

CHAPTER III

RESEARCH METHOD

This chapter covers the description of research methodology including research design, setting and subject of the study and procedure of the study that consist of preliminary action and four steps in action research; planning, implementing the action, observing (data and source and technique collecting data) and reflecting.

A. Research Design

Based on Yoseph and Yoseph in Sukardi (2008: 3), research is the way of observation or inquiry which having the purpose to search the problem solving or process of finding whether both discovery and invention. Basically, there are two types of research method, qualitative and quantitative researches. The terms “quantitative” and “qualitative” are used frequently to identify different approaches to research. Traditionally, both quantitative and qualitative research studies are conducted in education (McMillan, 1993:14). But some experts also include other types of research design. It is Classroom Action Research (CAR).

This research was conducted by Classroom Action Research in second grade of science 2 at MAN Kota Blitar. Classroom Action Research (CAR) is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom (Shofiya et al, 2015: 25).

According to Bernhard *et al* (2011: 1), Classroom Action Research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. Dave Ebbut in Rochiati (2010: 12) stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions. Latief (2011) stated that Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. Arikunto (2008: 104) stated that 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.

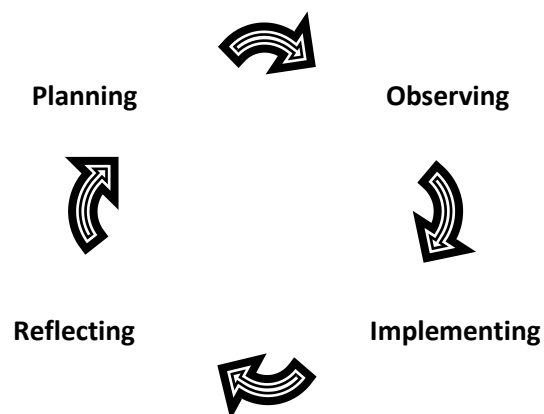
Furthermore, According to Harmer (2003: 334), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures. Kemmis and Mc. According to Taggart in Nunan's book (1993) action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 42

“action research”, the essential impetus for carrying out action research is to change the system.

Sukardi (2013: 3) added that Classroom Action Research make up the development of applied research. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within ones classroom and to use that knowledge to increase teaching efficacy/student learning.

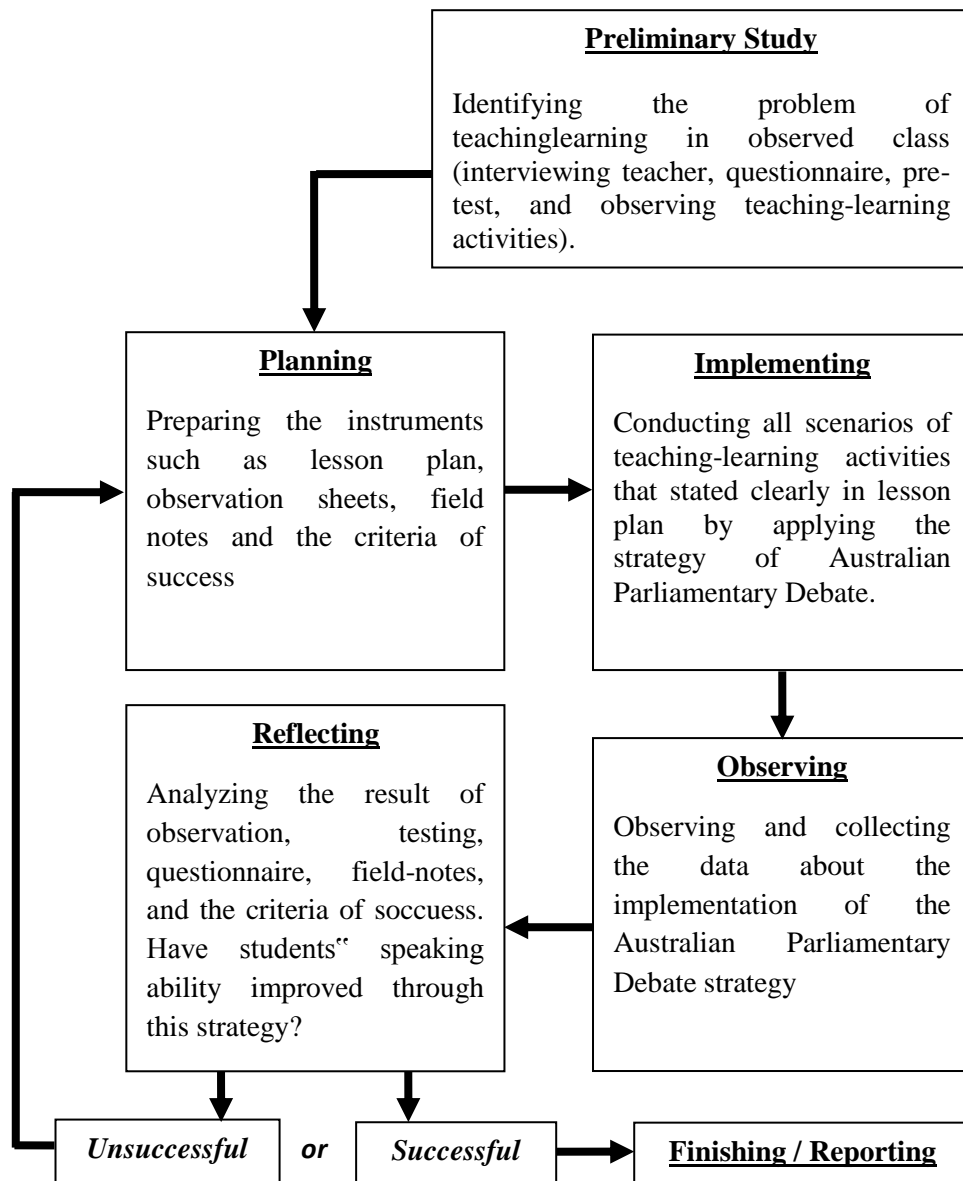
In the Classroom Action Research, the researcher was offered to serve the innovative instructional strategy. The strategy must be applicable and guaranteed the students improvement. This research conducted Classroom Action Research by applying Australian Parliamentary Debate as the strategy to improve the students’ speaking ability. The researcher acted as the English teacher to plan, implement, observe and reflect the students’ activities during the process of teaching-learning.

Figure 3.1 Stage of Classroom Action Research



The whole activities Classroom Action Research that the researcher did to improve the students' speaking ability could be designed as the diagram below:

Figure 3.2 Classroom Action Research Design



Planning is the first step of the cycle concerned with teaching preparation designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media used, and the task given to the students as the evaluation of the applied technique. Then, the implementation or action is conducted to gather the data needed in the study and make sure that the learning-teaching activities being conducted in line with the prepared lesson plan. Action involved the improvement of practice, the improvement of understanding individually and collaboratively and improvement of the situation in which the action takes place. The third step is observation. Observation is to see and document the implication of the action which was given to the subject/s. The last, reflecting of an action, the activity focused to analyze the collected data from each cycle to determine whether or not a following cycle is necessary to be conducted.

B. Subject and Setting of the Study

The subjects of this study were the students of 2nd grade of Science 2 at MAN Kota Blitar. It was done on February, 11th 2016 up to March, 24th 2016. It covered up 6 meetings of 2 cycles. After doing the preliminary study by interviewing English teacher, giving questionnaire to the students and having speaking test, the researcher found some speaking teaching-learning problems occurred in that class. It involved the students' speaking achievement, students' motivation, teacher's strategy, and students' ability in some aspects of speaking, etc.

C. Procedure of the Study

This research used a Classroom Action Research. The method is to know how the teacher can organize the teaching and learning condition from their own experience. The teacher can try an idea as reparation in their teaching-learning process and look at the real effect. In Classroom Action Research, there are four components for each cycle. It consists of planning, implementing, observing and reflecting. Furthermore, planning could be divided into four steps; they were socializing the research program, providing the suitable strategy, designing a lesson plan and preparing the criteria.

Before elaborating the procedure of the study covering planning, implementing, observing and reflecting, this part is initiated by describing the result of preliminary study. Preliminary study is important for researcher to design the modified strategy which would be applied in Cycle I.

The preliminary study was done on February, 11th 2016. In the preliminary study researcher found the real condition of process teaching-learning involving the understanding about the condition of the class which would be acted the strategy such as doing speaking test to know how far they have mastered speaking, observing the students behavior and motivation, giving the questionnaire to know students' problem and interviewing the English teacher for any problems which teacher confront during teaching-learning speaking.

The preliminary test was to administer the students' ability in speaking English before getting the strategies of Australian Parliamentary Debate. Students were asked to give the opinion toward the topic that stated on their English book, "THW Ban cars in the city". Individually, they pointed on their opinion toward that topic only 2 minutes allowed. Based on the results speaking test, students could pass the speaking test if they reached ≥ 75 , but the researcher obtained that all of students did not pass speaking test. The highest score was only 70 and the lowest score was 33, with the average score was 43,9. It was horrifying seeing the students' ability in speaking.

Furthermore, the researcher also conducted the questionnaire to know what exactly the problems in learning speaking English that faced by each student. The questionnaire actually only asked about the students' problem in learning speaking English. They could state in written form any kinds of the problem that they faced.

Researcher found that students of 2nd grade have complicated problems in learning speaking. Mostly, students stated that lack of vocabularies, confuse to arrange sentence that they want to say, could not pronoun the words properly, did not understand with teacher's explanation, it could be caused teacher could not deliver material well or students did not keep attention on teacher explanation, seldom practice speak English, did not have confidence to speak English, could not transfer L2 meaning to L1 correctly, not able to build conversation whether opening conversation or responding the speaker. Minority, some of them stated that analyzing the text

is necessary for them in improving students' insight, but they did not do it well, they confuse to reply back in conversation and confuse to use the English accent properly as well as some of them did not interest to learn speaking English.

It could be simplified that problems were in term of vocabularies, grammar, pronunciation, teacher's strategy, anxiety, confidence, practice, students' interest, translate, and insight.

Additionally, the researcher interviewed English teacher to know the teaching-learning problem based on English teacher's statements. The researcher mentioned eight questions enough. There were about the problems of teaching students in speaking, standard minimum score for students 2nd grade at MAN Kota Blitar, the general class condition, the strategies in teaching speaking, and lastly asked about Australian Parliamentary Debate.

The first point was about the problem of teaching speaking. The English teacher stated that the problem actually came from students. Students lacked in vocabulary, grammar, and confidence during speaking. They seldom practiced speaking during teaching-learning process although teacher has asked them. Most students were not active in every meeting of teaching-learning English whereas they actually were competence at written test.

If they seemed confused what teacher explained, they were worried to ask directly to the teacher, they were not confidence to point out. It made the English teacher confused how to make students want to be active

and practice speaking English in every communication whether in or out class.

The English teacher said, that teacher must be active in every activity. 48

Secondly was about the standard minimum of speaking test and what curriculum was used. The English teacher said that the standard minimum was 75. They must reached 75 to getting pass the speaking test. Then the curriculum applied was 2013 curriculum.

The third point was about general class condition. The English teacher said that the 2nd grade of science 2 was favorite female class. There were 31 students. Generally, the students were smarter enough and more competence than the other class in same grade. They actually had good responsibility, but most of them were not confidence enough to speak moreover public speaking. Teacher must give more motivation to students in term of confidences.

Fourth point was strategy that has been used in teaching speaking. The English teacher said that his strategy was asking students practice speaking English during the process of teaching-learning process. In a fact, they still did not do it. They were passive enough to practice speaking.

Lastly, the researcher asked about the strategy of Australian Parliamentary Debate. The English teacher said that speaking is one of English skill which seldom applied here; it was dominated teaching reading and writing. He thought that debate is difficult activity to implement for senior high school, seeing the students' ability in speaking is not good enough. Then, the English teacher argued that it probably could be applied but need more

time conducting it. Finally, the English teacher supported over that this program was successful for 2 cycles only.

As we know that in senior high school level, students should have been able to speak English in daily activities, even formally doing debate forum. It was extremely possible for them. There were some other schools which join the debate competition and have a good speaking. Hence, seeing the results of preliminary study, researcher applied the Australian Parliamentary Debate as the way to solve those problems. Although, it needed more time in order to students master speaking English by that strategy, but it has affected the students in improving their speaking ability. Then the researcher presented the procedure of study covering planning, implementing, observing, and reflecting.

1. Planning

Planning is the first step to prepare the teaching design which would be conducted in a class. It was made on the basis of analyzing problems found in the preliminary study. The researcher stacked out the effective strategy and thought how students can improve their speaking ability. The preparation was made by the researcher before actions of the cycles were given to the students in class. They are some aspects of planning which concerning with (a) Socializing the research program, (b) Providing a suitable strategy, (c) Designing a lesson plan, (d) Preparing the criteria of success and (e) Training the collaborator teacher.

a. Socializing the Research Program

To get an approval for conducting the research, the researcher proposed the research proposal to the master of MAN Kota Blitar to inform the purpose of conducting the study. After getting permission, the researcher met the English teacher to ask for any information about the English class. Then the researcher socialized the research program to English teacher. The researcher shared the main point of the research program, the activity in research and also the time table of the research.

Although English teacher did not believe completely this strategy would be effective applied in that class, but by clarifying teacher about simple and modified debate used and persuading that it would be effective, teacher gave permission to conduct this research only for two cycles. During conducting research teacher accepted the scenario of study and would monitor the process of implementation in the class. The activities and time table to apply the innovative instructional strategy were presented in the following subheading.

b. Providing the Strategy

After knowing the class problem, the researcher made up the suitable strategy to solve those problems. The researcher applied an innovative instructional strategy, namely Australian parliamentary Debate. Based on the researcher's experiences, it was able to improve the speaking ability. Additionally, the topic of subject was asking and

giving opinion. It would contribute much over toward their instructional goal.

Basically, Australian Parliamentary Debate was about debate forum which consist of debaters, adjudicators, chairperson, and timekeeper. The format of exhibition was 2 groups (affirmative and negative) which one group consists of 3 people doing battle of arguments based on their job allotment.

For this strategy, the researcher just engaged students to be debaters and adjudicators. The role of chairperson and timekeeper did not contribute more toward the topic of the subject, thus they would be played by researcher.

Then students would be divided into 2 parts; debaters and adjudicators. Because the number of students at the class was 31, so it must be divided into 8 groups for 24 debaters and 7 adjudicators. They would be trained as their job in debate.

The modified strategy of Australian Parliamentary Debate can be arranged as below:

- 1) Teacher explained the Australian Parliamentary Debate by explanation and showing video.
- 2) Teacher prepared two motions debate.
- 3) Teacher prepares the articles.
- 4) Teacher divided students into 2 position; debater and adjudicators.

Dividing the number of debater was preceded to fit the group of

debate which consists of 3 students for each group, and then remaining students were selected to be adjudicators.

- 5) Teacher divided the debate battle list with which adjudicators take a work.
- 6) Teacher distributed the article.
- 7) Teacher asked students to make a group and discuss the motion (15 minutes).
- 8) Teacher prepared the Australian Parliamentary Debate exhibition format. The practice of debate is conducted together at the time. It means that 4 battles groups are doing the Australian Parliamentary Debate at the time in the each certain area of the class.
- 9) Teacher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition. Here, the researcher was as time keeper and chairperson for all groups.
- 10) The role of Australian Parliamentary Debate Exhibition are:
 - a) Chairperson opens the debate exhibition, present the debate motion, and introduce all debaters.
 - b) Speech is preceded by 1st speaker of affirmative, continued by 1st speaker of negative, then rebutted by 2nd speaker of affirmative, then 2nd speaker of negative, added by 3rd speaker of affirmative, lastly, 3rd speaker of negative.
 - c) Here is no replier.

d) Teacher offered adjudicators to adjudicate the debaters' performance.

11) Teacher reviewed all of the materials in every meeting.

Those modified strategies have proposed to the English teacher, English teacher supported over to apply those strategies at the class. Regarding to those effective modified strategies of Australian Parliamentary Debate, the researcher could solve practical problems occurred in the classroom with 2 cycles.

Furthermore, to reach the targeted solving problem such as vocabulary, grammar, pronunciation, etc. The researcher planned solving those problems and applied them gathering the process of implementing strategy stated above. Here, the researcher described how the problems that students confront in learning speaking will be solved, those were:

- 1) The researcher could solve the problem of "vocabulary" by giving students some issues to be built up. It must be that students would read a lot some materials on article or any forms of news. It would rich the student's vocabularies. To fossilize those vocabularies, students tried to state out it into opinion. If students did the debate many times, automatically they have developed their vocabularies.
- 2) To solve the problem of "constructing grammar structure", the researcher got that there were most of people who assume that in speaking, grammar was not a prior, but it should be considered. By

debate, they got any formal references by reading and collecting the materials on a book or journal. Whilst those process, they learned grammar indirectly from the text performed. If they did not understand the grammar structure, directly they could ask to researcher how the correct form was.

- 3) If there were some incorrect pronunciation, researcher noted first the wrong word's pronunciation during the process then justified at the end of debate (reviewed in the end of meeting). It was applied to solve the problem of "pronunciation".
- 4) To solve the problem of "confusing of teacher's explanation", the researcher explained the materials briefly and clearly without make students bored. Researcher asked after explain the materials, if students still confused, researcher repeated materials.
- 5) By debate exhibition, students would have many times of practice. Researcher forced them to prepare what they want to say in break down motion. So that students had more time to "practice speaking English".
- 6) To solve the "students" anxiety", debate taught students to practice persuading, conveying et al. indirectly they have practiced public speaking in front of class. Researcher would motivate them in every meeting; then students decreased their anxiety to speak English.

- 7) Researcher recommended the strategy to solve the problem of “transfer meaning” with asking students to get practice more to translate L2 into L1 during case building; they would translate any materials such as articles by discussing together with their friend.
- 8) To solve “building conversation”, by debate exhibition, researcher forced students to point out what their opinion based on their position in debate (1st, 2nd or 3rd speaker). Researcher as the chairperson during exhibition called of all debaters in a certain time. It must taught students one way how to build the conversation, by debate forum.
- 9) Text analysis was the key way for debaters if they want to win the debate battle. Students automatically felt on the competition, so that it increased their effort to break the topic and analyzed critically the text given. It was to solve students in a problem of “analyzing text”.
- 10) By the time limitation which offered for students, just 3 minutes researcher allowed, students had to use the served time to point out their opinion. It solved the problem of “late responses”
- 11) Researcher tried to teach students with interesting, asked students if they feel so bored. But, debate forced students to do many activities; break down motion, job allotment, speech, etc. it made students feel having a short time in a debate.

12) Researcher asked students to listen their opponent speaker if they would rebut the arguments. Yet because this strategy was tended to speaking ability, it would not give big effect for improving their listening skill.

c. Designing the Lesson Plan

The researcher prepared the steps and the activities applying those modified strategies by Australian Parliamentary Debate. In this section, the researcher provided lesson plan which contained of course identity, core competence, basic competence, learning outcome, instructional model, teaching activities, media, instructional source and tools, and the materials.

1) Lesson Plan Cycle I

As the instruction for conducting strategy in Cycle I, the researcher designed lesson plan as below:

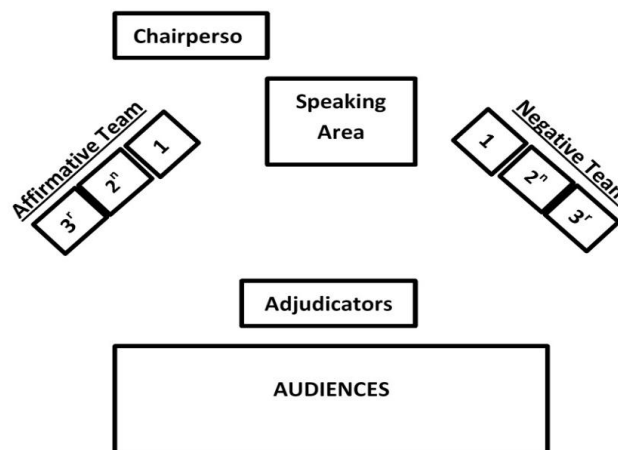
Table 3.1 Lesson Plan of the First Meeting of Cycle I

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Topic	Giving and Asking Opinion	Time Table	2 x 45
A. Core competence			
<i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i>			
<i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i>			
<i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban</i>			

<i>terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i>	
<i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i>	
B. Basic competence	
<p><i>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i></p> <p><i>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i></p> <p><i>3.10 Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i></p> <p><i>3.12 Menyebutkan fungsi social dan kebahasaan dalam lagu</i></p> <p><i>4.14 Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i></p> <p><i>4.16 Menangkap pesan dari lagu</i></p>	
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
<p>Approach : Communicative Approach (Based on Heaton's Language Teaching Approaches Classification)</p> <p>Method : CLT (Communicative Language Teaching)</p> <p>Model : Australian Parliamentary Debate</p>	
Time/Duration	Teaching Activities
Pre-teaching activity (5 minutes)	<ul style="list-style-type: none"> • Researcher greets students. • Researcher ask students to pray together • Researcher checks students' attendance.
Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher asks some questions related to material <ul style="list-style-type: none"> ○ Do you ever have different opinion with your friend? ○ What do you say to your friend if you disagree with his opinion? • Researcher explains the material about asking and giving opinion. • Researcher explains the steps in debating • Researcher shows the debate exhibition video

	<ul style="list-style-type: none"> • Researcher asked students to do debate by teacher’s instruction (simple simulation of some students) • Researcher divides the groups which consist of 3 members of each group. Some of them will be the adjudicators. • Researcher gives motion or topic for debating. There are 2 topics. It is chosen by students which topic will be debated. “THW ban cigarette” “THBT all education should be free” • Researcher distributes the article in order to support students in giving opinion. • Researcher asks students to search any others materials if needed 		
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class 		
E. Media, Instructional Source and Tools			
Media Instructional Source Tools	: Students’ Debate Simulation : Book : White board, Board marker, Chairs, and Clock		
F. Materials			
<p>“Asking and Giving Opinion”</p> <p>Do you know what kind of activity indicated by the picture above? Yes, this is an example of debate. Debate allows us to express our opinion towards something. In this chapter, we will learn how to ask and give an opinion.</p> <p>Here some expression you can use to give your opinion and ask for your partner’s opinion. You will need to use these expressions in a discussion activity</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Giving your opinion <ol style="list-style-type: none"> a. I think.../I don’t think... b. I believe.../ I don’t believe... c. In my opinion,... d. For me,... e. Personally, I think... </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 2. Asking for someone’s opinion <ol style="list-style-type: none"> a. Dou you agree? b. What do you think? c. What do you think that’s right? d. What’s your view? e. Are you OK with that? </td> </tr> </table> <p style="text-align: center;">Debate Rules and Speaker’s Rule</p> <p>Debate exhibition has some rules that are brought structurally. Here, we know how the debate is going on. As the previous explanation, in debate we have debaters, adjudicators, chairperson, timekeeper, and audience if needed. (This part is for the Australian Parliamentary Debate’s format). The format of placement for debate exhibition is showed as below:</p>		<ol style="list-style-type: none"> 1. Giving your opinion <ol style="list-style-type: none"> a. I think.../I don’t think... b. I believe.../ I don’t believe... c. In my opinion,... d. For me,... e. Personally, I think... 	<ol style="list-style-type: none"> 2. Asking for someone’s opinion <ol style="list-style-type: none"> a. Dou you agree? b. What do you think? c. What do you think that’s right? d. What’s your view? e. Are you OK with that?
<ol style="list-style-type: none"> 1. Giving your opinion <ol style="list-style-type: none"> a. I think.../I don’t think... b. I believe.../ I don’t believe... c. In my opinion,... d. For me,... e. Personally, I think... 	<ol style="list-style-type: none"> 2. Asking for someone’s opinion <ol style="list-style-type: none"> a. Dou you agree? b. What do you think? c. What do you think that’s right? d. What’s your view? e. Are you OK with that? 		

Australian Parliamentary Debate Format



Firstly, Mr./Mrs. Chairperson open the debate. Chairperson introduces both of team and decides the position of team, as the affirmative or negative team. It is continued by announcing the motion weather impromptu or prepared motion. The chairperson calls the first speaker of affirmative to deliver the speech – first speaker of negative team – second speaker of affirmative team – second speaker of negative team – third speaker of affirmative team – third speaker of negative team – replier of negative team (between first or second speaker) – replier of affirmative team (between first or second speaker)

Resources:

Quinn, Simon. *Debating*. 2005. Australian : Brisbane, Queensland D'cruz, Ray. 2003. *The Australia-Asia Debating Guide*. North Melbourne : The Australian Debating Federation.

Table 3.2 Lesson Plan of the Second Meeting of Cycle I

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Material	Giving and Asking Opinion	Time Table	2 x 45
A. Core competence			

<i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i>	
<i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i>	
<i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i>	
<i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i>	
B. Basic competence	
<i>1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i>	
<i>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i>	
<i>3.10 Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i>	
<i>3.12 Menyebutkan fungsi social dan kebahasaan dalam lagu</i>	
<i>4.14 Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i>	
<i>4.16 Menangkap pesan dari lagu</i>	
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
Approach : Communicative Approach (Based on Heaton's Language Teaching Approaches Classification)	
Method : CLT (Communicative Language Teaching)	
Model : Australian Parliamentary Debate	
Time/Duration	Teaching Activities
Pre-teaching activity	<ul style="list-style-type: none"> • Researcher greets students.

(5 minutes)	<ul style="list-style-type: none"> • Researcher ask students to pray together • Researcher checks students' attendance.
Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher asks students to prepare the materials in conducting debate • Researcher asked students to make a group and discuss the motion (15 minutes) • Researcher prepared the Australian Parliamentary Debate exhibition format. The practice of debate is conducted together at the time. It means that 4 battles groups are doing the Australian Parliamentary Debate at the time in the each certain area of the class. • Researcher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition. Here, the researcher was as time keeper and chairperson for all groups. • The role of Australian Parliamentary Debate Exhibition are: <ul style="list-style-type: none"> a. Chairperson opens the debate exhibition. Collectively, the chairperson opens the debate. b. Speech is preceded by 1st speaker of affirmative, continued by 1st speaker of negative, then rebutted by 2nd speaker of affirmative, then 2nd speaker of negative, added by 3rd speaker of affirmative, lastly, 3rd speaker of negative. (around 4 minutes per debater) c. Here is no replier. d. Chairperson offered adjudicators to adjudicate the debaters' performance. • During the debate, researcher monitors the students. • The debate is done twice
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class
E. Media, Instructional Source and Tools	
Media	: Australian Parliamentary Debate Video
Instructional Source	: YouTube
Tools	: LCD, Laptop, Mini Sound
F. Materials	
Speakers' Job Description	
<p>First speaker of affirmative:</p> <ol style="list-style-type: none"> 1. Opening the speech by delivering formal introduction; 2. Clarify the definition, and any other definitional; 3. Delivering affirmative team's case approach - the split - an outline of argument; 4. Extending the arguments; 	

5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

First Speaker of Negative:

1. Opening the speech by delivering brief introduction;
2. Perceiving the affirmative's definition by agreeing or disagreeing (rebutting the definition is allowed)
3. Delivering negative team's case approach - the split - an outline of argument;
4. Extending the arguments as contradictory with affirmative;
5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

Second Speaker of Affirmative:

1. Opening the speech by delivering brief introduction;
2. Rebutting the first negative arguments
3. Delivering a brief link to the team's case approach and an outline of argument
4. Extending the arguments as strengthen the affirmative.
5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

Second Speaker of Negative:

1. Opening the speech by delivering brief introduction;
2. Rebutting the second affirmative arguments
3. Delivering a brief link to the team's case approach and an outline of argument
4. Extending the arguments as strengthen the negative
5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

Third Speaker of Affirmative:

1. Opening the speech by delivering brief introduction;
2. Rebutting the second negative arguments
3. Delivering a brief link to the team's case approach and an outline of argument
4. Extending arguments and proofs based on the fact relating on their team arguments before.
5. Closing by giving semi-conclusion from her/his own speech shortly and clearly

Third Speaker of Negative:

1. Opening the speech by delivering brief introduction;
2. Rebutting the third negative arguments
3. Delivering a brief link to the team's case approach and an outline of argument
4. Extending arguments and proofs based on the fact relating on their team arguments before.
5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

Table 3.3 Lesson Plan of the Third Meeting of Cycle I

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Material	Giving and Asking Opinion	Time Table	2 x 45
A. Core competence			

<p><i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i></p> <p><i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i></p> <p><i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p> <p><i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i></p>	
B. Basic competence	
1.3	<i>Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i>
2.3	<i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i>
3.10	<i>Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i>
3.12	<i>Menyebutkan fungsi social dan kebahasaan dalam lagu</i>
4.14	<i>Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i>
4.16	<i>Menangkap pesan dari lagu</i>
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
<p>Approach : Communicative Approach (Based on Heaton's Language Teaching Approaches Classification)</p> <p>Method : CLT (Communicative Language Teaching)</p> <p>Model : Australian Parliamentary Debate</p>	
Time/Duration	Teaching Activities
Pre-teaching activity (5 minutes)	<ul style="list-style-type: none"> • Researcher greets students. • Researcher ask students to pray together

	<ul style="list-style-type: none"> • Researcher checks students' attendance.
Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher prepares all materials needed for speaking test such as debate exhibition area, adjudication sheet, and rubric. • Researcher call group 1 and group 2 to debate and continue on for the next group, minimally each speaker and adjudicators speak up to 2 minutes only. • Researcher score the students' speaking ability
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class
E. Media, Instructional Source and Tools	
Media	: -
Instructional Source	: -
Tools	: Chairs, Clock, Adjudication Sheet, Speaking Rubric
F. Materials	
<i>(None)</i>	

2) Lesson Plan Cycle II

Because the result of Cycle I showed that the strategy did not improve all students' speaking ability yet, then, researcher modified again the more effective strategy which expected can improve all of students speaking ability. The design of lesson plan in Cycle II is presented below:

Table 3.4 Lesson Plan of the First Meeting of Cycle II

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Topic	Giving and Asking Opinion	Time Table	2 x 45
A. Core competence			

<p><i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i></p> <p><i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i></p> <p><i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p> <p><i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i></p>	
B. Basic competence	
2.1	<i>Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i>
2.3	<i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i>
3.10	<i>Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i>
3.12	<i>Menyebutkan fungsi social dan kebahasaan dalam lagu</i>
4.14	<i>Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i>
4.16	<i>Menangkap pesan dari lagu</i>
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
Approach	: Communicative Approach (Based on Heaton's Language Teaching Approaches Classification)
Method	: CLT (Communicative Language Teaching)
Model	: Australian Parliamentary Debate
Time/Duration	Teaching Activities

Pre-teaching activity (5 minutes)	<ul style="list-style-type: none"> • Researcher greets students. • Researcher asks students to pray together. • Researcher checks students' attendance.
Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher shows the result of speaking test • Researcher divides students into the new position (as the debaters or adjudicators) according to their result of speaking test. • Researcher divides the team of debaters • Researcher sets directly the next debate exhibition; what group will be the affirmative or negative, what group as their opponents, who will be the adjudicators, when will they get perform. • Researcher announces the motion debate “THW Ban Animal Testing”. • Researcher gives the articles with the new form; it consists on the information of the issues, the points and counterpoints of affirmative, and the points and counterpoints of negative. • Researcher gives students the example of debate outline under topic “This House Supports the Death Penalty”. It consists on the example debate sheet of 1st speaker, 2nd speaker, 3rd speaker of affirmative team and 1st speaker, 2nd speaker, 3rd speaker of negative team. • Researcher asks students to discuss with their new member in group. • Researcher asks to break down their motion and make an outline depending on their position in debate.
	<ul style="list-style-type: none"> • Beside it, researcher asks give the adjudication sheet for the adjudicators • Researcher asks also the adjudicators team to discuss what the issues exactly talk about and asks them to make outline. Here, researcher briefs adjudicators how to make outline as debater. • Researcher asks students to list any difficult words; pronunciation or meaning. • Researcher monitors students and walk around giving the instruction needed. • Researcher asks the list of difficult words and tells the correct one how to pronoun or what the meaning. • If students don't finish their outline, researcher asks to finish it at home and announce that it will be practiced in the next meetings.
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class
E. Media, Instructional Source and Tools	
Media	: PPT
Instructional Source	: Articles

Tools	: White board, Board marker, Chairs, and Clock
F. Materials	
1. Article “This House Supports the Death Penalty”	
2. Article “This House Would Ban Animal Testing”	

Table 3.5 Lesson Plan of the Second Meeting of Cycle II

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Topic	Giving and Asking Opinion	Time Table	3 x 45
A. Core competence			
<i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i>			
<i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i>			
<i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i>			
<i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i>			
B. Basic competence			

3.1	<i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i>
2.3	<i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i>
3.10	<i>Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i>
3.12	<i>Menyebutkan fungsi social dan kebahasaan dalam lagu</i>
4.14	<i>Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i>
4.16	<i>Menangkap pesan dari lagu</i>
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
Approach : Communicative Approach (Based on Heaton's Language Teaching Approaches Classification) Method : CLT (Communicative Language Teaching) Model : Australian Parliamentary Debate	
Time/Duration	Teaching Activities
Pre-teaching activity (5 minutes)	<ul style="list-style-type: none"> • Researcher greets students. • Researcher asks students to pray together • Researcher checks students' attendance.
Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher asks students to prepare the materials in conducting debate • Researcher asked students to make a group and discuss the motion (15 minutes) • Researcher prepared the Australian Parliamentary Debate exhibition format. The practice of debate is conducted together at the time. It means that 4 battles groups are doing the Australian Parliamentary Debate at the time in the each certain area of the class. • Researcher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition. Here, the researcher was as time keeper and chairperson for all groups. • The role of Australian Parliamentary Debate Exhibition are: <ol style="list-style-type: none"> a. Chairperson opens the debate exhibition. Collectively, the chairperson opens the debate.

	<p>b. Speech is preceded by 1st speaker of affirmative, continued by 1st speaker of negative, then rebutted by 2nd speaker of affirmative, then 2nd speaker of negative, added by 3rd speaker of affirmative, lastly, 3rd speaker of negative. (around 4 minutes per debater)</p> <p>c. Here is no replier.</p> <p>d. Chairperson offered adjudicators to adjudicate the debaters' performance.</p> <ul style="list-style-type: none"> • Researcher reminds students to don't forget when they speak up it must include of manner, matter, and method. • During the debate, researcher monitors the students. • The debate is done twice 	
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class 	
E. Media, Instructional Source and Tools		
Media	: -	
Instructional Source	: Articles	
Tools	: -	
F. Materials		
<i>(None)</i>		

Table 3.6 Lesson Plan of the Third Meeting of Cycle II

Name	Ulil Fuadah	School	MAN Kota Blitar
Subject	English (Speaking)	Class	XI MIA 2
Topic	Giving and Asking Opinion	Time Table	4 x 45
A. Core competence			
<i>KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya</i>			
<i>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran,damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i>			

<p><i>KI 3 : Memahami, menerapkan, menganalisis pengetahuan, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta merupakan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p> <p><i>KI 4 : Mengolah menalar dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.</i></p>	
B. Basic competence	
1,3	<i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</i>
2.3	<i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional</i>
3.10	<i>Menganalisis fungsi social struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya</i>
3.12	<i>Menyebutkan fungsi social dan kebahasaan dalam lagu</i>
4.14	<i>Menangkap makna dalam teks eksposisi analitis tentang topic yang hangat dibicarakan umum</i>
4.16	<i>Menangkap pesan dari lagu</i>
C. Learning outcome:	
Students are able to ask and give opinion	
D. Instructional Model	
<p>Approach : Communicative Approach (Based on Heaton's Language Teaching Approaches Classification)</p> <p>Method : CLT (Communicative Language Teaching)</p> <p>Model : Australian Parliamentary Debate</p>	
Time/Duration	Teaching Activities
Pre-teaching activity (5 minutes)	<ul style="list-style-type: none"> • Researcher greets students. • Researcher asks students to pray together • Researcher checks students' attendance.

Whilst activity (75 minutes)	<ul style="list-style-type: none"> • Researcher prepares all materials needed for speaking test such as debate exhibition area, adjudication sheet, and rubric. • Researcher call group 1 and group 2 to debate and continue on for the next group, minimally each speaker and adjudicators speak up to 2 minutes only. • Researcher score the students' speaking ability • Researcher asks students to share what words are difficult to pronounce. • Researcher notes any difficult words
Reviewing and Closing activity (10 minutes)	<ul style="list-style-type: none"> • Researcher reviews the activity • Researcher closes the class
E. Media, Instructional Source and Tools	
Media : - Instructional Source : - Tools : Adjudication Sheet, Rubric, Chairs, Clock	
F. Materials	
<i>(None)</i>	

d) Preparing the Criteria of Success

The criteria of success were set to see whether the implementation of the modified technique was successful or not. Classroom action research was believed to be successful if it can exceed the criteria which have been determined. The criteria of success were determined not only seeing the students score in speaking test, but also students' motivation and behavior, students' responses toward the strategy, target of the learning objectives and English teacher's assessment toward the strategy used.

In this classroom action research, the researcher prepared criteria of success in term of qualitative and quantitative. For

qualitative it could be seen from the result of field notes and observation sheet, whereas quantitatively criteria could be seen from the result of speaking test and questionnaire.

To know students' behavior in learning speaking during getting Australian Parliamentary Debate, the researcher used field note. The researcher assessed the activeness of the students during the process of teaching-learning by observing their behavior; it was successful if the students were active and confidence in the process of teaching-learning.

Students' responses were to know what students feel toward the teaching learning process. Did students enjoy the class? Could the activities solve their learning speaking problem? Could they speak English better?, etc. These were seen from the result of questionnaire. If the questionnaire showed 80% for optional answer "Yes", it indicated that the strategy was successful.

Besides, the quantitative terms, by asking the teacher, researcher had standard minimum score that must be reached by students, it was ≥ 75 . To assess the students speaking test, researcher used the speaking rubric as follow:

Table 3.7 Scoring Rubric of Grammar Competence

Score	Description
1	Grammar is almost incorrect during speech
2	Few correct grammar during speech

3	Almost a half of grammar in speech is correct.
4	More half pattern in speech are correct
5	Few errors, with no patters of failure
6	No more than two errors during speech.

Table 3.8 Scoring Rubric of Fluency Competence

Score	Descriptions
1	Speech is delivered word by word, and more than half of allowed times are wasted.
2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
3	Speech is very slow and uneven except for short or routine sentences
4	Speech is occasionally hesitant, overall speech is smooth enough, but still waste the time.
5	Speech is smooth, but sometimes sentences may be left uncompleted
6	No time is wasted. Totally, speech seems like native speaker

Table 3.9 Scoring Rubric of Vocabulary Competence

Score	Description
1	Vocabularies offer a simple sentence only.
2	Vocabularies limited to daily vocabularies
3	Vocabularies are not rich enough, but it was able to representative their arguments
4	Vocabularies are rich enough, but sometimes do not have any correlation with the topic
5	Vocabularies are rich, mostly cover the topics completely
6	Vocabularies are very rich, involves the vocabularies on the critical materials

Table 3.10 Scoring Rubric of Pronunciation Competence

Score	Description
1	Pronunciation is entirely unintelligible
2	Pronunciation is mostly unintelligible
3	Pronunciation is frequently
4	Pronunciation is adequately intelligible, few unintelligible pronunciations
5	Pronunciation is almost intelligible, just some unintelligible pronunciations
6	Pronunciation is extremely accurate and intelligible

Because the scoring rubric of speaking tests in a form of 1-6 scale, it needed to be formulated into 1-100 scale. The formulation used was:

Figure 3.3 Formulation of Scoring Speaking Test

$$S = \frac{x}{y} \times 100$$

Explanation :

S : students' score 1-100 scale.

X : students' score in 1-6 scale.

n : total speaking score of whole aspects in 1-6 scale [6 (the highest score) \times 5 (the numbers of aspects) = 30]

In this research, the researcher used mean formula to know the average of students' score and to check students' improvement in speaking.

The formula is as follow:

Figure 3.4 Formulation of Mean Class

$$Mean = \frac{\sum S}{N}$$

Explanation:

Mean : The average of students' score

$\sum S$: Total students' score

N : The number of students

Then, to know the percentage of students passing the test, the researcher used the formula of:

Figure 3.5 Formulation of Percentage of Speaking Test Score

$$P (\%) = \frac{n}{N} \times 100$$

Explanation:

P : The percentage of passing speaking test (%)

N : The number of students

n : The number of students who pass the test

Furthermore, to count the result of questionnaire in a percentage form, the researcher used the formulation as following:

Figure 3.5 Formulation of Questionnaire Result Percentage

$$P (\%) = \frac{n}{N} \times 100$$

Explanation:

P : The percentage of questionnaire result (%)

N : The maximum number of chosen optional answer (Yes/Bit/No)

n : The number of chosen optional answer (Yes/Bit/No)

2. Implementing

In this stage, the made planning above was implemented. The researcher implemented the Australian Parliamentary Debate which has been modified to improve the students' speaking ability. The researcher conducted teaching and learning based on the lesson plan. Entirely, this research was conducted for 2 cycles consist of 6 meetings. It was conducted on:

- a. First meeting of Cycle I was on February, 25th 2016.
- b. Second Meeting of Cycle I was on March, 10th 2016
- c. Third Meeting of Cycle I was on March, 17th 2016
- d. First Meeting of Cycle II was March, 24th 2016
- e. Second Meeting of Cycle II was March, 31st 2106
- f. Third Meeting of Cycle II was April, 7th 2016

The researcher implemented the strategy such as the lesson plan; it could be seen in the previous explanation.

3. Observation

Observing took an important part in the Classroom Action Research. According to Burns (2010: 8) observation is a data collection phase where you use "open eyed" and "open-minded" tools to collect information about what is happening.

Observing is the process of collecting the data indicating the success of the strategy in solving the classroom problems. It was intended to find out the effect of the implementation of the modified strategy. In

this research the researcher collected the data through doing interview, doing observation, making field note, distributing questionnaire and administering test.

a. Observation

Here, the researcher prepared the observation sheet for English teacher and researcher herself. It was to observe how strategy implemented at the class. According to Cook *et al* (2004), observation becomes a scientific technique when it (1) serves formulated research purpose, (2) is planned systematically, (3) is recorded systematically and related to more general propositions rather than being presented as reflecting a set of interesting curiosities, and (4) is subjected to checks and controls on validity and reliability.

In this case, the observation done by researcher was to observe the students' behavior. Whereas English teacher Observation sheet was to know the implementation of the strategy, how effective the strategy could solve the student's problem in speaking English.

b. Questionnaire

Questionnaire is a list of questions that several people are asked regarding to the purposed case of the research (Achmadi & Narbuko, 2012 : 76). It requires much less skill to administer than an interview; in fact, questionnaire are often simply mailed or handed to respondents with a minimum of explanation. Further, questionnaires

can often be administered to large number of individuals simultaneously (Cook, Selltiz & Wrightsman, 2004 : 294).

The questionnaire of the research was to know the responses of students toward the teaching-learning process by employing Australian Parliamentary Debate. Did they enjoy the class and did not feel frustrate to learn speaking? the researcher would also know the students motivation in learning speaking. The researcher made questionnaire check list that would be checked by all students.

c. Test

According to Brown (2004: 3) test is a method of measuring a person's ability, knowledge, or performance in a given domain. Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Test may be constructed primarily as divides to reinforce learning and motivate the students' performance in the language.

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher used an achievement test to measure the student's progress in speaking. The forms of test are spoken test in the form of Australian parliamentary Debate. Here were five aspect of assessment speaking; vocabulary, grammar, fluency,

comprehension, and accent. Speaking test was done at the end of cycle, exactly at every third meeting.

d. Field Notes

According to Bogdan and Biklen (2011 : 186) in Moleong's book said that written notes about what being heard, seen, occurred, and taught in order to collect any information and reflection toward the data collected. The researcher wrote any information in form of points then changed it into a good paragraph. Field notes were done from preliminary study until the last meeting of Cycle II.

Field notes here was important to know the students' behavior. The researcher noted the activity during teaching-learning process. It will be useful to know the students' improvement in doing seriously the activities of teaching and learning. Moreover, the students' responses could be also seen from this way.

4. Reflecting

After doing the observation, the researcher did next step that was to reflect the strategy. The aim of this phase was to analyze the collected data through doing interview, doing observation, making field note, distributing questionnaire and administering test. Through this phase the researcher could find out whether the research problem was solved or not and whether there were problem appear during the acting phase.

Beside the researcher could make a decision whether the study would be continued to the next cycle or it was stopped. In conclusion, the collected data through doing interview, doing observation, making field note, distributing questionnaire and administering test are used to revise the planning in the first cycle to be implemented in the second cycle if the criteria of success of the study have not been achieved yet and the study has to be continued to the next cycle.

After all the data were collected by using some instruments, the next step was data analysis. To analyze the data, the researcher attempted to compare the students' score with the criteria of success.

Firstly, quantitative data from the result of speaking test 1 would be analyzed. As mentioned above that the students could pass the test if their score was ≥ 75 . In fact, based on the result of speaking test 1, there were 18 students whom passed the test. The remains were failing in speaking test, it was 13 students. It happened because the failed students did not prepare the material seriously. Students still confused about what they would say, whereas the researcher has given any materials and the strategy to point out the arguments. Beside it, it was the first time for them doing debate. The other factors like anxiety, low skill, and low motivation affected them in speaking test. But, if it was compared with the preliminary result, students have improved their speaking ability.

The result has showed that the strategy has improved the students' speaking ability although some of them still failed in the speaking test at

Cycle I. In the preliminary study, researcher found the class average of speaking test was 43.9, after conducting the strategy by Australian Parliamentary Debate students reached class average up to 68.9. It was also showed by the number of passing the speaking test, the preliminary study found that all of students did not pass the speaking test, but in the Cycle I researcher found 18 students have passed the speaking test.

Absolutely, it indicated that the strategy of Australian Parliamentary Debate continuously effective for improving student' speaking ability. But, to cover all students in passing the speaking test and getting score of ≥ 75 , the researcher had to continue the strategy to Cycle II. It would give the other modified strategy which focus on the 18 students whom did not pass the speaking test in Cycle I. After applying the new modified strategy of Australian Parliamentary Debate, the researcher did the speaking test. The result was extremely surprised. All students finally passed the speaking test with average 84.73. All students got score of ≥ 75 . It means that the strategy was successful for improving students' speaking score after having Cycle II. The researcher has reached the indicators of success in term of students' speaking score.

Secondly, the result of questionnaire that was provided to all students for every cycle about students' response toward teaching-learning activity by Australian Parliamentary Debate could be showed in the next page:

Table 3.11 The Result of Questionnaire

Cycle	Optional Answer			Student Comments
	Yes	Bit	No	
I	65 %	31 %	4 %	About 16 students still had problems of vocabularies, grammar and pronunciation. But, most of them enjoy the teaching-learning activity.
II	72 %	25.5 %	2.5 %	Not more 10 students still had problem of vocabularies and grammar and they really enjoyed and interested in teaching-learning activity.

The table above showed that the strategy of Australian Parliamentary Debate affected students' motivation in learning speaking. Based on the result of Cycle I and Cycle II, 65% and 72%, more than half students stated "Yes" at the optional answer, it indicated that students appreciate more toward the strategy applied.

Thirdly, qualitatively the researcher had data from field note that showed the students' behavior and students' responses during teaching-learning process. Actually, students were controllable. All of students were female. The atmosphere at the class was quiet enough from preliminary study until the last cycle although there were still 2 or 3 students whom talk by themselves and did not keep attention toward instruction or explanation.

But from the preliminary study, the researcher found that students were not really active during the process. After giving the modified

strategy of Australian Parliamentary Debate, the researcher controlled over every students to be active in every activity. Researcher gave activities as full as possible to practice, construct the motion, and discussed. After doing the Cycle I, the condition of class was active enough. Actively, students did all researcher instructions. They asked if there was any unclearly instruction, asking what are the meanings of some vocabularies, how to construct the sentence, what is their job allotment exactly, etc. This strategy has built up continuously the students' activeness.

During Cycle II, researcher always motivated them and gave the more applicable strategy that make them did not really frustrate doing debate. They were so cooperative and more active in every activity. It made the modified strategy of Cycle II applied easier, and then they obviously improved their speaking ability. It affected their performance at the final speaking test; they were confidence enough to point out the arguments. Finally, their score at the last speaking test was so satisfying.