# IMPROVING STUDENTS' SPEAKING SKILL THROUGH ACTIVE DEBAT

## *Meningkatkan Kemampuan Berbicara Siswa melalui Debat Aktif*

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**Abstract:** *This study presents research about improving students' speaking skill through active debate of the twelfth grade. Speaking is one of four elements in english and it can improve english skill for the students. Active debate is one of the methods to increase the speaking skill because debate is dominant of speaking and it can practice fluently. This research aimed to describe the using active debate learning model to improve the students' speaking skill and to identify how much students' speaking skill improvement after being taught by using active debate learning model. The methodology of this research is a classroom action research which consisted of 2 cycles. The subject of this research is the tewltfh grade at SMK S Al-Bukhary consisted of 21 students. The researcher collected the source of the data related to this research from observation and test which was conducted in every cycle. The researcher used intrument data from obervation checklist, test, and documentation. Based on the collected data, the information gap proved effective in improving both the students' speaking skills and the learning process of English speaking. The detailed results were as follows: Cycle 1 the percentage of speaking aspect is 54,34% and the average value is 54,38. In cycle II, the percentage of speaking aspect is 74,58% and the average value is 54,61. The result of the researcher is improvement with value 20,23. Therefore, it can be concluded that through active debate can improv the students' speaking skill.*

*Keywords : improving, students' speaking skill, active debate*

**Abstrak:** Studi ini menyajikan penelitian tentang peningkatan keterampilan berbicara siswa melalui debat aktif di kelas dua belas. Berbicara adalah salah satu dari empat unsur dalam bahasa Inggris dan dapat meningkatkan keterampilan bahasa Inggris bagi siswa. Debat aktif adalah salah satu metode untuk meningkatkan keterampilan berbicara karena debat dominan berbicara dan dapat dipraktikkan dengan lancar. Penelitian ini bertujuan untuk mendeskripsikan penggunaan model pembelajaran debat aktif untuk meningkatkan keterampilan berbicara siswa dan untuk mengidentifikasi seberapa besar peningkatan keterampilan berbicara siswa setelah diajar dengan menggunakan model pembelajaran debat aktif. Metodologi penelitian ini adalah penelitian tindakan kelas yang terdiri dari 2 siklus. Subyek penelitian ini adalah kelas tewltfh di SMK S Al-Bukhary yang terdiri dari 21 siswa. Peneliti mengumpulkan sumber data yang berkaitan dengan penelitian ini dari observasi dan tes yang dilakukan pada setiap siklus. Peneliti menggunakan data instrumen berupa daftar observasi, tes, dan dokumentasi. Berdasarkan data yang dikumpulkan, kesenjangan informasi terbukti efektif dalam meningkatkan keterampilan berbicara siswa dan proses pembelajaran berbicara bahasa Inggris. Hasil rincinya adalah sebagai berikut: Siklus 1 persentase aspek berbicara adalah 54,34% dan nilai rata-rata adalah 54,38. Pada siklus II persentase aspek berbicara 74,58% dan nilai rata-rata 54,61. Hasil dari peneliti adalah peningkatan dengan nilai 20,23. Oleh karena itu, dapat disimpulkan bahwa melalui debat aktif dapat meningkatkan keterampilan berbicara siswa.

*Katakunci : meningkatkan, kemampuan berbicara siswa, debat aktif*

## INTRODUCTION

The term "English" is derived from *Anglisc*, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines. English as a lingua franca is widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second or foreign language. There are a number of interlocking reasons for the popularity of English as a lingua franca

English is considered as a foreign language rather than a second language in Indonesia[1]. In Indonesia where English is not regarded as a second language, English is the first foreign language. It is used as the first foreign language, studied at school or college. In Indonesia, English is taught to elementary students, beginning from grade four as one of the subjects for the local content curriculum, in junior and senior high schools to University English is included in the curriculum. Although English is placed as the foreign language in Indonesia, the competency of learner in this subject is very important to overcome the national development goal. There are four skills in English, those are Listening, speaking,mreading and writing. But before learning anymfurther about the

four skills, it neccesary to know the vocabulary.[2]

Language learning and language teaching developed in the many developments up to present, even though the developments on both were separately[3]. In teaching English as foreign language, teacher should be able to guide and facilitate the students in learning activity therefore the students are able to use the linguistic rules in meaningful communication. Therefore, the teaching language in education should be able to help the students to use the foreign language they learn to communicate in social context. . The use of teaching technique can facilitate the teaching and learning process[4]. For the teacher it can make easier in handling the teaching and learning process to get the best result Teaching english also the teaching of english and english teaching. general, non-technical terms for the work of teachers of english, whether with children, adolescents, or adults, and whether as a first, second, foreign, or additional language. In learning English, students must be able to speak English and the main aim for students to study English is communicate using English[5]

Speaking for general communication course is compulsory subject that must be taken by students during second semester. In this course students are expected to be able to speak English well in accordance with the

[1] Satria Adi Pradana. *"Using Debate to Enhance Students' Speaking Ability As Their Character Building"*. English Education: Jurnal Tadris Bahasa Inggris, Vol. 10. No. 1, 2017, p. 150

[2] Ismi Yulizar. *"The Effect of Students' Achievement in Studying Vocabulary Through Scramble Method at SMP N 1 Kualuh Hulu"*. Tarbiyah bil Qalam Jurnal Pendidikan, Agama dan Sains.. Vol. 4 No. 2, 2020. p. 38

[3] Ahmad Laut hasibuan. Language Testing. ( Medan: USUpress, 2013) p. 2

[4] Fitri Wulan Sari, Agus Supriyadi. *"Enhancing Students' Speaking Skill through Debate. Jurnal Scientia"*. Vol. 10 No. 1, 2021 p. 93

[5] Khairunnisah. *"Effectiveness of Active Debate Method in English Speaking Skills of Students in SMAN 3 Padangsidimpuan"*. Journal of English Teaching and Learning Issues. Vol. 2 No. 2, 2019. p. 171

learning themes contained in the syllabus and lesson plans for Speaking for General Communication courses[6]29. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as „speakers" of that language.

Debate is the activity which is used for understanding of the topic. It is done by two groups. Every group consist three or five students. It is "pro" group and "contra" group. Debate caused a feeling of confident, can give motivation to convey learner's opinion and respond the argument by using English language. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective 3 pedagogical technique because of the level of responsibility for learning and active involvement by all students. It can build up their listening ability and speaking ability and increase their motivation in speaking.

The title of this research is improving students' speaking skill through active debate. the researcher used the learning of active debate to improve the students' speaking skill. Speaking is one of four elements in english and it can

improve english skill for the students. Active debate is one of the methods to increase the speaking skill because debate is dominant of speaking and it can practice fluently

## REVIEW OF LITERATURE
### Speaking

Speaking is the verbal use of language to communicate with other[7]Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple[8]7a Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else.

### Speaking Skill

Speaking is the way of people to express and communicate ideas to others orally[9]34 Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive

[6] Aseptiana Parmawati, Ratih Inayah, *"Improving Students' Speaking Skill through English Movie in Scope of Speaking for General Communication"* ELTIN Journal, Vol. 7 No. 2, 2019 p. 43

[7] Fulcher. *Testing Language Second Language Speaking* (Sydney: Longman, 2003) p.79

[8] David Nunan. *Practical English Language Teaching* (New York: McGraw-HillCompanies, Inc, 2003) p.48

[9] Mukminatus Zuhriyah. "*Storytelling to Improve Students' Speaking Skill"* English Education: Jurnal Tadris Bahasa Inggris, Vol. 10 No.1, 2017, p. 122

language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information they need communication. Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language[10]. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skill is not separated from listening skill because the activity of speaking is done by two or more persons. Someone who does not have knowledge about the language, or who does not have communicative competence in language, will not be able to take part in speaking activities[11]. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English

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[10] Rica Umrina Lubis, Indra Kurniawan Siregar. "*Improving Students' Speaking Skill through Debate*". Journal Of English Education And Linguistics, Vol 2 No. 1, 2021, p. 3

[11] Mesda Pitriana Nainggolan *"Improving Students' Speaking Skill through Debate Technique at SMK Swasta Dharma Bakti Medan"*. Kairos Elt Journal, Vol. 1 No. 2, 2017, p. 37

speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

**The elements of speaking skills**
 1) Vocabulary

To develop our speaking skills, we first need to know the right words. Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs. This progresses from single words to sentences when children are 2 or 3, at which point they will normally have a vocabulary of 150-300 words. Vocabulary development is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation. If they understand what the other person is saying and they know what vocabulary to say back, they are halfway there to communicating effectively. eing a good speaker means constantly growing you're vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.
 2) Grammar:

We may think that grammar is something we only need for written language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey

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information in a way that the listener will recognise and understand. Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either. A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses. Grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules.

3) Pronunciation:

Understanding how to correctly pronounce words is another important element of speaking skills. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city. A lot of this comes from phonemic awareness. This involves understanding the small units that make up spoken language. English can differ quite a lot compared to other languages. Some phonemes might not be in ESL students' native languages and children's minds are trained to categorise phonemes in their first language, so it can become confusing. Developing this ability in English can come from playing language games and using songs and poems to reiterate rhythm and repetition. Phonics is where students start to see the relationship between the sounds of spoken language and graphemes which are the letters and spellings representing sounds in written language. Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful.

The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

4) Fluency:

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practising speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of spoken language. Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding your students to read passages out loud. You could also get your students to read aloud in front of the class. This builds their confidence and also helps them to annunciate better. The more fluent your students are in English, the more interesting, exciting and insightful conversations they can have. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. The goal of teaching speaking is to make an interactive communication. It means

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learners are expected to make themselves understood in their capacity as a whole. They also avoid confusion in the message because of incorrect pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation[12]27.

## Debate

Debate is a communication process in which participants argue for and against a given topic. Debating is about developing our communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince the adjudicator that our argument outweigh our position. Debating is not about personal abuse, irrational attacks or purely emotional appeals [13]16. Debate is way to make students can think critical about the problems. Debate in English demand students be able reveal idea in English and then students are able master global education, analyze the problem. English Debate is one of the technique of english learning that important can be used to increase students' academic skill. Debate provides an opportunity to develop students' speaking skills. Debate can be an effective pedagogical technique because in the debate, students are actively involved and responsible in the learning process. By debating, students become more active in speaking and expressing their opinions or ideas. The more students express their opinions, the more likely they are to improve their speaking skills[14]

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action. A debate could also potentially be between two or more competing propositions or actions. Or debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence[15].

## Active Debate

Active debate Learning model is an important learning model to increase the student's academic skill. Debate is an activity to convey the opinion or argument between two persons or more, individually or group in discussing to decide the problem and the differences. Active debate can be a valuable learning model can encourage thinking especially if the students are an active to maintain the contrary argument with their beliefs. This matter is an active strategy that involves every student in the class. In Active debate learning model , the students is practiced to say argument or thinking and how to defend the opinion with the logical reasons  and can be accounted, it doesn't mean student is fighting but to know that the student appreciate the difference[16].

The Steps of Active Debate Learning

1) The students are divided into 2 debate groups, the first is pro and the

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[12] Waode Hamsi. *"Developing Students' Speaking Ability through Story Completion".* Journal of English Language Teaching, Vol. 5 No. 1, 2018,  P. 57

[13] Musfirah. "*The Effeciveness of Debate Method to Improve Students' Speaking Skill".* Didaktika Jurnal Kependidikan, Jurusan Tarbiyah STAIN Watampone, Vol. 11 No. 2, 2017,  p. 213

[14] Resi Rosianna Lumbangaol, Muhammad Rizki Mazali.  "*Improving Students' Speaking Ability through Debate".* The Journal of English Literacy Education, Vol. 7 No. 2, 2020, p. 93

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[15] Farisha Andi Baso. *"The Implementation of Debate Technique to Improve Students' Ability in Speaking".* Exposure Journal, Vol. 5. No.2, 2016, p. 160

[16] Aris Shoimin. *Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta : Ar-ruz Media, 2014) p. 25

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other is contra with the face to face between the groups.

2) The teacher give the task to read the material that will be debated to the two groups above.

3) After reading material, the teacher points to one of the pro member to speak up. Then, after being responded by the contra group. Therefore continue until most of the students find the argument

4) The ideas from the argument are written on the argument board until get the expected ideas

5) The tacher add the concept or undiscoverd idea

6) From the disclosed data, the teacher invites the students to get conclusion that refer to the topic to be achieved.

7) The evaluation process in this learning model is from the teacher observation of students activity

A. The Advantages and Disadvantage of Active Debate

The Advantages

1) To encourage the active students in learning

2) To increase the students skill in good communication

3) To practice the students to reveal the argument and the reasons

4) Donot need the many medias

The Disadvantages

1) It cann't be used for the all subjects

2) The learning is less interesting because just fight the argument and donot use the media

3) Takes quite a long time because the students have to understand the material before starting debate

4) The students can be affraid and depressd because they have to communicate directly to express the opinion.

## RESEARCH METHODOLOGY

The type of this research is Qualitative Classroom Action Research (CAR). Qualitative research is described as the investigation of phenomena, often in-depth and holistically, employing a flexible study methodology and the collecting of rich narrative materials[17]. Class action research is an action research conducted by teachers in the classroom. based on the scope of the problem, a teacher will be able to find solutions to problems that occur in his class through CAR. this can be done by applying a variety of relevant learning theories and techniques. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class[18]. Action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation. From the definitions above, the researcher conclude that the action research is a methode in education field that need a procedure of teaching class. In this research needed a teacher, student, and researcher. This research used data observation toward teaching speaking through active debate, this data was analyzed through two cycles in action.

There is four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral[19]. The four phases of the classroom action cycle were conducted integrated like spiral. This research is "improving students' speaking skill through active debate" was conducted at the twelfth grade students of

[17] Rizky Vita Losi, Sisi Rosida. *"Persuasive Language Used on Advertisements of Instagram Posts"*. Titian: jurnal ilmu humaniora, Vol. 06. No. 1, 2022, p. 57

[18] Salim, Haidir, Isran Rasyid Karo-karo. *Penelitian Tindakan Kelas*. (perdana publishing : Medan, 2017) p. 23

[19] Fernandes Arung. *"Improving the Students' Speaking Skill through Debate Technique"*. Journal of English Education, Vol. 1. No. 1,2016 , p. 74

SMK Al-Bukhary which is consisted of 21 students. The source of the data in this research is from what the researcher got during the research. The researcher collected the source of the data related to this research from observation and test which was conducted in every cycle. The procedures of the research were as follows: a. Observation, in observation, the researcher intended to find out: 1) Data collected such as documentation includes the number of the students, students' list, and the course plan. 2) Observe the class. 3) Identify the problem. b. Planning in action, in this research, the researcher planned to conduct the cycle in classroom action research. c. Observation. Observation was the next step to monitor and watch closely teaching learning process and collect the data from result of action. d. Reflection. Reflection meant to analyze the result based on the data that had been collected to determine the next action in the next cycle

The techniques and methods which used by the researcher to collect the data were observation and test. The researcher used intrument data from obervation checklist, test, and documentation. 1. Observation Check List In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher could see from their activities and response during teaching learning process. 2. Test In this research, the researcher used an achievement test to measure the student's speaking skill improvement. The researcher used oral test in the form of debate. There are three elements of speaking that used to assess students' speaking skill, there were: vocabulary, pronuciation, fluency and comprehension. With this form, the scoring can be done quickly and easily.

## RESEARCH RESULT AND DISCUSSION

### Research Result

Having done the research, the researcher got the result from the finish obervation of the students. Debate had done by 2 groups, each of them consisted of three students. Each of them divided into two teams, the first one is pro and the second one is contra. The teacher give the topic about "using cellphone at school". The students listened the topic from the teacher and some discussion about the important of cell phone and advantage and disadvantages from the cellphone use, afterthat each of group responded by their comprehension. Each of group gave the chance to convey their undertanding about the topic and must be consistency about their team. Next the groups started to respond the other groups, here the teacher had to notice their sentence arrangement, pronunciation, topic accuracy, fluency and comprehension. The otherhand the teacher also should noticed some indicator contained in the debate assessment. From the observation have done in cycle I and cycle II, the result can be seen in the table below :

**Table I**
**Observation Checklist in the first cycle and second cycle**

| NO | Aspect of Observation | Cycle I | Cycle II |
|----|----------------------|---------|----------|
| 1 | Sentence arrangement | 59,2% | 79% |
| 2 | Pronunciation | 54,5% | 70,7% |
| 3 | Topic accuracy | 52,1% | 77,8% |
| 4 | Fluency | 48,8% | 70,9% |
| 5 | Comprehension | 57,1% | 74,5% |
|   | Average | 54,34% | 74,58% |

Based on the table above, it can be concluded that the result of the observation in cycle I and cycle 2 were different. In cycle I, the average score from the 5 items in active debate learning got 54,34%, it meant that the score is less result. Therefore the researcher continued in cycle II and got score more than cycle I. The avarage score in cycle II fot

74,58%, it meant that there had an improvement value.

The result of active debate learning from the all students of speaking english skill in cyle I and cycle II can be seen in table below:

**Tabel 2**
**The result of the students score**

| No | Cycle | Total Value | Average Value |
|----|-------|-------------|---------------|
| 1  | I     | 1142        | 54,38         |
| 2  | II    | 1567        | 74,61         |
|    | Improvement |       | 20,23         |

Based on the result of the students' english speaking skill, english learners in cycle I and cycle II is improvement, namely the average score from 54,38 in cycle I to 74,61 in cycle II, it can be conluded from the result that students' speaking skill through active debat get improvement 20,23.

**Discussion**

From the research result above it could be seen that learning using active debate model can improve the students' speaking skills. The teacher used active debate as technique in teaching speaking. The active debate is the first learning model used in english class to improve the students speaking skill. At starting teaching class, it found the difficult process, because it was the first time, the teacher explained the rules and the steps in active debate learning. After the discussion, the students were motivated and wanted to try the new metohds in speaking class. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with active debate technique, because they never practice debate before. Researcher found many students that were still confused to join debate.

Active debate could not overcome the entire students' problem in speaking,

but through active debate the students were not afraid and more confident to deliver their opinion and in performing their speaking. In the second meeting, the students are more active and enjoy the class because they have understood the technique and do debate well. By applying this technique in the classroom, the students who were passive during teaching learning process, being forced to be more active because they need to talk to complete their task. Through debate, the students were enthusiast to speak in the class. The students could deliver what opinion they have to respond to another opinion

The value taking of the assessment were from the observation checklist by the with ratings about sentence arrangement, pronunciaton, topic accuracy, fluency, and comprehension. at the end of the assessment showed that with the score from the observation checklis in final meeting can improve. The above description showed that active debate could improve students' speaking ability especially in accuracy of used the expression of giving opinion and fluency. In addition, this technique could help students to overcome their problem of being nervous and ashamed.

It can be concluded that there is improvement speaking skill of student using the active debat in english class. From the active debate the students can show their speaking skill, performanance and the courage to express an opinion. the results that have been obtained show that the learning model is very effective and can influence students' abilities to speak and make it easier for teachers to teach in speaking class

**CONCLUSION AND SUGGESTION**
**Conclusion**

Having done the research, the conclusion is the result of the observation in cycle I and cycle 2 were increased. In cycle I, the percentage of speaking aspect is 54,34% and the average value is 54,38.

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In cycle II, the percentage of speaking aspect is 74,58% and the average value is 54,61. The result of the researcher is improvement with value 20,23. We can conclude that students' speaking skill can be improved through active debate. Students have a lot of opportunity to practice speaking an have active involvement in debate. The students felt antuhsiatic to explore their skill in speaking and the comprehensian about the interesting topic.

Teaching speaking through active debate can be enjoyable experience for both teacher and student or student and student. In fact, students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. Teaching speaking using debate technique can motivate students to practice speaking more, and it improves student's speaking skill. Students' speaking ability in term of responding to another's opinion has been improved through debate technique. Debate could positively involve all students to participate in the teaching learning process in the classroom.

**Suggestion**

Having seen the research result, the researcher may suggest something to improve the teaching learning activity especially in teaching speaking, the The suggestion of this research is defined as follows :

1. Active debate is a good learning model to improve the speaking skill, the teacher can apply this method to improve the student speaking skill.
2. From this research, the researcher hope the students can be active in teaching learning especially in speaking to explore the skill.
3. To the others researchers, it can be help to get more information in active debate learning and use active debate to improve other skill in english

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