# Improving speaking Skill through discussion Debate Strategy of fourth Semester students of English Education Study Program of Nusa Nipa University in the Academic Year of 2019/ 2020

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*Abstract— The purposes of this research were to improve students' speaking skill, and to develop discussion debate as a strategy to improve students' speaking skills. In this research, the researchers used Classroom Action Research (CAR). The procedures used in this research design included planning, acting, observing, and reflecting. In the techniques of data collection, the researcher used observation, field notes, tests, and documentation. While in the techniques of data analysis, the researcher assessed each student's achievement on the English test using the speaking assessment rubric. The development of discussion debate strategies in this study has increased from first cycle, second cycle,and third cycle. The average score of 6 student response indicators to the implementation of the discussion debate strategy in first cycle was 30,79%, insecond cycle was 71.2% and in third cycle was 88.5%. On the other hand, the average of class percentage which met the requirement of minimum completeness criteria of speaking skill in first cycle was 20,68%, in second cycle was 37,5% and in third cycle was 87,66%. Thus, the implementation of this discussion debate strategy was quite effective in increasing student responses and speaking skill.*

*Keywords— Speaking, Ability,Discussion Debate, Strategy.*

## I. INTRODUCTION

Learning English is highly recommended in this globalization era. By enriching English, people can know the world through information written in English. All information about other countries is shared on the internet. It is very useful for readers to know the life, culture, religion, technology, and so on of other countries. But most of it is written in English. This is because English is an international language. However, learning English cannot be separated from the four skills namely listening, speaking, reading, and writing. As stated by Chen (2007, p.29) "in the process of language learning, listening, speaking, reading, and writing must be treated as integrated, dependent, and inseparable elements of language".

But learning English will be a challenge when it deals with speaking skills. As a productive skill, this skill has some serious challenges as experienced by many people. This is as a result of the need for people to generate some ideas and feelings, which will be used to convey messages to listeners. As stated by Hornby (1987) in Arung (2016, p. 71) that speaking using language with an ordinary voice, uttering words, know and be able to use language, express yourself with words, make a speech. After reading some information or knowledge, the speaker will get ideas and also have feelings, so that the speakers insist on conveying these things by producing language using their own words. As a result, it is very difficult for them to express it to others.

In addition, several problems also arose in teaching and learning related to the speaking skil of students in fourth

semester of English Education Study Program of Nusa Nipa University in the academic year of 2019/2020. Based on observations, only a few students were active during discussion activities. They were students who have good achievement. They always participated actively in class. However, most of the students were not active in asking questions and giving opinions during these activities. They were not enthusiastic and ready to talk. They were quite difficult to respond to their friends. They had no ideas to argue because they had lack of vocabulary.

In learning to speak English, various activities can be applied. This is stated by Harmer (2012) in Arung (2016, p. 4), namely communication games, discussions, questionnaires, simulations, role-playing, and debate. In debate, there are seven debate styles as proposed by Pritchard (2009, p. 65), namely discussion, cross-examination, and parliamentary, British parliamentary, academic, national style, and world style. Pritchard said that the discussion style practiced at the beginner level is an introductory format and will be used as a model at this stage of the guide (p. 9). In this study, the discussion style was used in fourth-semester students, because they are beginners of the debate strategy. They were not familiar with this strategy as previously stated.

On the other hand, there are several benefits of debate. As stated by Quinn (2005, p.1) that arguing gives you the opportunity to meet new people and new ideas. The most important thing is you have the opportunity to stand up and argue with someone in public, in stimulating and organizing disagreements about real problems. It is a concern that debate can stimulate someone to create new ideas and generate thoughts related to the issue being debated. Debate also demands the development of oral communication skill, which is essential for success in most careers (Combs and Bourne, 1994 in Kenedy, 2009, p. 226). The debate emphasized that the speaker must be good at speaking. These are the basic requirements for being successful in many jobs.

By considering the problems and theories mentioned above, researchers are interested in solving these problems by using a discussion debate strategy.

## II.    METHOD

In this study, researchers used Classroom Action Research (CAR). CAR is an action research in the education sector and has the aim to improve the quality of learning. It means that classroom action research is a type of research that has quality with specific actions so that it can improve learning practices in the classroom more professionally (Basrowi and Suwandi, 2008, p. 28). Based on the

explanation above, it can be concluded that classroom action research is scientific research to improve systems, methods, and processes in the classroom to improve the quality of learning. Classroom action research is divided into several cycles. Each cycle consists of four stages namely planning, acting, observing, and reflecting.

The subjects of this study were 29 students from the semester IV. They were students of English Education Study Program, Nusa Nipa University, in the academic year of 2019/20120. In technique of data collection, the researcher used observation, field notes, test, and documentation. While in techniques of data analysis, the researcher assessed each student's achievement on the English test using the speaking assessment rubric proposed by Harris (1987, p. 84). To find out this, the formula proposed by Harris is:

$$\text{Score} = \frac{studentscore}{\text{Maximum score}} \, x \, 100\%$$

Then, the researcher calculated the average speaking score of the students in each cycle. Researchers used the formula provided by Sudjana (2002, p. 67), as follows:

$$\overline{X} = \frac{\sum xi}{n}$$

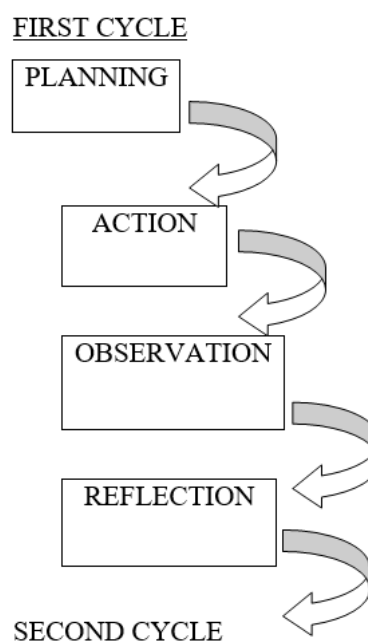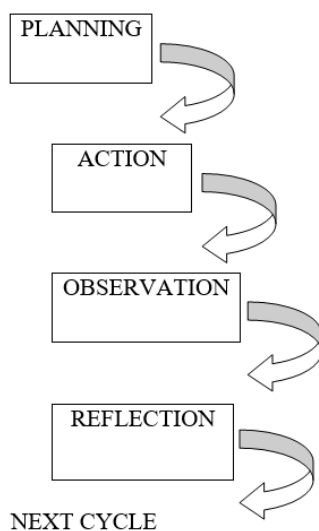$\overline{X}$: the average of students' learning outcomes
$\sum xi$    : scores obtained by students
$n$        : the number of students

The procedures used in this research design include planning, acting, observing, and reflecting. The procedure can be described in several cycles below (Kemmis and McTaggart in Yumelking, 2017: 2)



FIRST CYCLE

PLANNING

ACTION

OBSERVATION

REFLECTION

SECOND CYCLE

PLANNING

ACTION

OBSERVATION

REFLECTION

NEXT CYCLE

## III. RESULTS

The results of this research are a report on the results of data analysis related to the three problems in this research. The results of this research are summarized in four stages of research, namely planning, implementing, observing and reflecting. For more details, it can be described as follows;

### 1. First Cycle

#### 1.1 Planning

In this stage of the cycle, the researcher planed the things that must be prepared in implementing the discussion debate strategy. There were several things that were prepared, namely, first, preparing the main material that was adjusted to the achievements of the study program graduates and the achievements of the courses. Here the main material used is "contrastive ideas". Second, preparing subject sub-attainments, indicators, criteria and assessment forms, learning methods, time estimates and assessment. All of which are based on the semester Lesson Plan.Third, preparing a lecture program unit that involved achievement indicators, subject matter, learning materials, learning strategies, stages of learning activities, lecturer activities, student activities, media, and learning tools.Fourth, choosing a debate topic.

Fifth, preparing test, observation sheets and scoring rubrics. The test used in the research was the discussion debate itself. All students involved in the two teams must debate to defend their ideas based on the topic that has been selected. The observation sheet used is the students' responses observation sheet. There are 5 indicators used in student observations, namely first, students' responses to the strategy. Second, students' understanding of the strategy instructions.Third, students' participation in learning activities.Fourth, the freedom of speaking during the implementation of learning strategy.Fifth, strategy stimulation towards students.These 5 indicators are equipped with their assessment criteria.

The assessment rubric used in this study is the rubric for the assessment of speaking skills adopted from Harris, 1987, p. 84. Aspects used in speaking skills are pronunciation, grammar, vocabulary, fluency, and understanding. Aspects of this assessment already equipped with a description of the criteria for each aspect and the range of scores. The range of scores for each aspect is 1 - 5 so that the total number of all aspects is 25.

#### 1.2 Implementation

This first cycle research was conducted in one meeting from the planning of two meetings by extending the time, namely for 2 hours 42 minutes. In this procedure, the researcher implemented strategies to support students' activities in expressing agree and disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities.

#### 1.3 Observations

This stage was carried out during the research process. Observation was made to determine the responses of students during the debate activity. From the 6 indicators used in the observation, there were several problems, namely; first, only 27.58% participants responded to the strategy introduction and 50% understood the strategy instruction.

Second, only a few or about 27.6% of participants actively participated during the debate and 25% responded well to their opponent's idea. Third, only a few or 27% of debate participants were able to speak freely during the debate discussion. Fourth, only a few or 27.6% of participants were stimulated by this strategy. So the average response of participants during the implementation of the discussion debate strategy offirst cycle was 30,79% or it was in the little category. For more details, see table 4.1.3 below:

*Table 2.1 Students' Responses Observation of First Cycle*

| No | Indicators | 1<br>Few<br>(25%- 49%) | 2<br>Half<br>(50% - 74% ) | 3<br>Many<br>(75%- 84%) | 4<br>Majority<br>(85% -100%) | Score |
|---|---|---|---|---|---|---|
| 1 | Students respond well the introduction of the strategy | 27,58% | | | | |
| 2 | Students understand the instruction of the strategy | | 50% | | | |
| 3 | Students participate actively during debating | 27,6% | | | | |
| 4 | Students respond well the opponents' ideas | 25% | | | | |
| 5 | Students can speak English freely during the implementation of the strategy | 27% | | | | |
| 6 | Students are stimulated by the strategy | 27,6% | | | | |
| | **TOTAL SCORE** | **187** | | | | |
| | **AVERAGE SCORE** | **30, 79%** | | | | |

In addition, there were several problems that were obtained from field notes, namely as follows; first, two teams still did not understand the rules of the debate. It was seen when they were given the opportunity to speak in constructive section. Second, the negative team sat far apart from each other so that they had difficulty in discussing. Third, there were still a few mispronunciations of both teams. It was done by the first speaker and the second speaker from each team.

Fourth, the lack of participation of members from both teams in arguing. Only the first speaker and the second speaker from the two teams actively participated. They dominated the conversation in this debate activity. Fifth, the lack of time to discuss before giving arguments and finding answers. They only have 1 minute to discuss with friends. They needed more time to discuss and make questions and find answers both in constructive section and in the discussion section. Sixth, too many questions in the discussion section. There were 4 questions. Fifth, there was no special attendance list for participants or participants and researchers.

Eighth, there were no special judges which must consist of 3 people. In this cycle, the timekeeper and chairman also played a role as judges. Ninth, the camera memory was not enough. It caused a lot of time cut to move the recorded files from the camera to the laptop. Tenth, the number of members of the two teams was unequal. The affirmative team consisted of 17 students and the negative team consisted of 9 students.

On the other hand, the results of the speaking skills test on the debate showed that there were 8 of 29 participants or about 27.5% who were involved in the debate. From the results of this debate, it was found that the average score for aspects of pronunciation, vocabulary, grammar, fluency, and understanding was 1.11 or 22.2. For more details, see the table below.

*Table 2.2 Speaking Ability of First Cycle*

| No. | Name | P | G | V | F | C | Total/Average | Score |
|---|---|---|---|---|---|---|---|---|
| 1 | MY | 4 | 5 | 4 | 3 | 4 | 20/4 | 80 |
| 2 | MYDB | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 3 | SLS | 5 | 5 | 4 | 5 | 3 | 22/4,4 | 88 |
| 4 | YKS | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 5 | MAM | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 6 | AF | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7 | MSST | 5 | 5 | 4 | 5 | 5 | 24/4,8 | 96 |
| 8 | YEN | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 9 | AUI | 3 | 3 | 3 | 2 | 3 | 14/2,8 | 56 |
| 10 | ESR | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 11 | MSNW | 5 | 5 | 4 | 5 | 4 | 23/4,6 | 92 |
| 12 | FMNL | 3 | 4 | 3 | 3 | 3 | 16/3,2 | 64 |
| 13 | NA | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 14 | AI | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 15 | DDP | 4 | 5 | 5 | 5 | 4 | 23/4,6 | 92 |
| 16 | WB | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 17 | MM | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 18 | SY | 4 | 4 | 4 | 4 | 3 | 19/3,8 | 76 |
| 19 | AN | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 20 | KMP | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 21 | DCST | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 22 | PN | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 23 | EO | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 24 | FY | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 25 | MKL | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 26 | SN | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 27 | ADL | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 28 | MAI | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| 29 | DYB | 0 | 0 | 0 | 0 | 0 | 0/0 | 0 |
| | Total | 33 | 36 | 28 | 33 | 29 | 161/1,11 | 644 |
| | **Mean** | **1.13** | **1.24** | **0,96** | **1.13** | **1** | **1,11** | **22,20** |
| | **Class Percentage** | | | | | | | **20,68%** |

From the results of first cycle, only 6 students of 29 students achieved the minimum completeness criteria. The average score obtained was 22.20 with the percentage of those who passed the criteria was 20.68%.

1.3 Reflection

Reflection was carried out to see the advantages and disadvantages of implementing first cycle. Researchers and collaborators reflected together to see some obstacles faced in cycle one and how to overcome them in cycle two. From the results of observations, field notes and test results, there were several obstacles, namely first, from the results of the observations. Observations were made to determine the responses of students during this debate activity. From the 6 indicators used in the observation, there were several problems, namely as follows; first, only

27.58% of participants responded to the strategy introduction and 50% understood the strategy instruction. Second, only a few or about 27.6% of participants actively participated during the debate and 25% responded well to their opponent's idea.

Third, only a few or 27% of debate participants can speak freely during the debate discussion. Fourth, only a few or 27.6% of participants were stimulated by this strategy. So the average response of participants during the implementation of the discussion debate strategy for first cycle was 30,79% or it was in the little category.

2. Second Cycle

This cycle is a cycle of improvement based on the results of the research conducted in first cycle. This cycleis

described in four research procedures, namely planning, implementing, observing and reflecting on what has been made. The research procedures are described as follows.

2.1 Planning

Planning in this cycle is very different from the previous cycle. This is because researchers designed new plans to overcome problems in observations, test and field notes. There was some planning to address these problems. First, setting up a smaller debate group which could give all participants the opportunity to involve in the debate. Second, preparing a different room that alloweda free discussion. Third, preparing the debate judges. The judges were selected from the senior students consisting of two students.

Fourth, preparing the learning materials that were adjusted to the achievements of study program graduates and course achievements. The main material used was "contrastive ideas". Fifth, preparing subject sub-attainments, indicators, criteria and assessment forms, learning methods, and time estimates. All of these were based on the Semester Lesson Plan.Sixth, preparing a lecture program unit that concerns with achievement indicators, subject matter, learning materials, learning strategies, stages of learning activities, lecturer activities, student activities, media, and learning tools.

The debate topic chosen was different from first cyclebut the topic was a trend at that time. The topic chosen became a matter of debate. The purpose of selecting these different topics was to avoid repetition which resulted in achieving invalid scores. Finally, preparing an observation sheet, and assessment rubrics.

2.2 Implementation

The implementation of this second cycle was delayed from the previous cycle research which was carried out in March 2020 due to the pandemic of Covid-19. This second cycle was conducted in one meeting of the planning of two meetings. It was done by extending the time for 3 hours because the debate could not be postponed to the next meeting and must be completed at the meeting. In this procedure, the researchers implemented strategies to support participant activities in expressing agree and disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities

In addition, to overcome problems in field notes such as first speakers and secondspeakers dominating the conversation in the debate activity, thus, the researcher replaced first speaker and second speaker from the two teams and gave the other participants the opportunity to speak. The participants with good academic abilities were directed by the researcher to guide those with less academic abilities or come from the lower groups to provide their arguments.

Then, in order to overcome the lack of time to discuss before giving an argument where they only had 1 minute to discuss with classmates, the researcher increased the time for discussion to 2 minutes. In addition, the researchers also gave 2 minutes to each team to discuss the answers. Furthermore, to overcome too many questions in the discussion section, namely 4 questions, the researcher reduced the research questions to 2 questions. And to overcome the absence of a special jury in first cycle which must consist of 3 people, the researchers provided three special judges who came from upper semester students but they were still in the English education study program.

2.3 Observation

Observation of this cycle was carried out during the research process. Observation was made to find out about the participants during the debate activities in this cycle. From the 6 indicators used in the observation, there have been some progresses, namely: first, 87.5% of participants responded well to the introduction of the strategy. Second, 87% participants or students already understood the instructions from the discussion debate strategy. Third, 75% participants participated actively during the debate. Fourth, 75% participants responded well to their opinions, and fifth 75% participants were motivated by the debate strategy.

In addition, there was1 indicator that needed to be improved in the next cycle in order to achieve a better participant response, namely only 50% participants could speak freely in implementing this strategy. For more details, see table 2.4 below:

*Table 2.4 Students' Response Observation of Second Cycle*

| No | Indicator | 1 Few (25%-49%) | 2 Half (50% - 74% ) | 3 Many (75%-84%) | 4 Majority (85% - 100%) | Score |
|---|---|---|---|---|---|---|
| 1 | Students respond well the introduction of the strategy | | | | 87,5% | |
| 2 | Students understand the instruction of the strategy | | | | 87% | |

| 3 | Students participate actively during debating | | | 75% | | |
|---|---|---|---|---|---|---|
| 4 | Students respond well the opponents' ideas | | | 75% | | |
| 5 | Students can speak English freely during the implementation of the strategy | | 50% | | | |
| 6 | Students are stimulated by the strategy | | | 75% | | |
| | **TOTAL SCORE** | | **449** | | | |
| | **AVERAGE** | | **74,91%** | | | |

In addition, there were several problems that were obtained from field notes, namely as follows; first, there were still a few mispronunciations of both teams. It was done by the first speaker and the second speaker from each team. Second, there was still a lack of special judges which must consist of 3 people. In this cycle, there were only two judges who specifically assessed the results of the debate and determined who the winner of the debate was. Third, the camera memory was not enough. This caused a little time cut to move the recorded files from the camera to the laptop.

On the other hand, the results of the speaking skill test on a debate topic showed that there have been a progress in speaking skill seen from the categories namely pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by their average speaking ability, namely 74.5.

*Table 2.5 Speaking Ability ofthe Second Cycle*

| No. | Name | P | G | V | F | C | Total/Average | Score |
|---|---|---|---|---|---|---|---|---|
| 1 | EO | 4 | 4 | 2 | 4 | 4 | 18/3,6 | 72 |
| 2 | WB | 4 | 3 | 5 | 5 | 5 | 22/4,4 | 88 |
| 3 | ESR | 4 | 2 | 5 | 4 | 5 | 20/4 | 80 |
| 4 | MKL | 4 | 4 | 2 | 4 | 4 | 18/3,6 | 72 |
| 5 | PN | 4 | 4 | 2 | 3 | 4 | 17/3,4 | 68 |
| 6 | DCST | 4 | 2 | 4 | 4 | 4 | 18/3,6 | 72 |
| 7 | MSNW | 4 | 3 | 5 | 5 | 5 | 22/4,4 | 88 |
| **8** | NA | 3 | 3 | 2 | 3 | 3 | 14/2,8 | 56 |
| | **Total** | **31** | **25** | **27** | **32** | **32** | **149/3,72** | **596** |
| | **Mean** | **3,87** | **3,12** | **3,37** | **4** | **4** | **3,72** | **74,5** |
| | **Class Percentage** | | | | | | | **37,5%** |

However, there were also some obstacles that must be fixed; namely, from the results of this second cycle, only 3 of 8 participants achieved the minimum completeness criteria. Thus, the percentage of participants from both teams who achieved the minimum completeness criteria was 37.5%.

2.4 Reflection

Based on the results of observation, field notes in this cycle, there has been little development but there was still one obstacle faced, namely, from observation. There was an obstacle namely only 50% of participants could speak freely in implementing this strategy. In addition, there were several problems that were obtained from field notes, namely as follows; first, there were still a few mispronunciations of both teams. This was done by the first speaker and the second speaker from each team. Second, there was still a lack of special judges which must consist of 3 people. In this cycle, there were only two judges who specifically assessed the results of the debate and determined who the winner of the debate was. Third, the camera memory was not enough.

In speaking skill, there was also an obstacle that must be fixed, namely, from the results of this research in second cycle, only 3 of 8 participants reached the minimum completeness criteria. Thus, the percentage of participants

from both teams who achieved the minimum completeness criteria was 37.5%.

Based on the above constraints, the researcher and the collaborators decided to continue this research into the next cycle with several new plans and implementations that were designed differently from the previous one to overcome these obstacles.

3.Third Cycle

This third cycleis a part of an effort to overcome the problems contained in the previous cycle. These obstacles were overcome by several effective activities which were believed to be a strategy to overcome problems in test results, observation, and field notes. These strategies were described in the following four research procedures.

3.1 Planning

In this section, the plans made were different to solve the problems in the previous cycles. There were several plans for overcoming these problems, namely first, to solve the problem of speaking freely in implementing strategies, average speaking scores, thus, the researcher provided the opportunity to be the second speaker for the participants who were not very active in debating. In addition, in encouraging debate participants, thus the researcher allowed the good academic abilities students to guide the lower groups and providing the opportunities for them to speak more widely than the upper groups.

To overcome the problems of there were still a few mispronunciations of the two teams; thus, the researchers trained the pronunciation of words that were often pronounced incorrectly during the previous debate. Meanwhile, for the lack of special judges which must consist of 3 people, thus the researchers added one more judge, so that the total judges in this cycle became 3 judges. To overcome the insufficient camera memory which caused a short cut of time to move the recorded files from the camera to the laptop, the researchers took the opportunity to transfer the files to the laptop during break time after the discussion or before entering the rebuttal section.

In addition, in this planning stage, the researcher chose a different debate topic. The debate topic chosen was different from cycle 1 and 2, but the topic was a trend at that time. The purpose of selecting a different topic was to avoid repetition which resulted in achieving an invalid score. Finally, preparing observation sheets and assessment rubric.

3.2 Implementation

The implementation of third cycle was carried out in one meeting from the planning of two meetings by extending the time for 2 hours. This was because the debate could not be postponed to the next meeting and must be resolved at that meeting. In this procedure, researchers implemented strategies to support participant activities in expressing agree and disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities.

3.3 Observation

Observation of this cycle was carried out during the research process. Observation was made to find out about the participants during the debate activities in this cycle. From the 6 indicators used in the observation, there has been some progress, namely: first, 89% of participants responded well to the introduction of the strategy. Second, 90% participants already understood the instructions from the discussion debate strategy. Third, 84% of participants participated actively during the debate. Fourth, 85% of participants responded well to their opposing opinions, fifth, 88% of participants could speak freely during the strategy; sixth, 84% of participants were motivated by the discussion debate strategy. For more details, see table 4.1.2.3 below:

*Table 2.7 Observation of Students' Response of the Third Cycle*

| No | Indicator | 1<br>Few<br>(25%-49%) | 2<br>Half<br>(50% - 74% ) | 3<br>Many<br>(75%-84%) | 4<br>Majority<br>(85% - 100%) | Score |
|----|-----------|----|----|----|----|----|
| 1 | Students respond well the introduction of the strategy | | | | 89% | |
| 2 | Students understand the instruction of the strategy | | | | 90% | |
| 3 | Students participate actively during debating | | | 84% | | |
| 4 | Students respond well the opponents' ideas | | | | 85% | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | Students can speak English freely during the implementation of the strategy | | | | | 88% | |
| 6 | Students are stimulated by the strategy | | | | 84% | | |
| | **TOTAL SCORE** | | | | **520** | | |
| | **AVERAGE** | | | | **86,66%** | | |

On the other hand, the results of the speaking skills test on the topic of debate showed that there has been progress in speaking skills seen from the categories namely pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by the average speaking ability of these five categories, namely 4.32 from the highest number 5or if converted to 86. And the average percentage of classes that have met the Minimum Completeness Criteria was 87.5%. For more details, see the table below.

*Table 2.8 Speaking Ability of the Third Cycle*

| No. | Name | P | G | V | F | C | Total/Average | Score |
|---|---|---|---|---|---|---|---|---|
| 1 | EO | 4 | 4 | 4 | 4 | 4 | 20/4 | 80 |
| 2 | WB | 4 | 4 | 5 | 5 | 5 | 23/4,6 | 92 |
| 3 | ESR | 5 | 4 | 5 | 4 | 5 | 23/4,6 | 92 |
| 4 | MKL | 4 | 2 | 4 | 4 | 4 | 18/3,6 | 72 |
| 5 | PN | 4 | 4 | 4 | 4 | 4 | 20/4 | 80 |
| 6 | MY | 5 | 4 | 5 | 5 | 5 | 24/4,8 | 96 |
| 7 | MSNW | 5 | 4 | 5 | 5 | 5 | 24/4,8 | 96 |
| **8** | FY | 4 | 4 | 4 | 4 | 4 | 20/4 | 80 |
| | **Total** | 35 | 30 | 36 | 36 | 36 | 172/4,3 | 688 |
| | **Mean** | 4,37 | 3,75 | 4,5 | 4,5 | 4,5 | 4,32 | 86 |
| | **Class Percentage** | | | | | | | 87,5% |

3.4 Reflection

Based on the observations, the participants' responses to the implementation of the discussion debate strategy increased from the previous cycle only 71.2% to 86.5%. In addition, the average score of speaking ability in the previous cycle was 74, increasing to 86 and the average percentage of the class that reached the minimum completeness criteria in the previous cycle was only 37.5% increasing to 87.5%. There was an increase of 50%.

**IV.    DISCUSSION**

The discussion is a part of discussing the research results found. The results of the research used to answer problems of the research. There were two problems in this research, namely the development of discussion debate strategies, and speaking skill.  These two problems were answered in the summary of the three research cycles that have been carried. To find out more clearly, we will see in the following discussion.

4.1. The Development of Discussion Debate Strategy

The development of the discussion debate strategy was carried out in three cycles.In first cycle,from the 6 indicators used, there were some indicators of participant response to the discussion debate strategy which were still low or few and one indicator that received moderate responses, namely in the category of understanding strategy instructions was 50%. The average score of the 6 indicators was still relatively low, namely 30,79%.

In the second cycle, improvements were made based on the identification of the problems in observations and field notes. In this cycle, from the 6 indicators, there were 5 indicators had reached the satisfactory category, and 1 indicator was still in the intermediate category and needed to be improved in the third cycle. The categorywas category of participants who spoke freely during the implementation of the strategy. The total score of the 6 indicators was 712 and the average score achievement was 71.2% which was still in the intermediate category.

In the third cycle, improvements were made to problems in the second cycle by implementing several effective strategies. The results showed that from the 6 response indicators, all of them met the satisfactory category, which ranged from 84% to 90%. The totalscores of the 6 indicators were520 with an average achievement score of 88.66%. It was in the high category. To find out more clearly, the responses of these participants are depicted in the following chart.
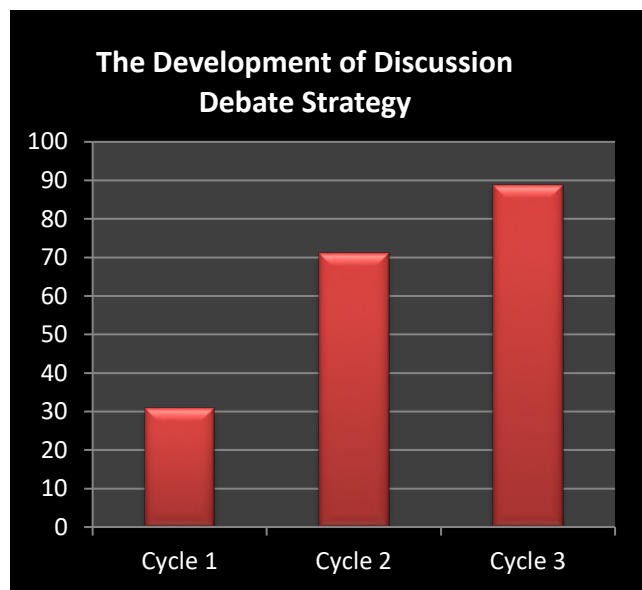


*Fig.4.1: Development of Discussion Debate Strategy*

From the table above, the average score of 6 student response indicators to the implementation of the discussion debate strategy in first cycle was 30,79% and in second cycle was 71.2%. There was an increase of 40,41%. In second cycle, the average score achieved was 88.5%. Between second cycle and third cycle, there was an increase in the percentage of score achievement as much as 17.3%. Thus, the development of this discussion debate strategy was quite effective in increasing student responses.

4.2 Speaking Skill

Achievement of speaking skill was obtained in 3 cycles. From the three cycles, in first cycle, the results of the speaking skill test on the two debate topics showed that there were 8 of 29 participants or about 27.5% who were involved in the debate. The average score for aspects of pronunciation, vocabulary, grammar, fluency, and understanding was 1.11. In addition, the average scores of the five aspects were 22.20 with the percentage of classes that have met the minimum completeness criteria for speaking skills was 20.68% or only 6 students of 29

participants who passed the minimum completeness criteria.

In the second cycle, the results of speaking skills tests on the topic of debate showed that there has been some progresses in speaking skills seen in the aspects of pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by their speaking ability average score which was 74.5. However, there were also some obstacles that must be fixed; namely, from the results of this second cycle research, only 3 of 8 participants passed the minimum completeness criteria. Thus, the percentage of participants from both teams who achieved the minimum completeness criteria was 37.5%.

In the third cycle, the results of the speaking skills test on the topic of debate showed that there has been a progress in speaking skills seen from the aspects of pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by the average score of speaking ability of these five categories, namely 4.32 from the highest number 5or converted to 86. In addition, the average percentage of classes that have met the minimum completeness criteria was 87.5%. For more details, see the table below.
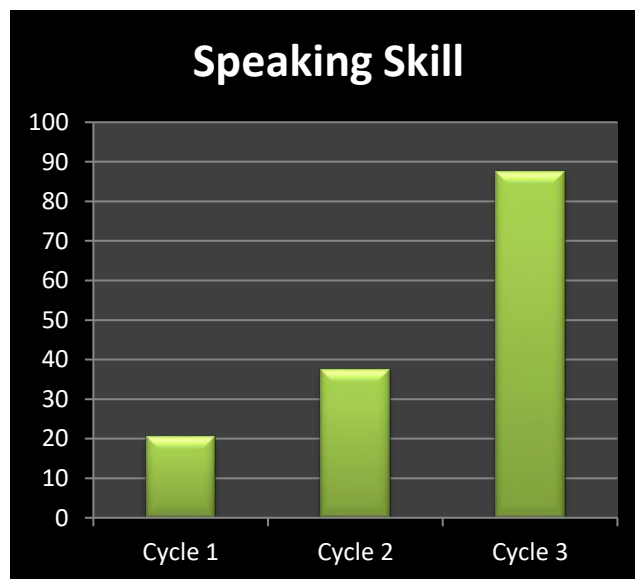


*Fig.4.2: Speaking Skills*

From the chart above, the average percentage of class that achieved the minimum completeness criteria on speaking skill was 20.68% or only 6 of the 29 participants passed the minimum completeness criteria. In the second cycle, there was an increase of 16.82% and the percentage of participants from both teams who reached the minimum completeness criteria was 37.5%. Then, there was an improvement to the problems in this cycle and ended in an increase of 50% in the third cycle because the percentage

of classes that had met the minimum completeness criteria on speaking skill in the third cycle was 87.5%.

## V. CONCLUSION

The development of discussion debate strategies in this study has increased from first cycle , second cycle and third cycle. The average score of 6 student response indicators to the implementation of the discussion debate strategy in the first cycle was 30,79%, second cycle was 71.2% and third cycle was 88.5%. On the other hand, the average of class percentage which met the requirement of minimum completeness criteria of speaking skill in first cycle was 20,68%, second cycle was 37,5% and in third cycle was 87,66%. Thus, the implementation of this discussion debate strategy was quite effective in increasing student responses and speaking skill.

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