correct) language and of course fluent language (Heaton, 1988:100). Accuracy states of being correct or exact and without error. The students do not make serious phonological errors, a few grammatical and lexical errors but only few major errors causing confusion (Rasinski, 2006:10).

Assessment of students using accuracy assessment analysis as follows:

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	5	Pronunciation was slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterance are correct.
Good	4	Pronunciation was still moderate influenced by the mother tongue but only causing confusion.
Fair	3	Pronunciation were influenced by the mother tongue, only a few serious phonological errors several grammatical and lexical errors.
Poor	2	Pronunciation were seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Seriously pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language skill and practiced in the course.

b. Fluency

Fluency is the property of a person or of a system that delivers information quickly and with expertise. Fluency indicates a very good information processing speed, very low average time between successively generated messages. Language fluency is proficiency in a language, most typically foreign language or another learned language. In this sense, fluency actually encompasses a number of related but separable skills: the skill to easily and understand texts written in the language, the skill to speak in the language and be understood by hearers or audience, and the skill to formulate written text in the language, (Heaton, 1988:100). Fluency is communicate language courses an initial goal in language teaching. The teachers have to guide the students to develop, to master to be fluent in speaking (Rasinski, 2012: 24).

Assessment of students using fluency assessment analysis as follows:

Classification (1)	Score (2)	Criteria (3)
Excellent	5	Speak without too great an effort with a fairly of expression searches for the words occasionally by the only one or two unnatural pauses.
Good	4	Has to make an effort at time to search for words . Nevertheless smooth delivery on the whole and only a few unnatural pauses.

Fair	3	Has to make an effort many times. Often has to search for desired meaning. Frequently fragmentary and halting delivery almost gives up making the effort at times range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary at times gives up making the effort times.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary at times gives up making the effort .Very limited average expression.

c. Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speakers and use them to construct an interpretation of what they think the speaker intended to convey. In its broader sense extracts information it conveys is the skill to understand the written and interpret the spoken language (Heaton ,1988:101).

Assessment of students using comprehensibility assessment analysis as follows:

Classification	Score	Criteria
Exellent	5	Easy for the listener understand the speaker's intention and general meaning.Very few interruptions of clarification required .
Good	4	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for shake of clarifications are necessary.

Fair	3	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Poor	2	The listener can understand a lot of what said, but he must constantly seek clarification cannot understand many of the speaker's more complex or longer sentence.
Very poor	1	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is listening to the speaker.

Heaton in Andriani, (2005 : 26)

4. Classroom Speaking Activities

There many ways to promote or oral skill in the classroom, according to Celce – Murcia (2001:106), speaking activities can be to implemented by doing:

a. Discussion

In this activity , they discuss a related topic in order to come up a solution, a response , or the like. Students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected.

b. Speeches

These are prepared speech is topics for speeches will be very depending on the level of student and the focus of our class. Student should be given some leeway in determining the content of their talks and improve the speeches. These activities

give students more actual with speaking the language, and also force them to think, and force them to think, and speak, or their feed without the benefit of notes or memorization.

c. Role play

It is particularly suitable for practicing the social cultural variations in speech acts, such as complementing and complimenting.

d. Conversation

The emphasis on having students analyze and evaluate the language that they or others produce, and the other speaking activities are audio taped oral dialogue journals and other accuracy-based activities.

C. Asking and Giving Opinion

1. Definition of asking and giving opinion

Asking and Giving Opinion was an expression used to either answer or respond to an opinion.

In our daily conversations we are often confronted with conditions that require us to give opinions or to seek opinions from others. In English how to give and ask opinion is called by asking and giving opinion. There are rules and special features in asking or giving opinions by using the English language.

In everyday life we must have an opinion on something we see, hear, or feel. Either opinion supports or contradicts one another.

Opinion is a text or dialogue that contains an opinion about a thing, Usually the opinion of each other is different or contradictory, depending on which point of view we are taking sides. When we give or express our opinions, it is important to give reasons to support the opinion itself. Common verbs used in opinion are agree, believe, reckon, doubt, assume, do not agree, think.

Opinion include words containing an opinion, argument and reason. Opinion dialogue is a dialogue or a conversation conducted by two people or more that contains expressions of opinion or arguments possessed by each of them. and usually in the form of expression of opinions or arguments using the following words: "in my opinion, in my view, I think etc." Argument dialogue is a dialogue or conversation between two people or more in which there are expressions of an argument or reason. in this conversation usually use the expression the following expression: "as first, second etc for arranging the arguments."

To give an opinion in article 27 UUD 1945, there is freedom of the points that individuals are free to express opinions (both opinions that are less agree or agree). It is commonly connotes an idea that came from a person or group of people about an object, person or other. The purpose of providing the opinion of its own to adjust to what is addressed, it could be for improvements, evaluating, comparing and etc.

In English opinion or known opinion, have some kind of expression to give opinions (giving and opinion) that is often used in a conversation. Formal situation is when we are in the context of the talks require polite and speak the language very well. For example, we are in a forum discussion or are talking with people who are older, while nonformal situation is the context in casual conversation, for example we are talking with a close friend.

2. Various expressions asking and giving opinion

Asking opinion

Formal	Informal
Have you got any comments on Do you have any idea? Do you have any opinion on Would you give me your opinion on...? What is your reaction to What is your opinion about.....? What are you feeling about.....? What are your views on.....? Please give me your frank opinion?	<ul style="list-style-type: none"> - What do you think of.....? - What do you think about.....? - What is your opinion? - Why do they behave like that? - Do you think it's going? - How do you like? - How was the trip? - How do you think of Rina's idea? - How do you feel about this diction?

Giving opinion

Formal	Informal
<ul style="list-style-type: none">- I personally believe- I personally consider- I personally think /feel- My own view about this issue is..- According to my opinion,I think ..	<ul style="list-style-type: none">- I think I like it.- I don't think I care for it.- I think it's good/nice/terrific.....- I think that awful/not nice /terrible.- I don't think much of it.- I think that.....- In my opinion, I would rather.....- From my point of view ..

The example of expression using opinion:

1. In my opinion
2. I think what I mean is
3. Personally I think
4. In my experience
5. According to me
6. I strongly believe that
7. As far as I am concerned
8. From my point of view
9. As I understand
10. As I see it
11. I reckon

The examples expressions of agreeing and disagreeing:

Expressions agreeing	Expressions disagreeing
<ul style="list-style-type: none"> - Of course. - This is absolutely right. - I agree with this opinion. - I couldn't agree more. - I agree with what you are saying. - I agree, I never thought of that. - Neither do I. - That's a good point. - I think so too. 	<ul style="list-style-type: none"> - I am sorry,I don't agree with you..... - I am not sure I agree with you - I don't agree with you..... - I am afraid I have to disagree with you..... - I do not believe that..... - By this I mean..... - I disagree with you..... - I think you are wrong..... - That's not the same thing at all... - It is not justified to say so..... - I am not convinced that..... - I can't say I agree with this,and here's why.....

Using agree:

Conversation 1

Jiva : What do you think if I buy a pink shirt?

Riel : I agree because you will look very beautiful tonight.

Jiva : Ok. Thanks my little brother

Riel : Ok. My pretty sister.

Conversation 2

Iva : What do you think if we give Grace for her birthday?

Noel : I think give her a doll

Iva : I think so because he really likes dolls

Noel : Hm...all right then. Let's buy her bag today after school.

Using disagree:

Conversation 1

Shela : Hallo Nathan good night

Natan : good night Shela

Shela : How do you think if tonight we go to a party together?

Nathan : I dis agree with you because tomorrow morning we have to go to school.

Shela : oh yeah sorry, see you tomorrow

Nathan : it's okay, see you too

Conversation 2

Grace : What do you think about this painting?

Nano : It looks nice.

Grace : I don't think so. It is too creepy, I don't like it.

Nano : But it is the concept. Creepy.

3. Examples conversation asking and giving opinion

Conversation 1

Dedy : Santi, did you see those shoes?

Santi : Where is Dedi?

Dedi : look at the red one

Santi : wow! It is very nice

Dedi : what do you think with those shoes?

Santi : I think it suits your style

Dedi : Yes of course, I will buy

Santi : Ok I'm waiting here.

Conversation 2

Santy : Mom, what dou you think of my watch ?

Mom : Woow ! I think it's very amazing. Who bought you the watch ?

Santi : Bought it myself. I have saved some of my pocket money to bu it.

Mom : Great my Son !

Words that sound the "what do you think of my watch?" Is an example of asking opinions. While the word that reads "think it's very amazing" is an example of giving opinions.

B. Concept of Debating

1. Definition of Debate

According to Hendri Guntur Tarigan (2002: 242), debate is the exchange of opinions about a matter by giving each other reasons to defend their opinions.

A debate is a speaking situation in which opposite points of view are presented and argued. Debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.

Debate is data in which people take up positions, present arguments and expound on their opinions on a range of matters; with or without some sort of lead figure or chair person. Debate is one of effective speaking activity which encourages students to improve their communication skill.

Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position.

2. The Elements of Debate

In the debate there are several elements or parts related to the process of debate, the following are some elements of debate:

1. Motions are the topics or topics being contested.
2. There are two points of view that are pros and cons.
3. The neutral team is a team that gives both sides arguments both support and arguments against.
4. There is a mutual defense process between the two teams.
5. Moderator is the person who leads and guides the course of the debate.
6. The author is the one who writes the conclusions of a debate.

3. Teaching Debate

At the high school level, the mindset of students must begin to build to form critical characters and quickly respond to problems that occur in the vicinity. Below are the steps of teaching debate as follows:

1. The teacher divides the students into two groups of debate participants, pro and the cons.
2. The teacher gives the task of reading the material that will be debated by both groups.

3. After finishing the reading of the material, the teacher appoints one of the pro group members to speak at that time, then after the response has been responded by the counter group. And so on until most students can express their opinions.
4. While the students convey their ideas, the teacher writes ideas from each conversation until it gets some ideas that are expected.
5. The teacher adds an undisclosed idea.
6. From the data disclosed, the teacher invites students to make conclusion or summary that refers to the topic to be achieved.

Debating usually consist of three members in every team, although sometimes four members in many debates. Debates are varied in use, sometimes it used based on the number of students in the classroom and the level of students.

4. Debate to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the “prerequisites” for effective oral communication. What make the classroom activity useful for speaking practice? the most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and

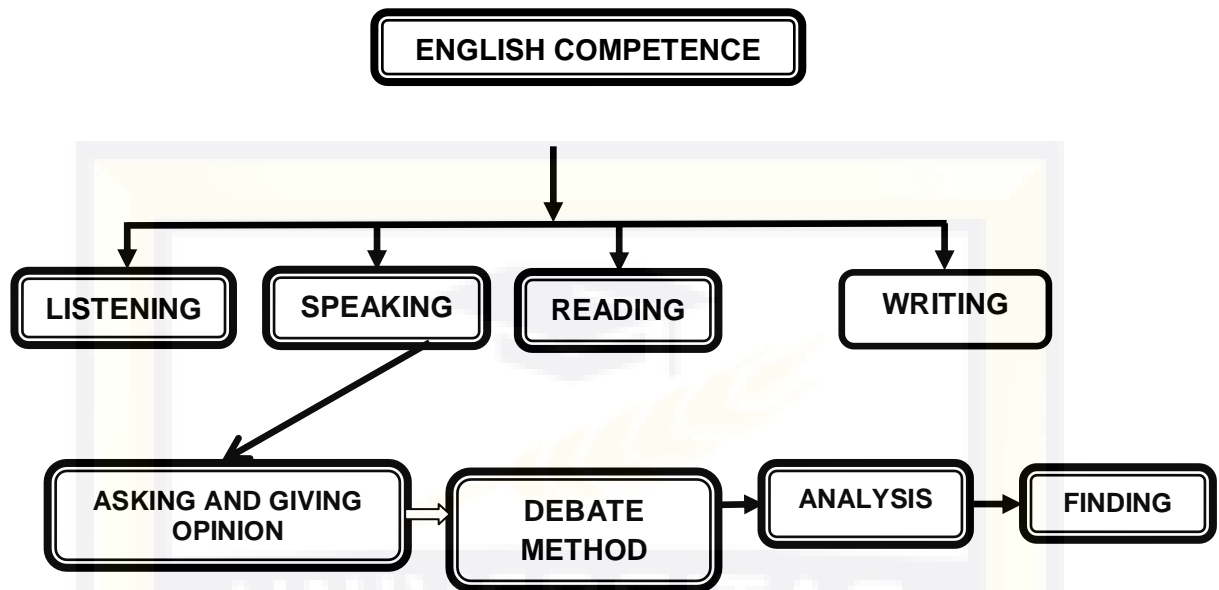
utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skill is by using debate.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in ESL classrooms.

Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing.

C. Theoretical Framework

Improving students' speaking ability in using asking and giving opinion expressions through debate method at SMK Bajiminasa Makassar.



D. Hypothesis

The hypothesis of this study is the use of methods of the debate can improve student achievement in grade X in asking and giving opinion expressions SMK Bajiminasa Makassar.

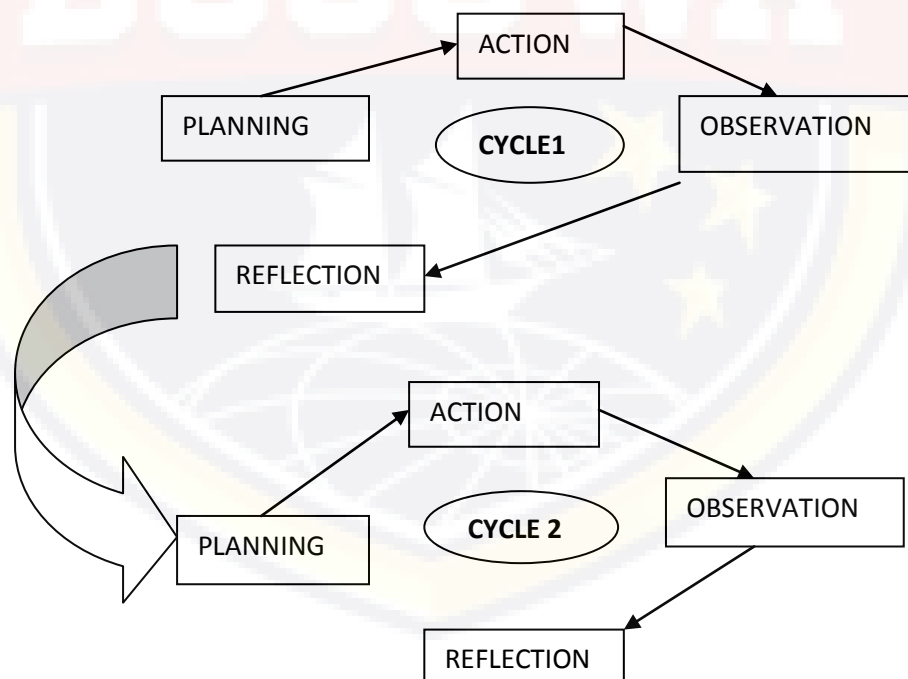
CHAPTER III

RESEARCH METHOD

This chapter deals with research design, location of the research, population and sample, research procedure, and data analysis.

A. Research Design

This research used Classroom Action Research design (CAR). In this research CAR, the observer used CAR principle to collect the data. And to get the solution by the problem of X grade students at SMK Bajiminasa Makassar.



John Elliot cited in Tentang Sunendar: 2008.

This action research frame work was most appropriate for participants who recognize the existence of short coming in their educational activities and who would like to adopt some initial science in regard to the problem, formulate a plan, carry out intervention, evaluate comes and develop further strategies in an interactive fashion (Hopkins,1993).

Anne Burns (2006:23) state that action research typically involves four broad phases in research process that forms a continuing cycle or spiral of research and action:

1. Planning: a problem or issue is identified and a plan of action will be developed in order to bring about the improvements in specific areas of the research context.
2. Action: the plan is put into action over an agreed period of time.
3. Observation: the effects of the action are observed and data are collected.
4. Reflection: effects of the action are evaluated and become the basis for further cycles of research (based on Kemmis and Mctaggart).

B. Research Setting

Setting in this research consists of location of the research, time of the research, and cycle of the research are as follows:

a. Location of Research

This study is classified as a class action research, which this study will be carried out in SMK Bajiminasa Makassar. Selection of this school is the order (1) to improve and enhance the quality of the learning process; (2) promote student participation in learning activities, especially for subjects of English; (3) obtain feedback from teachers in implementing the curriculum in optimizing SMPN 23 Makassar.

b. Cycle of the Classroom Action Research

This classroom action research was conduct in two cycles to know the improving of the students' achievement in using asking and giving opinion expressions in learning English.

C. Population and Sample

The research activities carried out at SMK Bajiminasa Makassar .With the total are 12 students, including 8 males and 4 females. Due to the lack of participation and motivation on the classes in the learning process, the researchers utilize research to improve learning and increase student participation and interest in learning the English language subjects in particular on the use of

asking and giving opinion expressions through debate method, with the aim of improving the quality of learning efficient.

D. Research Procedure

The writer divided into two cycles and each cycle consists of planning, action, observation, and reflection. It aims to improve the speaking skills of students on the use of asking and giving opinion in learning English

1. Cycle I

The 1 cycle consist of planning, action, observation, and reflection.

a. Planning

In the course of preliminary, the researcher motivate students to be better prepared to following the teaching. Furthermore, researchers explain the basic competencies of learning. In this phase, the writer makes rpp and discuss with teachers and material preparation.

b. Action

In this step, the researcher implemented materials and real things. The researcher started the teaching process by checking the students' knowledge about asking and giving opinion. After that, gave explanted about asking and giving opinion expressions on as generally, various expressions asking and giving

opinion, and examples conversation asking and giving opinion with some questions.

Ask students to name an adjective that describes the characteristics of people, example: pretty, write on the board "what do you think of your friend ..." give an example of how to give opinion, ask the students to write down the names of 10 friends in class, have students ask 10 students used the phrase taught, have students write opinions friend, ask a few students reported verbally.

As well as providing some questions about asking and giving opinion expressions and after that, the author invites the students in pairs to make conversation expression of opinion and in pairs presented the results of a text conversation about expression and thought that has been made, then the author explains the relationship between the method of the debate by asking and giving opinion performance of daily life - the day and then the author gives an example to the students about the methods of the debate.

Dividing students into two teams, selecting debate topic and assigning the two teams to debate the topic. Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate. Presenting the topic and format of the debate. An example

format of the debate as following: a) Side 1 presents opening arguments, with three members each giving a statement,b) Side 2 presents opening arguments, with three members each giving a statement,c) Side 1 has chance for rebuttal.

c. Observation

In observation the researcher and the and teacher in the observations made during the observation of teaching, the learning process will be noted in the observational record.

Data obtained from observation records will be analyzed and presented in tabular form. In this step the authors of the strategy implemented to monitor the use of the method debate asking and giving opinion expressions to improve speaking skills of students of SMK Bajiminasa Makassar.

d. Reflection

From the findings of the stage and perform the analysis observasing reflection to determine the next steps.

2. Cycle 2

The writer procedure in the second cycle consists of four steps. No planning, action, observation, and reflection. Each meeting of this cycle, the authors explain more about how to use the request and giving opinions expressions to the debate method to help

students be able to identify the opinion, asked the opinions of others appropriately and accurately able to give an opinion on the material well.

E. Data Analysis.

Improving students speaking ability in using asking and giving opinion through debate method at SMK Bajiminasa Makassar, with giving criteria of minimum score is 70.

In this thesis used the technique of data analysis. The implementation of the research analyzed as follows:

1. Students' score

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Rate percentage of the students' score

$$\% = \frac{F}{N} \times 100\%$$

Notation:

% = percentage

F = frequency

N = Total number

3. Mean score

Calculating the mean score of students by using the formula

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

Where

\bar{X} : Mean Score

ΣX : The sum of all Score

N : Total number of Subject

(Farchan in Nurjana 2010:30).

4. Table 4.1 Classifying the score of students

No	SCORES	CRITERIA	REMARKS
1	90 – 100	Excellent	Successful
2	80 – 90	Very good	
3	70– 80	Good	
4	60– 70	Fairly good	Unsuccessful
5	50– 60	Fairly	
6	40– 50	Poor	
7	40	Very poor	

Farchan in Nurjana (2010: 30)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the writer would like to present the data and research findings during the research and discussion. The data and research findings in improving the students' achievement by using asking and giving opinion expressions, presented here were based on the result of the students' test. The data obtained were related to the students' activities during teaching and learning process in two cycles.

A. Research Finding

1. Research Finding on Cycle 1

As we know that CAR has four (4) stages, namely planning, action, observation and reflection. In this cycle, the researcher needs two meeting to complete it.

a. Planning

Before doing the Classroom Action Research by using asking and giving opinion expressions to improve the students' achievement for the class X students of SMK Bajiminasa Makassar the researcher made the planning of research. The planning as follows:

1. Made a meeting with the English teacher to discuss about the preparation for the Classroom Action Research
2. Prepared the material and instrument for teaching.
3. Composed the lesson plan for teaching learning process.

4. Composed the test that will be given to the students
5. Composed the scores' format for post test of cycle I.
6. Composed the observation sheet to observe the students' responds in teaching and learning process.

b. Action

The action of cycle I was done on February, 14th 2018 for meeting which the analysis as follows:

1. First Meeting

First meeting for cycle I was done on February, 14th 2018 for 2 x 45 minutes. At the beginning of teaching learning process, the writer greeted the students, asks about the students' condition and gave explanation about the method and the purpose of study. After greetings, the teacher gave the brain storming.

At the beginning of main activity, the writer asked students about asking and giving opinion expressions as generally and specifically debate. The process of activity in first meeting, as follow : first, the teacher asked the students by giving some questions like : Have you ever study about asking and giving opinion expressions ? what do you know about asking and giving opinion expressions ?.

After that, gave explanation about asking and giving opinion expressions on as generally, various expressions asking and giving

opinion, and examples conversation asking and giving opinion with some questions.

Ask students to name an adjective that describes the characteristics of people, example: pretty, write on the board "what do you think about your friend ..." give an example of how to give opinion, ask students used the phrase taught, have students write opinions friend, and ask a few students reported verbally.

As well as providing some questions about asking and giving opinion expressions and after that, the author invites the students in pairs to make conversation expression of opinion and in pairs presented the results of a text conversation about expression and thought that has been made, then the author explains the relationship between the method of the debate by asking and giving opinion performance of daily life - the day and then the author gives an example to the students about the methods of the debate.

Divide the students into two teams, provide predefined debate topics by distributing debate text sheets and assigning both teams to debate the topic. Bearing in mind that the participants had a prior time to prepare the argument and collect supporting data which will be presented during the debate later. Consider debate topics and formats. Example of the format of the debate as follows: a) Side 1 presents the opening argument, with three members each giving a statement, b) Side 2 presents

the opening argument, with three members each giving a statement, c)
The side has a chance to rebuttal.

The writer gives students the opportunity to ask questions about the material, then recording to each student according to the group that is shared. Before closing the teaching learning process, the writer gave chance to students to ask about the material, then gave them motivation and concluded the material. Then check the attendant list and closing the lesson with pray.

In this section, post test activities are applied. The writer then began recording each student and putting the actual things in front of the class to know the student's achievement in the mastery of asking and giving opinion expressions through debate method, where the test was followed by 12 students of class X SMK Bajiminasa Makassar. The researcher determines the quality of accuracy, fluency, and comprehensibility students' speaking into score classification below :

Table 4.2 Table of the Students' Score of accuracy, fluency and comprehensibility in cycle 1

No	Students' Initial	Score			
		Accuracy	Fluency	Comprehensibility	Total
1	AN	2	2	2	6
2	ARL	1	1	2	4
3	BI	2	2	2	6

4	SUH	1	1	2	4
5	MRP	1	1	2	4
6	MA	2	2	2	6
7	MI	1	1	2	4
8	MM	1	1	1	3
9	NAA	1	1	1	3
10	TNS	2	2	2	6
11	MRM	1	1	2	4
12	IR	1	1	2	4

Table 4.2 indicates students' accuracy, fluency, and comprehensibility who achieve the successful criteria is not enough a half in reaching the minimum score after accumulated in the table below :

Table 4.3 The students' total Score in cycle 1

No	Initial of students	Score	Classification
1	AN	72	Successful
2	ARL	48	Unsuccessful
3	BI	72	Successful
4	SUH	48	Unsuccessful
5	MRP	48	Unsuccessful
6	MA	72	Successful
7	MI	48	Unsuccessful
8	MM	36	Unsuccessful
9	NAA	36	Unsuccessful
10	TNS	72	Successful

11	MRM	48	Unsuccessful
12	IR	48	Unsuccessful
Total		504	

Table 4.3 above indicates that the total score of students' fluency, accuracy and comprehensibility is only four students' who got successful classification. Here is the mean score of the cycle I as follows:

Table 4.4 The Percentage of cycle I

Classification	Score	Frequency	Percentage
Successful	70-100	4	72
Unsuccessful	0-60	7	48
Total		12	100%

Table 4.4 above indicates that a half of the students are successful but the majority of students are unsuccessful to get the minimum score. It means that the researcher needs to conduct the circle II to see the improvement students' speaking ability according to minimum score. The mean score of the cycle I as follows:

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

$$X = \frac{504}{12}$$

$$X = 5.04$$

The result of implementation of cycle I shown that the students' speaking ability was unsuccessful or poor, mean score of the students is only 5.04. It means that their study has not been successful yet.

c.Observation

Based on the result in the cycle one the students not showed their improvement, and the researcher needed to motivate students to improve their speaking ability in the cycle two during the teaching-learning process, the writer observation student activities, student attention, and discipline. This observation aims to determine the condition and situation of the class given to the students. The research take action using the method of debate to improve students' speaking ability in using asking and giving opinion expressions.

From this observation the writer would like to see whether the students' speaking ability in using asking and giving opinion expressions can be improved through the method of debate. The research of this observation are analyzed to find out the weakness of speaking students in the learning process in order to know what should be improved in order to be done on the next action for the sake of the result that be expected in this research.

d.Reflection

The reflection was done by the researcher and the collaborative teacher. They make decisions on how far the impact of the action meets the success criteria that can be formulated as follows: students can talk

and debate using asking and giving opinion expressions correctly and students are active and motivated during the teaching and learning process. The achievement of the first criterion is based on the of students' speaking ability.

Based on table 4.2, 4.3, and 4.4 above , where the result in cycle I is 5.04. Table 4.2 indicates students' accuracy, fluency, and comprehensibility who achieve the successful criteria is not enough a half in reaching the minimum score. Table 4.3 indicates that the total score of students' fluency, accuracy and comprehensibility is only four students' who got successful classification. Table 4.4 above indicates that a half of the students are successful but the majority of students are unsuccessful to get the minimum score. It means that the researcher needs to conduct the circle II to see the improvement students' speaking ability according to minimum score.

2. Research Finding on Cycle II

From the data above, it can be concluded that the criteria of success had not achieved in cycle one. So, cycle II was conducted. As we know that CAR has four (4) stages, namely planning, action, observing and reflecting. In Cycle II, the researcher needs two meeting again to complete it.

a. Planning

Before doing the Classroom Action Research by using real things to improve the students' achievement in understand and using asking and

giving opinion expressions for students of SMK Bajiminasa Makassar, the writer made the planning of research. The planning as follows:

1. Prepared the material and instrument for teaching.
2. Composed the lesson plan for teaching learning process.
3. Composed the test that will be given to the students in the test by using debate method.
4. Composed the scores' format for test of cycle II.

b. Action

The implementation of Cycle II was done on 21th February, for one times meeting which the analysis as follows:

1.Meeting One

The research meeting for cycle II was conducted on 21 February 2018 for 2 x 45 minutes. As usual, greetings and attendance checks are done by the teacher. Then, the writer tells the students to reread the previously shared debate text sheet. Then each student is asked to sit in groups as already shared, divided into two groups: group one is pro and the second is cons. Then students are given the opportunity to go forward one by one, each student's opinion is recorded and scored one by one. The writer then began recording each student to know the students' speaking skills through the debating methods. where the test was followed by 12 students of class X SMK Bajiminasa Makassar. Those table below are the result of the improvement quality of accuracy, fluency and

comprehensibility students' speaking made them perform in front of the class by supporting and motivating students before recording.

Table 4.5 The students' score of accuracy, fluency and comprehensibility in cycle II

No	Students' Initial	Score			
		Accuracy	Fluency	Comprehensibility	Total
1	AN	2	3	3	8
2	ARL	2	2	3	7
3	BI	2	3	3	7
4	SUH	2	2	2	6
5	MRP	2	2	2	6
6	MA	2	2	2	6
7	MI	2	2	2	6
8	MM	1	1	1	3
9	NAA	1	1	2	4
10	TNS	2	3	3	8
11	MRM	2	2	2	6
12	IR	2	2	3	7

Table 4.5 indicates students' fluency, accuracy and comprehensibility who achieves the successful criteria is more than a half in reaching the minimum score after accumulated in the table below:

Table 4.6 The students total score in cycle II

No	Initial of students	Score	Classification
1	AN	96	Susccesful
2	ARL	84	Susccesful
3	BI	84	Successful
4	SUH	72	Susccesful
5	MRP	72	Successful
6	MA	72	Susccesful
7	MI	72	Susccesful
8	MM	36	Unsuccesful
9	NAA	48	Unsuccessful
10	TNS	96	Successful
11	MRM	72	Susccesful
12	IR	84	Susccesful
Total		888	

Table 4.6 above indicates that the total score students' fluency, accuracy, and comprehensibility have been successful because almost none get under minimum score.

Table 4.7 The percentage of cycle II

Classification	Score	Frequency	Percentage
Successful	70-100	10	96
Unsuccessful	0-60	2	36
Total		12	100%

Table 4.7 above indicates that more than a half of the students are successful to get the minimum score. It means that in this circle II the students have been successful to improve their speaking ability through debate method.

The mean score of the cycle II as follows :

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

$$X = \frac{888}{100}$$

$$X = 8.88$$

The result of the implementation of cycle II show that the students' speaking ability is successful and it achieved the minimum score. The reveals that the mean score of the students is 8.88 . It means that the study had been successful.

c. Observation

The learning process in the second stage is observed as in the first cycle. The results of this observation to know the ability of speaking students in the learning process to know what should be improved in order to be done in the second cycle for the expected results in this study, whether the action given can make the students active, enjoy, and to know students' speaking ability in using asking and giving opinion expressions through debate method.

d. Reflection

. The whole of the implementation of cycle II show that students speaking ability has improved. Where the result in cycle one is 5.04 improved to be

8.88, in cycle two. It means that the teaching by using through debate method can improve the students' speaking ability of SMK Bajiminasa Makassar.

The implementation of the research in learning English especially in students' speaking ability in using asking and giving opinion through debate method have improved. The improvements of the English subject, especially in speaking ability consisted of 2 cycles based on processing the data obtained.

Table 4.8: The average of students' improvement in Cycle I and Cycle II

No	Cycle	Average
1	Cycle I	$X = \frac{504}{100} = 5.04$

No	Cycle	Average
1	Cycle II	$X = \frac{888}{100} = 8.88$

Based on the table 4.8 above, the significance of score between cycle I and cycle II are different. The result of cycle I was 5.04 and cycle II was higher 8.88. It means that there was significant difference between cycle I and cycle II.

B. Discussion

The discussion part reveals the data analysis interpretation related to the students' speaking ability and debate method. This part deals with the interpretation of the findings.

In the cycle I the students were not successful in speaking ability because there were many mistakes and trouble happened. The students need a little bit longer time to understand about asking and giving opinion expressions. They were lack of motivation and vocabulary. Therefore in the circle only 4 students were successful to get minimum score.

Different situation in the cycle II, the researcher solved the problem in circle 1 by explaining in through debate method and motivated students to be perform themselves in front of the classroom.

Table 4.2 indicates students' accuracy, fluency, and comprehensibility who achieve the successful criteria. Table 4.2 above indicates that the total score of students' fluency, accuracy and comprehensibility is only four students' who got successful classification. Table 4.4 above indicates that a half of the students are successful but the majority of students are unsuccessful to get the minimum score.

In the first cycle some of the students is not serious to study because they were confused in the use asking and giving opinion expressions through debate method that given by the writer. Students also were less able to cooperate with their groups, it was because the writer lacked of discernment in giving instruction the using asking sand giving opinion expressions. But when the writer gave assignment for them.

Based on observation there were many students be seriously and enthusiastic to attention material who has given and some students have ask when they not understood about material. The result of the implementation of cycle II show that the students' speaking ability is successful and it achieved the minimum score.

There were some factors to be success in process teaching learning as like, given motivation, actively control the students activities, and made the students relax and interest in the class.

Based on the result of data analysis, it is proven that the used of asking and giving opinion expressions through debate method in teaching learning process gives the students a lot benefit, as like they can be focus to think, they can be easy to speak and express their ideas, they can doing recording, they can cooperative in their group and they can debate is quite effective. The result of this research showed the students' achievement in using asking and giving opinion expression through

debate method has successfully improved the students' of SMK Bajiminasa Makassar.

The implementation of cycle II show that students speaking ability has improved. Table 4.5 indicates students' fluency, accuracy and comprehensibility who achieves the successful criteria is more than a half in reaching the minimum score. Table 4.6 above indicates that the total score students' fluency, accuracy, and comprehensibility have been successful because almost none get under minimum score. Table 4.6 above indicates that more than a half of the students are successful to get the minimum score. It means that in this circle II the students have been successful to improve their speaking ability through debate method.

Based on the observations on the implementation of the research in learning English especially in students' speaking ability in using asking and giving opinion through debate method have improved. The improvements of the English subject, especially in speaking ability consisted of 2 cycles based on processing the data obtained.

There are several factors that become successful in the learning process such as, given the motivation, actively control the student activities. Based on the results of data analysis, it is evident that the use of asking and giving opinion expressions in the teaching and learning process provides many benefits for the students, because as they can focus on thinking, they are easy to talk and express their ideas, they can

test, they can cooperate in their group and they can use asking and giving opinion expressions appropriately and correctly.

The results of this study indicate that student achievement in using asking and giving opinion expressions through the method of debate has managed to improve the ability of students SMK Bajiminasa Makassar.



CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discusses conclusions and suggestions based on research data and results in research findings and discussions.

A. conclusion

Based on the findings and discussion in the previous section, the following conclusions are the application of English teaching in this action research using the material of asking and giving opinion expressions because through debate can improve the ability to speak and motivation and student achievement in the first and second cycle. The things that really are suitable for teaching and giving opinion because testing the ability to speak is difficult so that researchers provide solutions that use the debate in teaching ask and giving opinions expressions to stimulate the ability of students to learn, especially the ability to speak so that they feel enjoy and interested. Asking and giving opinion expressions can give a good influence to students who learn, especially speaking ability.

The result of implementation of cycle I shown that the students' speaking ability was unsuccessful or poor, mean score of the students is only 5.04. It means that their study has not been successful yet.

However, the writer decided to improve student achievement in cycle II . Where in the cycle I table 4.2 indicates students students' accuracy, fluency, and comprehensibility who achieve the successful criteria is not enough a half in reaching the minimum score. Table 4.3

indicates that the total score of students' fluency, accuracy and comprehensibility is only four students' who got successful classification.

Table 4.4 above indicates that a half of the students are successful but the majority of students are unsuccessful to get the minimum score.

It is also known that the student score is still very bad.

In the cycle II show that the students' speaking ability is successful and it achieved the minimum score. The reveals that the mean score of the students is 8.88. Where in the cycle II table 4.5 indicates students' fluency, accuracy and comprehensibility who achieves the successful criteria is more than a half in reaching the minimum score. Table 4.6 above indicates that the total score students' fluency, accuracy, and comprehensibility have been successful because almost none get under minimum score. Table 4.7 above indicates that more than a half of the students are successful to get the minimum score. The table 4.8 above, the significance of score between cycle I and cycle II are different. The result of cycle I was 5.04 and cycle II was higher 8.88.

It means that there was significant difference between cycle I and cycle II. It means that the study had been successful. From the data above the author proves that the students are motivated and interested to participate actively in the learning process.

The writer concluded that the use of asking and giving opinion expression in the debate method is positive and can be an alternative medium in reference to students' speaking ability. Therefore, asking and

giving opinion expressions can improve student achievement in speaking by using the method of debate.

After using asking and giving opinion expressions through debate method in teaching speaking, the students gave positive responses toward that debate method could overcome their difficulty in less of self confidence and limitation of vocabulary. It can be concluded that debate method can peaked the students enthusiasm in learn speaking.

Finally, the response about the implementation of using asking and giving opinion expressions through debate method was positive and would be strategy in improving students' speaking ability in teaching english.

B. Suggestions

Based on the findings and discussion, there are some suggestions to offer to the English teachers and other researcher based on the researchers findings, they are :

1. Based on the effectiveness of the implementation asking and giving opinion expressions through debate method in teaching and learning speaking can effect students motivation , particularly in sharing ideas is suggested that the English teachers implement a strategy in teaching English language. Yet, in applyng this method the teachers should be active to giving the more explanation about asking and giving openion expressions through debate method and the teachers should be creative in making the teaching and learning process is alive so that students will never feel bored.

2. It is also recommended that the students use Role play method as one of their learning strategies to practices and effectiveness their speaking skill.

3. The teacher should put concern to this problem that how can the students make their speaking skill is good and they losing the fearfulness, nervous when they try to speak teacher should make convincing the students that they can do that, afther applied this methode.

UNIVERSITAS

BOSOWA



BIBLIOGRAPHY

- Anne Burns. (2006). *Understanding PTK according to Kasihani*. Linguistics. Berlin: Humboldt University
- Brown and Yule 2004. *The Function of Speaking Ability*. FBS University of Nevada, <http://itslj.org/>. Retrieved on 20 November 2013
- Celce Murcia (2001). *Speaking English Foreign Language(EFL)* .By Prentice - Hall, Inc. A Division of Simon & Schuster
- Carrier, M. 2002. *Diction And Style Of Language*. MacMillan Press London.
- Darmodiharjo In Fauzy (2012). *The Aspect of Speaking*. Adolescent and Adult Literacy 47.
- Hornby, A.S 2002. *Oxford Learner's Dictionary of Current English*. London. Cambridge University Press.
- Harmer 2003. *Communication Strategies Toward Students Speaking Ability A classroom Study of Speaking* . Oxford University Press
- Joe Bellon, *A Research-based Justification for debate Across the Curriculum*, (Atlanta, Georgia State University: 2000, Vol 36), p.4.17
- Mellshaliha, *Debate Rules*, http://mellshaliha.multiply.com/journal/item/17Australasian_english_debate_rules, p.1. Accessed on October 3rd, 2010
- Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (NY: Miami-Dade Community College, 2000, 2nd Ed), p.176
- Ramelan (2000). *New Jerseys Practice Hall Inc Chau 2003. Asking and Giving Opinion*. New York: Oxford University Press.
- Rasinski (2006). 1999. *Components of Speaking*. From <http://www.Slideshare>. Retrieved on 20 November 2013
- Rianto Yohanes. 2012. *The Teaching of Reading Comprehension By Using A Small Group Discussion*. Makassar: Skripsi. FKIP "45" Makassar.
- Risnadedi 2001. *Devalopi Students' Speaking Ability*. Journal of SMP Negeri 17 Pekanbaru. Co. Ltd.
- Rahman, 1995. *The Students interest in Studying Speaking through Oral Communication Activity*. A Thesis FPBBS IKIP Ujung Pandang. Skripsi Unpublished.

Serpara, Henderika. 2013. *Pengaruh Penerapan The Real Things Media Terhadap Hasil Belajar Menulis Bahasa Jerman* wordpress. FKIP Universitas Pattimura, Ambon

Stateva, Penka. 2000. *Towards a superior theory of superlatives. In Proceedings of the eighth conference of the Student Organisation of Linguistics*. Berlin: Humboldt University.

Stateva, Penka. 2003. *Superlative More*. In *Semantics and Linguistic Theory 13*. CLC Publications, Cornell University, Ithaca.

Surakhmad. 1984. *The Real Objects*. Bandung: Ternate.

Szalbocsi, Anna. 1986. *Comparative Superlatives*. CSLI Handout

Turk, C. 2003. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Wilson, S. 2002. *Living English Structure*. London: Longman.

Wilfridus, Yohanes. 2013. *Improving Students Feature Writing Skill By Using Artist Picture*. Malang: Skripsi IKIP Budi Utomo.

BUSUWA



Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK BAJIMINASA MAKASSAR

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X

Skill : Speaking

Materi Pokok : Expression of Asking and Giving Opinion

Alokasi Waktu : 2x45 (1x pertemuan)

A. Kompetensi Inti

- KI 1 : Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar
- KI 2 : Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
- KI 3 : Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek secara akurat untuk meminta dan memberikan pendapat.
- KI 4 : Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek secara akurat untuk meminta dan memberikan pendapat .

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa

	semangat belajar.	Inggris
2.	<p>2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok</p> <p>2.2.2 Mengakui ketika membuat kesalahan</p> <p>2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain</p>
3.	<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menentukan tujuan komunikatif dari ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.2 Melafalkan ungkapan-ungkapan menunjukkan meminta dan mengungkapkan pendapat</p> <p>3.1.2 Mengidentifikasi perbedaan ungkapan meminta dan mengungkapkan pendapat</p>
4.	<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan</p>	<p>4.1.1 Melafalkan percakapan yang menunjukkan meminta dan mengungkapkan pendapat</p>

	pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.1.2 mempraktekkan percakapan yang menunjukkan meminta dan mengungkapkan pendapat</p> <p>4.1.3 Menyusun percakapan pendek tentang meminta dan mengungkapkan pendapat</p>
--	--	--

C. Tujuan Pembelajaran

1. Merespon ungkapan meminta dan menyampaikan pendapat
2. Melafalkan ungkapan-ungkapan menunjukkan meminta dan mengungkapkan pendapat
3. Mengidentifikasi perbedaan ungkapan meminta dan mengungkapkan pendapat
4. Mempraktekkan ungkapan-ungkapan menunjukkan meminta dan mengungkapkan pendapat
5. Menyusun percakapan pendek tentang meminta dan mengungkapkan pendapat

D. Materi Pembelajaran

. Materi pembelajaran :

The Expressions of asking for an opinion:

1. What do you think of ...?
2. What are your views ...?
3. What are your feelings about ...?
4. Excuse me, Madam. What do you feel about...?
5. I'd be grateful to have your view/opinion on

The Expressions of giving opinion:

1. I think
2. In my opinion
3. My own view of the matter of the problem is

E. Metode Pembelajaran

- Dialog
- Debat

- Pemberian Tugas

F. Media dan Sumber Pembelajaran

- Laptop
- Dictionary
- Teks percakapan

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal	
1. Guru memberi salam (<i>greeting</i>)	1. Siswa menjawab salam.
2. Guru memeriksa kehadiran siswa	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru memberikan motivasi dan menjelaskan tujuan pembelajaran	3. Siswa mendengarkan/mengikuti kegiatan untuk motivasi.
4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5. Guru menyampaikan tujuan pembelajaran.	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran
6. Guru menyampaikan cakupan materi dan uraian kegiatan.	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti	
Eksplorasi	
1. Guru Menjelaskan ungkapan bagaimana cara meminta dan memberikan pendapat dalam bahasa Inggris.	1. Siswa menirukan model interaksi meminta dan mengungkapkan pendapat serta responsnya.
2. Guru memberikan ungkapan-ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat serta responsnya.	2. Siswa dibentuk menjadi beberapa kelompok . Setiap kelompok terdiri dari 4 orang, Masing – masing perwakilan kelompok mempraktekkan dialog di depan kelas

Communicating <ol style="list-style-type: none"> 1. Guru membagi 2 kelompok yaitu pro dan kontra 2. Guru menjelaskan metode debate pada siswa 3. Guru membagikan teks debat pada siswa 4. Guru menulis ide- ide dari setiap pembicaraan di papan tulis 	<ol style="list-style-type: none"> 1. siswa mendengarkan penjelasan dari guru. 2. Siswa dari kelompok pro berbicara dan dianggapi siswa dari kelompok kontra demikian seterusnya. 3. Siswa menyampaikan gagasannya atau mengemukakan pendapat 4. Siswa membuat kesimpulan pada topik pembahasan.
Kegiatan Akhir <ol style="list-style-type: none"> 1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan. 	<ol style="list-style-type: none"> 1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan.

..... 20...

Mengetahui

Kepala SMP...

Guru Mata Pelajaran

NIP. ...

NIP. ...

Appendix 2 : RESEARCH INSTRUMENT

Improving Students' Speaking Ability In Using Asking And Giving Opinion Expressions Through Debate Method At SMK Bajiminasa Makassar .

Theme: is cell phone dangerous?

The Impact of Electronic Technology for Teens Today

In this modern era, a lot of developments in the existing technologies in Indonesia. One of them is electronic technology. The development of electronic technology is now growing very rapidly in Indonesia. However, these developments have an impact or impact on consumers, especially today's teenagers.

Examples of electronic technology that must be liked by teenagers today is the phone. They love mobile phones because electronic technology this one is different from the others. Perhaps because the shape is not too large so easy to carry anywhere to create a special attraction for teenagers now who do not want to bother.

However, electronic technology has a negative impact and positive impact. An example of the negative impact is adolescent addiction using these technologies so they forget their obligation to study properly. There is also a positive impact, that the teenagers can get to know more widely the existing technologies and enable them to utilize these technology - technology into something useful. Therefore, we as Youth or

students should be able to utilize electronic technology with the best, do not be used for things that can harm yourself and others.

Learning Activities

1. Teachers Divide the two groups of debate participants pros and cons.
2. The teacher gives the task to read the material that will be debated by both groups above.
3. After finished reading the material, the teacher appoints one of its members. The pro group to speak at that time was responded or discussed by the counter group so on until most of the students could express their opinion.
4. While students convey their ideas the teacher writes the essence / ideas of every conversation on the board. Until a number of ideas that teachers expect are met.
5. The teacher adds a concept / idea that has not been revealed.
6. From the data on the board, the teacher invites students to make conclusions / summaries that refers to the topic to be achieved.

Many schools, especially elementary and junior high schools, prohibit students from carrying handphone to schools, but many also allow to bring hanphone but with a variety of conditions. Some people think this is very good and positive (Pro) there is also a consider it negative (Cons).

Pro :

1. In my opinion, I agree because parents can contact their children either directly (by phone) or indirectly (via SMS).
2. I think that parents feel good about being able to communicate with their children if there is a change of schedule, emergency, and the like that are important. I personally if students do not bring HP to school, parents will need to contact normally busy school numbers, or there are parents who bother coming to school and it will take a lot of time.
3. From my point of view mobile phones can be used as aids, especially phones equipped with some accessories, such as calculators, cameras and internet. applications can help in the academic field.

Cons :

1. I disagree because the applications available on the phone can disturb the concentration of students in learning in school. i am not sure about that because applications in smartphones now start

many and varied, when students learn, surely his mind is fixed to the existing applications on his smartphone. Sometimes there are also secretly playing hp when the lesson starts.

2. I have a different opinion because students can find negative things on the internet. When browsing on the internet, there are porn ads, because curious, the students open the site and watch it.
3. That is not true internet application on hp gives opportunity to cheat. When repeat, many students who can not answer questions and take shortcuts by searching on the internet.

BOSOWA

Appendix 3 : The Result of students' Speaking

The Impact of Electronic Tecnology for Teens Today

1.First cycle

1. Aviah Nurlita

Di imek of elektronik teknoloji for tins tudei. From mai point of viuw mobail pon ken bi us es aids, ekspesiali pon ekuait wit som aksesories,sat es kakulats , kamera end internet aplicesen can help di akademik fil.

2. Trio Nong Silver Gaharpung

Di imek of elektronik teknoloji for tins today. ai have ai diffren opinion, bikes studens ken fain negative tings, on di internet. Wen brosing on dri er internet, der are poren etc, bikes corious , the studens open de sit an wits it .

3. Nur Aziza Aziz

De imek of elektronik teknoloji for tins tudei. In mai opinion ,ai egri bikaus perents ken kontek deir cildren eitit diretli by pone or inderektli in via sms.

The Impact of Electronic Technology for Teens Today

2. Second cycle

1. Aviah Nurlita

Di imek of elektronik teknoloji for tins tudei. From mai point of viuw mobail pons ken bi us es eits, ekspesiali pons ekuait wit som aksesoris, se ce as kakulators , kameras end internet aplicesen can help di akademik fil.

2. Trlo Nong Silver Gaharpung

Di imek of elektronik teknoloji for tins tudei. ai have e diffrenopinion, bikes studens ken fain negative tings,on di internet. Wen brosing on di internet, der are poren etc, bikes corious , the studens open de sait an wots it .

3. Nur Aziza Aziz

Di imek of electonik teknoloji for tins tudei.

In mai opinion ai egri bikaus perents cen contat de ir cildren eidir darikli by pon or inderect sms.

Appendix 4 : Documentation.



Picture 1: The reseacher is explaining the material



Picture 2: The researcher is explaining about asking and giving opinion expressions using debate method



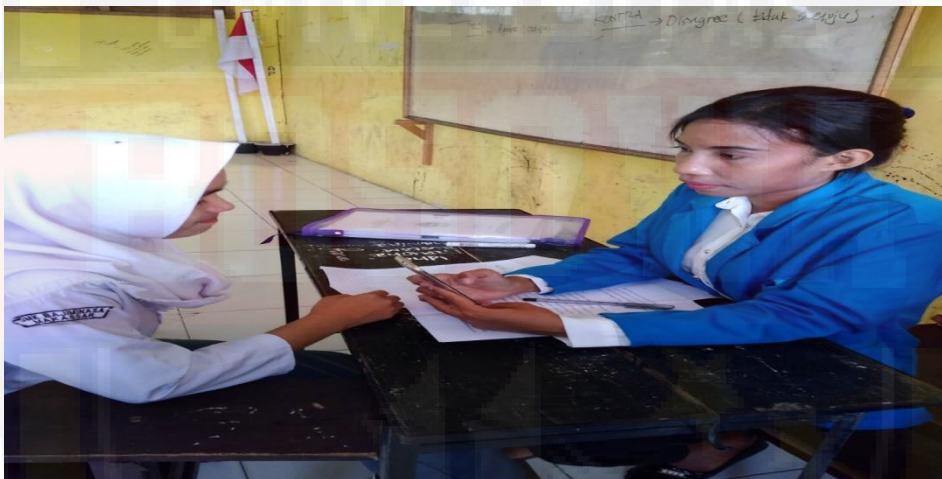
Picture 3: The students are listening explanation asking and giving opinion expressions about using debate method



Picture 4: The students discussing with their team



Picture 5: The researcher was recording students voice when giving opinion (boy)



Picture 6: The researcher was recording students voice when giving opinion (girl)

BIOGRAPHY



Yuliana Lisanti was born on March 21st 1991 in Maumere, East Nusa Tenggara from the marriage of her parents Arnoldus Manis and Agneta Anselmia. She started her education at elementary school in 1997 at SDN Inpres Manunai and graduated in 2003, then she continued her study to SMPN Negeri 1 Maumere and graduated in 2006. In 2006, she continued her study to SMAK Yohanes Paulus 2 and graduated in 2009. In 2011 she continued her study to Universitas Bosowa Makassar by taking English Education Department, Faculty of Teacher Training and Education.