

**TEACHING SPEAKING THROUGH DEBATE TECHNIQUE  
IN LEMBAGA PENGEMBANGAN BAHASA ASING ( LPBA) NURUL  
JADID PAITON PROBOLINGGO**

**AN UNDERGRADUATE THESIS**

Presented to the Faculty of Tarbiyah and Teacher Training  
In Prtial Fulfillment of the Requirements  
For Degree of Strata-1  
English Education Department  
Faculty of Tarbiyah and Teacher Training



By:

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**IAIN JEMBER**

**INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM**

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**THE IMPLEMENTATION OF DEBATE TECHNIQUE IN TEACHING  
STUDENT' SPEAKING SKILL OF LEMBAGA PENGEMBANGAN  
BAHASA ASING ( LPBA) NURUL JADID PAITON PROBOLINGGO**

**UNDERGRADUATE THESIS**

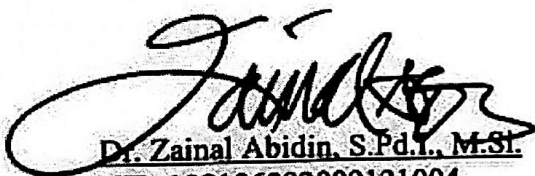
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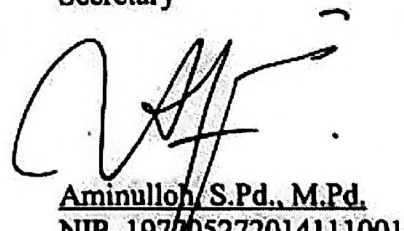
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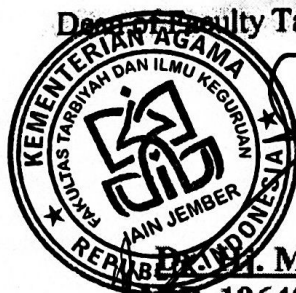
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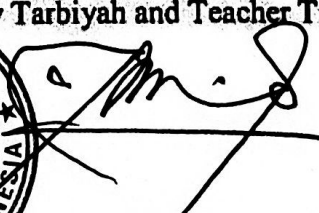
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## MOTTO

رَبِّ إِنِّي لِمَا أَنْزَلْتَ إِلَيَّ مِنْ خَيْرٍ فَقِيرٌ

**My lord! I am needy of whatever good thou sendest down for me. (Q.S al-Qashash: 24) <sup>1</sup>**

**“Learn and Learn”**

**IAIN JEMBER**

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<sup>1</sup> Kementerian Agama Republik Indonesia, *al-Qur'ân al-Karîm dan Terjemahnya*, (Surabaya: Halim, 2014), 388.

## DEDICATION

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, prophet Muhammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, the researcher got many guidance and motivation from people around her. It is the great honor for the writer to make dedication to convey her sincere gratitude for people who support the writer from the beginning until finishing this undergraduate thesis. In occasion, she presents great honor to;

1. The most special person, her beloved parents and my husband ( Hakiki and Supik) and ( Fahrur Rosyi), have given their support during her study and her process in writing this research. She thanks for their kindness and patience.
2. Badrus Samsi, Idris Salam and Ira Sabela ( sister and brother) hemi, diana. beloved friend, thank you for his patient and big support.
3. Beloved friend (C9 No:5), Surin Soh, Sofiana, Hindun prastuti, Hikmatul Hasanah, Suciati Ningsih, Wardatul firdausiah, and All of Affection Class member who support and help the researcher during writing this undergraduate thesis.

## PREFACE

In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, propher Muhammad, his family, his companions, and all of his followers.

It is the great nonor for the writer to make acknowledgment of indebtedness to convey her sincere gratitude to the help in finishing this undergraduate thesis.

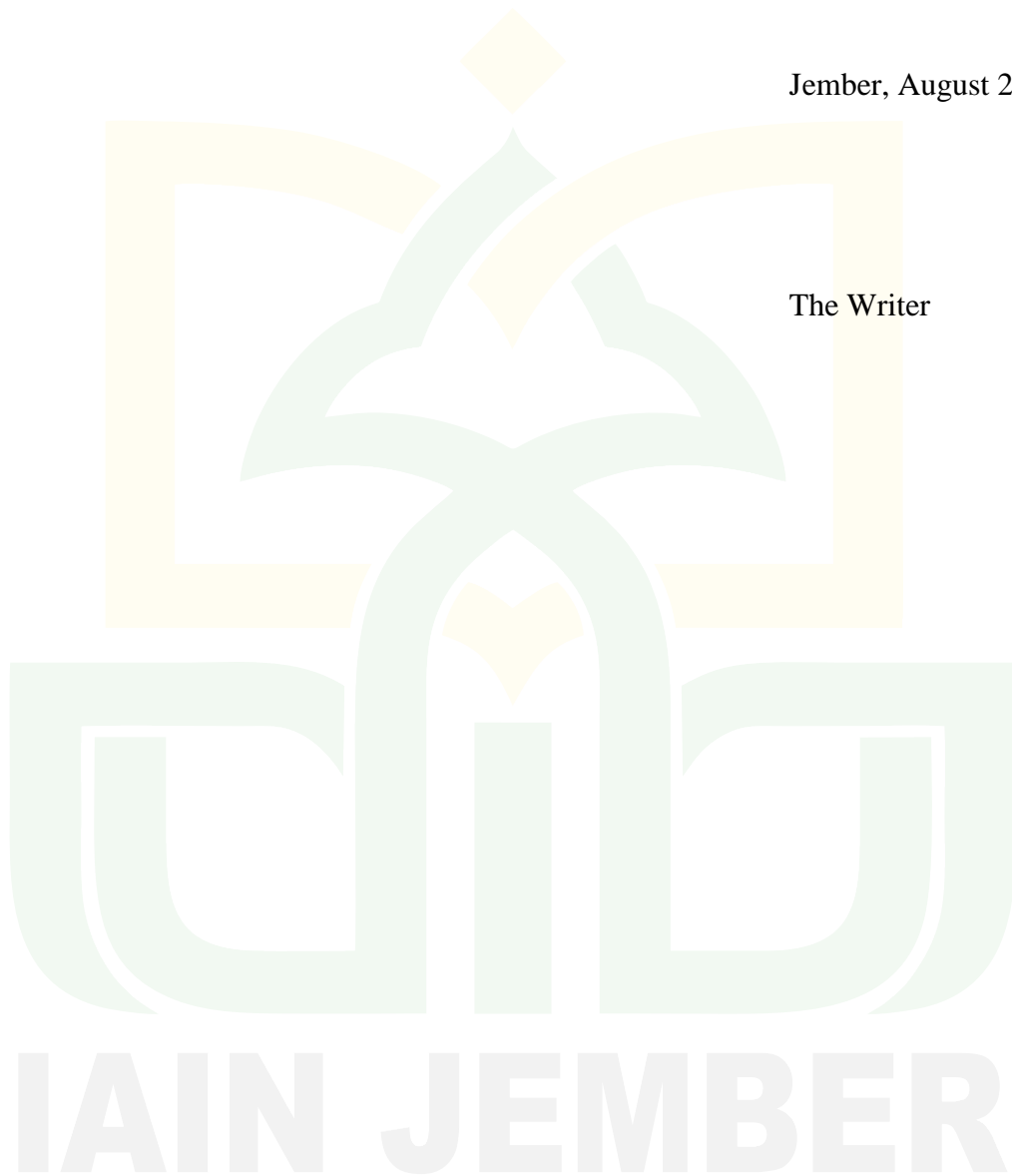
Alhamdulillah, the researcher has finished this undergraduate thesis. Absolutely it is not an effort by herself alone, there are many " hands" which help her. In this occasion, she presents great honor to:

1. Mr. Prof. Dr. Babun Soeharto, SE., MM. As Rectorof IAIN Jember
2. Mrs. Dra. Hj. Mukni'ah, M.Pd.I as Dean of Faculty of Tarbiyah and Teachers Training of IAIN Jember
3. Mr. As'ari, M.Pd.I as Head of English Education Departement IAIN Jember.
4. Mrs. DewiNurulQomariyah, M.Pdas the Advicer who has patiently given valuable advice andguidance to this research.
5. K. Muhammad al- Fayyadl, M.Phil as Directur of LPBA Nurul Jadid and Mrs. Imania as administrator, and all students of LPBA Nurul Jadid.
6. All lecturers who have taught in English Education Departement IAIN Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

Finally, the researcher realizes that this research still has some weakness and mistakes. Thus, she would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, August 2020

The Writer



## ABSTRACT

**Sayu Kurniawati, 2020:** "Teaching Speaking Through Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo."

Speaking is one of the language skills used as a measure to determine the ability of English language learners, especially for LPBA Good English language skills are needed for students for the next step of education or teaching students. Therefore, it is necessary to use appropriate learning techniques to encourage students to improve their speaking skills. One of the techniques is debating, English which forces students to learn the theory of speaking in depth and practice performing in front.

Research questions in this research were; 1) How is the implementation of Teaching Speaking Through Debate Technique in LPBA.?, 2) How is the English teacher evaluate students by using speaking Through Debate Technique in LPBA.?

The goal of this research were; 1) to figure out the implementation of Teaching Speaking Through Debate Technique in LPBA, 2) to figure out the English teacher evaluate students by using speaking Through Debate Technique in LPBA.

To answer these research question, this research used qualitative approach, data collection method used were observation, interview, document review. Data analysis technique is according to Miles and Huberman, the validation of data were triangulation of technique and sources.

This research findings were; 1. (a) The debate techniques are; Students are divided into two team that is government and opposition team. Each team has 3 speakers, Each team created their argument for some minutes, There will be one moderator to guide the process of debate, The moderator calls the speaker one by one which is started from government and followed by opposition team, Each speaker should give rebuttal and POI to the opposition. (b) The learning materials are; "Online Education is As Effective as Traditional on- Campus Schooling" and "Should cell phone use be allowed in schools?". (c) The learning medias are; Newspaper and internet connection as the reference of ideas, Blackboard, marker, and sheets as a media to write the topic of debate and some materials, Writing book to note their argument and some materials, For doing the debate they use some simple things those are tables as a speaker's platform and a plastic bottle as an alarm of time allocation. (d) The time allocation is; the time allocation they use in debate is 3 minutes per person or 12 minutes for each team. 2. The evaluations are; formative and sumative evaluation.

**Keyword :** Debate Tecnique, Lembaga Pengembangan Bahasa Asing (LPBA), Speaking Skill.



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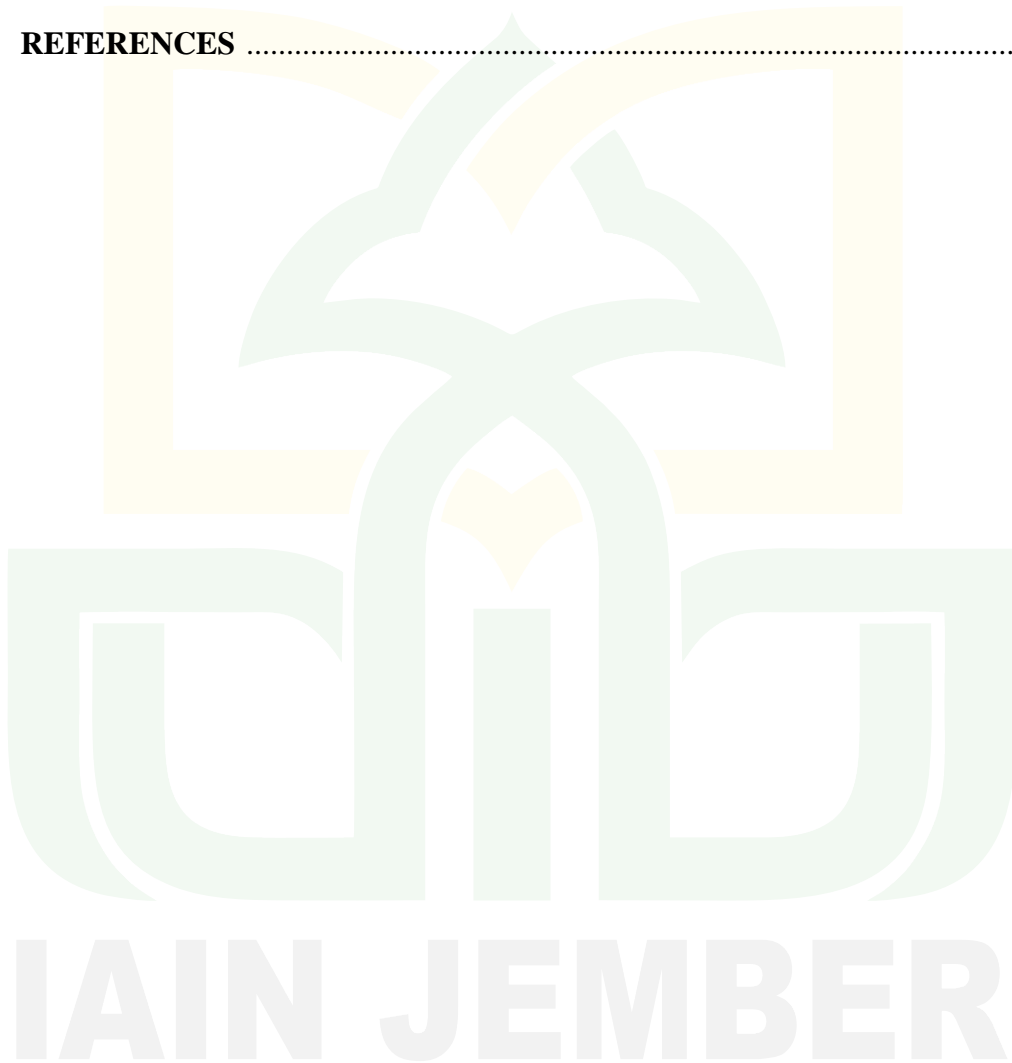
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Nowadays English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions. Mastery of English is necessary, considering this language is an international language that is used by many people in the world.<sup>1</sup> In Indonesia, English becomes a foreign language that is learned from elementary school to college. Indeed in article 33 paragraph 3 of Law Number 20 of 2003 states: "*Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik*".<sup>2</sup> It means that as international language English has important role for many people. As students, learning English is very important for them, because to mastery English means that students can use English orally and in written form. It also makes the English qualified as a primary requirement to communicate in the global communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking,

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<sup>1</sup> Nila Andriyani, *Using the Direct Method in Teaching to Improve Students' Speaking Skill at Purikids Language Course*, (Yogyakarta: Yogyakarta State University, 2015),1.

<sup>2</sup> Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System

people are able to know kind of situation happens in their environment.<sup>3</sup> It means that without speaking practice the speaker and listener cannot make a good communication, the speaker should be able to use spoken language in conveying information to the listener. As the important skill, speaking need a lot of practice to create a communication that connected between the speaker and the listener. As we know that God created human in different condition and character, so they need interact among people. Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي  
الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا  
الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ

*”And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusin”.*

From the statement above, it can be explained that speaking is the way to make communication between speaker and listener. Good speech is a tool to build a good relationship between people to another.

The teacher should aware that each student has different abilities, not all students can speak English well. The teacher has to find the best solution to make all the students can be easy in speaking English. Using techniques is the solution in teaching speaking.

<sup>3</sup> Scott Thornbury, *How to Teach Speaking*, (Edinburgh Gate: Pearson Longman, 2005),1.



One of techniques which is suitable for students in teaching speaking is Debate technique. It is a teaching technique to improve verbal communication and critical thinking skills. In Debate, the students will be divided in two groups, who talk about pro and contra of the current issue. Each group will present and defend their opinion based on the fact and solid information in English. The benefits of using Debate in teaching speaking is Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. Debate provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, and formulating their own opinions based on evidence.<sup>4</sup>

It means that, debate is a technique that can develop competencies to make students more actively to speak and listen to each other in order to provide accurate information and respect the arguments with disproving the opinions based on the fact among them. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills.

LPBA is the name of a foreign language program namely English and Arabic which was established by one of the teachers at Nurul Jadid Islamic Boarding School, the teacher makes this LPBA a place for students who want

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<sup>4</sup> Darby M, *Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*, (Norfolk: Old Dominion University, 2007), 78.

to learn a foreign language and want to be better in speaking. The LPBA is a program that is attended by high school students, LPBA Students often participate in many competitions in other institutions, Lembaga LPBA also make competitions/ activities only for students of LPBA there are guides every night, and there are also graduations for students of LPBA who have graduated (from beginner Class to Advanced Class).

Every day, students should memorize a number of vocabulary so that being accustomed to speak every day and speak fluently. On June 2, 2007, they won a champion of East Java High School level in the implementation of English language competition activities in the 28-year EDSA ANNIVERSARY event organized by the Faculty of English Literature at the University of Jember (UNEJ). This is the reason why researchers chose LPBA to be examined.

Based on the problems above, the researcher decides to carry out research entitled "Teaching Speaking Through Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid Paiton Probolinggo.". Students' speaking skill hoped can be improved after implementing of debate technique.

## **B. Research Problems**

1. How is The Implementation of Teaching Speaking Through Debate Technique in LPBA.?
2. How is the English teacher evaluate students by using Speaking Through Debate Technique in LPBA.?

### **C. Research Objectives**

1. To know the implementation of Teaching Speaking Through Debate Technique in LPBA.
2. To know the English teacher evaluate students by using Speaking Through Debate Technique in LPBA.

### **D. Benefits of the Research**

#### 1. Theoretical Benefit

The Result of this Researcher, the Researcher hope that the Result will be helpful the Learners, Especially to Contribute Ideas or Enrich the Concept, Theorist related to Teaching Debate Technique in Speaking Skill

#### 2. Practical Benefit

##### a. For the Teachers

The Result of this Study can be used to help the Teachers in Teaching Students' Speaking Skill. So, the Teachers can make a good, active, and communicative class. It will also make the students can b confidence.

##### b. For the Students

The Result of this Study can also be used to Increase and Develop the Students Speaking Skill. Because it will give them a lot of new Experiences to be a good English Speaker.

### **E. Research Limitation**

Limitation of the research, the writer would like to discuss about Teaching Speaking Through Debate Technique in LPBA.

The writer focused on the Students' Speaking Skill. The object is Student LPBA.

## F. Definition of Key Term

### 1. Debate Technique

Technique is the specific activities manifested in classroom that were consistent with a method and therefore in harmony with an approach as well.<sup>5</sup> Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. A debate is a type of role play where students are asked to take sides on an issue and defend their positions.<sup>6</sup> Debate technique is a teaching technique that is applied to students of LPBA.

### 2. Speaking Skill

Speaking means that the students repeat sentences or dialogues or chant English word.<sup>7</sup> Speaking is one way to express a feeling, opinion, or to convey information to others. However good students may be at listening and understanding, it need not follow that he will speak well.<sup>8</sup>

In this research, speaking skill is student's skill to speak English in LPBA. Researcher defined teaching speaking is learning and teaching process that going on LPBA.

<sup>5</sup>H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco State University: 2001), 14.

<sup>6</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (Addison-Wesley Company inc :1996), 87.

<sup>7</sup>Joanna Baker dkk, *Essential Speaking Skill* (London: Voluntary Service Overseas, 2003), 7.

<sup>8</sup>Geoffrey Broughton dkk, *Teaching English as A Foreign Language*, Second Edition, (New York: Routledge, 1980), 76.

## **G. Systematic of Thesis**

The systematic discussion contain description, discussion, starting from introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, it is note as a table of content. Systematic discussion in this research as follow:

Chapter I: Introduction, it includes background of Study, Research Problem, Research Objective, Benefits of the Research, Research Limitation, Definition of Key Term, and Systematic of Thesis.

Chapter II: Related literature, it includes of previous research and also theoretical framework that related to the research conducted by the researcher.

Chapter III: Research Method, It includes of Research Design and Kind of Research, Location of the Research, Subject of the Research, Technique of Collecting Data, technique of Analysis Data, and Validity of Data.

Chapter IV: Findings and Discussions that includes of description of Research Object, findings and discussions in the field.

Chapter V: Conclusion, it includes the result of the research and constructive suggestions.

## CHAPTER II

### STUDY OF LITERATURE

#### A. Previous Research

In this section the researcher will list some research results that related to the research of the researcher. With the aim of maintaining the authenticity of the research conducted by the researchers, those are:

1. The thesis by Tri Wiyati Putri, Teaching and Learning Speaking Through Debate Technique at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017-2018.

The similarities between Tri Wiyati Putri's research with this research are both of the researchers use the descriptive qualitative research methodology and also in Tri Wiyati Putri's focus on Teaching Speaking use Debate Technique.

The differences between Tri Wiyati Putri's research with this research is The Research of Tri Wiyati Putri conducted at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017-2018 and this Research in LPBA.

2. The thesis by Richa Rubiati, Improving Students' Speaking Skill Through Debate Technique ( A Classroom Action Research with First Semester Students of English Language Teaching Departement Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Yearof 2010/2011)

The similarities between Richa Rubiati's research with this research are both focus on Teaching Speaking use Debate Technique.

The differences between Richa Rubiati's research with this research is Richa Rubiati's research using A Classroom Action Research methodology and this research using qualitative research. The Research of Richa Rubiati conducted the First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011) and in this research using LPBA.

And in Richa Rubiati's the Technique of collecting data just observation and test and in this research use observation, interview and document review.

3. The thesis by Putri Puspitasari, Modifying Debate as a Technique to Improve the Students' Speaking Skill at SMAN 2 METRO.

The similarities between Putri Puspitasari's focus on Teaching Speaking use Debate Technique.

The differences between Putri Puspitasari's research with this research is Putri Puspitasari's research using A Classroom Action Research methodology and this research using qualitative research, and The Research of Putri Puspitasari conducted at SMAN 2 METRO and this Research in LPBA.

**Table 2.1**  
**The Similarities and The Differences between The Previous Research**  
**and Nowadays Research**

NO	Name/ Thesis Title	Similarities	Differences
1.	Tri Wiyati Putri, with the title “Teaching and Learning Speaking Though Debate Technique at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017-2018”.	<ol style="list-style-type: none"> <li>1. Both of the research discuss about Debate Technique.</li> <li>2. Both of the discuss about Speaking Skill.</li> <li>3. The method of the Research is same, Tri Wiyati Putri and the researcher use Qualitative Research.</li> </ol>	<p>The Research of Tri Wiyati Putri conducted at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung in the Academic Year of 2017-2018.</p> <p>This Research in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid</p>
2.	Richa Rubiati, with the title “Improving Students’ Speaking Skill Through Debate Technique ( A Classroom Action Research with First Semester Students of English Language Teaching Departement Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Yearof 2010/2011)”.	<ol style="list-style-type: none"> <li>1. Both of the research discuss about Debate Technique.</li> <li>2. Both of the discuss about Speaking Skill</li> </ol>	<ol style="list-style-type: none"> <li>1. The Method of the Research is different, the Researcher use Qualitative Research while Richa Rubiati used Classroom Action Research.</li> <li>2. The subject of the research is different. <ol style="list-style-type: none"> <li>1. The object of the research is different.</li> <li>2. Richa Rubiati’s the Technique of</li> </ol> </li> </ol>



			collecting data just observation and test and in this research use observation, interview and document review.
3.	Putri Puspitasari, with the title “Modifying Debate as a Technique to Improve the Students’ Speaking Skill at SMAN 2 METRO”.	<ol style="list-style-type: none"> <li>1. Both of the research discuss about Debate Technique.</li> <li>2. Both of the discuss about Speaking Skill</li> </ol>	<ol style="list-style-type: none"> <li>1. On this Research, the Researcher used Qualitative Research while Putri Puspitasari used Classroom Action Research.</li> </ol>

This research took the object of research in Islamic institution which use debate technique as the prime of technique in teaching speaking. Researcher used qualitative research to focus on the implementation of debate technique deeply. Researcher used observation, interview and document review as the technique of collecting data. Subjects of this research are Students of LPBA and English Teacher in LPBA.

## **B. Theoretical Framework**

### 1. Speaking Skill

#### a. Definition of speaking Skill

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is

the verbal use of language to communicate with others.<sup>9</sup> Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

According to Hall speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating.<sup>10</sup>

## b. Component of Speaking Skill

### 1) Pronunciation

Pronunciation in English is one way of pronouncing a word or sentence because the words between writing and pronunciation are different. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns.<sup>11</sup> From the definition, students should master the words in language because language consists of words. After mastering words and understanding how to pronounce them, they will be easy to say and express opinions or ideas for their speaking ability.

Pronunciation is one of the most important in English because if the pronunciation spoken is not clear it will make the listener not understand what the speaker means. Every student has a difference in pronunciation. There are some students whose

<sup>9</sup> Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), 23.

<sup>10</sup> Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), 21.

<sup>11</sup> Mayleni Astriani, "The Influence of Jigsaw Technique Towards Students Speaking Ability of the Second Year at Madrasah Aliyah Darul Ulum Tandun", *Teachers Training Thesis*, (2013), 17.

pronunciation is clear and there are also some students whose pronunciation is unclear and makes them unconfident.

## 2) Grammar

In Frank Bisard's book, Hopper states that grammar is not a prerequisite for generating discourses but rather, it is rooted in and evolves from discourse.<sup>12</sup> Grammar does not mean every word but the meaning or purpose of a sentence because sentences arranged with good grammar will be easier to understand. But from several cases that occur, many students are still difficult to learn about grammar.

Grammar is very important in speaking because it is needed to master English well on the side of meaning and reduce ambiguity. In this era with the development of increasingly developed technology it will be very helpful for the example is the application of grammar that can be downloaded to correct the grammar used is correct or incorrect, although it does not become a reference to the absolute truth of a grammar but at least students can learn grammar from there.

## 3) Vocabulary

Vocabulary is one of the ways to communicate in English. Thus, the students should improve their vocabulary because they also should know that the communication will be stopped when

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<sup>12</sup>Frank Bisard, *Grammar, Meaning, and Pragmatics* (Amsterdam: John Benjamins Publishing Company, 2009), 67.

they lack of the necessary vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.<sup>13</sup>

in learning English there are four skills or skills that we must master, namely listening, speaking, reading, and writing. We will also meet two important components that support the four skills, namely vocabulary or words and grammar or sentence structure. Now, this is all important to learn and write in English. In the initial stages of learning English, we will be introduced to vocabulary. Why is vocabulary taught first?

When we listen to something in English with a collection of vocabulary that we understand, we can easily get the meaning of what we hear, Likewise with speaking, when we will convey an idea or a concept then we need a collection of vocabulary that we can choose to convey it, With a collection of vocabulary that we master, the process of reading will be fun because we have

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<sup>13</sup>Jack Richards, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 255.

understood every word used, When writing (writing) we can use the collection of vocabulary to fabricate ideas that we have, With the mastery of extraordinary vocabulary we will more easily use the structure and functions of grammar.

#### 4) Fluency

Fluency is reflected mainly in two aspect the speed of delivery and regularity.<sup>14</sup> Fluency is typically measured by speed of access or production and by the number of hesitation, accuracy by the amount of error, and complexity by the presence of more complicated constructions.

#### c. Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.<sup>15</sup>

<sup>14</sup>Bc. Petra Soleova, "English Language and Literature and Teaching English Language and Literature for Secondary School", *Master's Diploma Thesis*, (2011), 66.

<sup>15</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 270-271.

### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

### 2) Redundancy

Redundancy as a property of a language was noticed in research literature in the mid-twentieth century in connection with the emergence and development of information theory. For example, Claude Shannon wrote: “In communication theory is considered that a language can be regarded as a certain probabilistic process that creates a discrete (defined) sequence of symbols in accordance with a certain probability system.”<sup>16</sup>

### 3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

### 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and

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<sup>16</sup>Natalia V Alontseva and Yuri A Ermoshin, 2019 “Problem of Language Redundancy on the Example of a scientific text” RUDM Journal Language Studies Semiotic and Semantics Vol. 10 No. 1, 129-130.

hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

#### 5) Colloquial Language

Colloquial language is a words or phrases that are only used in Utterances in spoken language. It used in casual conversation. Education native speakers of a language normally use colloquial speech in informal situation with friends, fellow workers and members of the family.<sup>17</sup>

#### 6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking skill of its richest

<sup>17</sup>Suhardianto and Fasaaro Hulu, 2019 “Colloquail, slang and transformational language: comperative study” Jurnal : Basis Vol. 6 No. 1 April 2019, 107.

component: the creativity of conversational negotiation.<sup>18</sup> This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.<sup>18</sup>

## 2. Debate Technique

### a. Definition of Debate Technique

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Debating can be used in EFL classes as a tool to make students practice skills of English language in real life situations.<sup>19</sup> Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition debates require students to engage in research, encourage the development of listening and oratory, create an environment where students must

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<sup>18</sup>*Ibid.*

<sup>19</sup>LidyaRatnaDesita, et al, article: "Improving student's speaking ability through debate technique"(Pontianak:FKIP Untan Pontianak, 2017), 2.



think critically, and provide a method for teachers to assess the quality of learning of the students.<sup>20</sup>

b. Critical Thinking of Debate

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic, which would lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

They also observed that critical thinking “entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.”<sup>1</sup> Debate as a classroom exercise and as a mode of thinking and behaving uniquely promotes development of each of these skill sets. Since classical times, debate has been one of the best methods of learning

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<sup>20</sup>Farisha Andi Baso, journal: “The Implementation of Debate Technique to Improve Students’ Ability Speaking” Vol. 5 No. 2, November 2016, 159.

and applying the principles of critical thinking. Contemporary research confirms the value of debate. One study concluded:

The impact of public communication training on the critical thinking ability of the participants is demonstrably positive. This summary of existing research reaffirms what many ex-debaters and others in forensics, public speaking, mock trial, or argumentation would support: participation improves the thinking of those involved.

In particular, debate education improves the ability to think critically. In a comprehensive review of the relevant research, Kent Colbert concluded, “The debate–critical thinking literature provides presumptive proof favoring a positive debate–critical thinking relationship.”

Much of the most significant communication of our lives is conducted in the form of debates. These may take place in intrapersonal communications, in which we weigh the pros and cons of an important decision in our own minds, or they may take place in interpersonal communications, in which we listen to arguments intended to influence our decision or participate in exchanges to influence the decisions of others.

Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individuals may use debate to reach a decision in their own minds; alternatively,

individuals or groups may use it to bring others around to their way of thinking.

Debate provides reasoned arguments for and against a proposition. It requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Because it requires that listeners and opposing advocates comparatively evaluate competing choices, debate demands critical thinking. Society, like individuals, must have an effective method of making decisions. A free society is structured in such a way that many of its decisions are arrived at through debate. For example, law courts and legislative bodies are designed to utilize debate as their means of reaching decisions. In fact, any organization that conducts its business according to parliamentary procedures has selected debate as its method. Debate pervades our society at decision-making levels.<sup>21</sup>

### c. The Types of Debate

There are some types of debate; Australian Parliamentary Debate, UK Parliamentary Debate, American Parliamentary Debate, and Asian-Australian Parliamentary Debate.

#### 1) Australian Parliamentary Debate

In this Parliamentary debate, a debate is held between two teams of three members each. These two teams will be

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<sup>21</sup>Autin and David, *Argumentation and Debate (Critical Thinking for Reasoned Decision Making)*, (U.S.E: Wadsworth,1944), 3-6

referred to as the Affirmative and the Negative. Members of each team are assigned positions as 1st, 2nd, and 3rd speakers. For each debate, a motion is given. After the motion is given, teams are given time to prepare for each debate. Each of the speakers will deliver a substantial speech of some minutes duration and either the 1st or the 2nd speaker on both sides will deliver the reply speeches for their teams

## 2) UK Parliamentary Debate

The UK Parliamentary Debate format differs from many other formats because it involves four teams rather than two. Two teams, called the First Proposition and the Second Proposition teams, are charged with the responsibility of supporting the proposition while two others teams, First Opposition and Second Opposition, are charged with opposing it.

## 3) American Parliamentary Debate

American Parliamentary style debates have two teams of two speakers. It is a common style of debate through many parts of the world, particularly North America. The four speaker debate is more convenient format when the dynamic nature of parliamentary debating is sought, but there is not enough time (or speakers) to arrange a four team parliamentary debate. This style contains elements of traditional

parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting.

The following description of American parliamentary style is based on the Rules of the American Parliamentary Debate Association (rules). These rules differ from other rules discussed in this guide, particularly in relation to speaking times, definitions, permitted interruptions and marking.

#### 4) Asian-Australian Debate

Asian-Australian Parliamentary Debate is almost the same with Australian Parliamentary Debate. However, Asian-Australia debate uses POI (Point of Information) and interruption. The goal is to support a motion for affirmative team and refuse an argument for negative team.

Therefore, the researcher decides to choose Asian-Australian in this research. The researcher assumes that Asian-Australian Parliamentary Debate is easy to be conducted in school and practice the students to support or refuse the arguments.<sup>22</sup>

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<sup>22</sup>Putri Puspitasari, "Modifying Debate as a Technique to Improve the Students' Speaking Skill at SMA N 2 METRO", (Thesis, University of Lampung, 2016), 20-22

#### d. Speaker's Roles

##### 1) First Speaker of Team Government:

The first speaker of a positive team forward and then give the definition of a given topic and then give the case the parameters will be discussed, after which he will explain that are covered by the first and second speaker.<sup>23</sup> Other formats would call this speaker as 'prime minister'. This Principally debate is a team-competition in which three speakers constitute a team and share different roles to achieve the team's goal: winning the battle. Hence, it is essential to comprehend the role of each speaker as one' substantive speech will determine the run and the result of the debate. As an initial briefing, it is important to note that the simplest role of each speaker is required to move forward to face the audience, recognize the Chairman and then address the audience - speakers should avoid addressing the presentation to the opposing team, it is the audience and adjudicators that they should be seeking to persuade. The roles of the individual speakers are summarized as follows:

Speaker opens the debate and sets the direction of debate. Many prime ministers open up with a little background, team splits, but essentially the main roles are as follows:

a) To provide definition and contextualization

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<sup>23</sup>Musrifah, "The Effectiveness of Debate Method to Improve Students' Speaking Skill" *DidaktikaJurnalKependidikan* Vol. 11 No. 2 Desember 2017, 214.

b) To provide substantial arguments for the government

## 2) First Speaker of Team Opposition

Also known as ‘leader of opposition’, this speaker clarifies the position of the opposition stance in adjustment to the directives set up brought by Team Government. Styles may vary, but in essence the duties are as follows:

- a) To enter the definition and context set by team government, by clarifying stance (and counter-model, if necessary)
- b) To provide rebuttals towards the case presented by Team Government
- c) To provide substantial arguments for the opposition

## 3) Second Government & Opposition

Second speaker of the positive team forward and then respond to the case of the first speaker negative then he will try to connect the cases he brought to the case of the first speaker.<sup>24</sup> Both second speakers have the same duty. Also called ‘Deputies’, they respond the previous speakers of the opponent, also defending their preceding partner’s arguments after being responded by the other team.

Afterwards, they should extend the debate by providing substantial arguments from different perspectives than that of their preceding speakers. In summary, their duties are as follows:

- a) To provide rebuttals towards the opponent (both offensive and defensive)

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<sup>24</sup>Ibid, 214.

- b) To provide extension arguments, which are basically new arguments which are different or another view point from what their previous speaker has already brought.

#### 4) Third Government & Opposition

Third speakers, or also known as “whips” have the sole duty of providing rebuttals towards the other team’s case. No new arguments are allowed to be brought by the third speaker of team negative as it is not fair for team government, thus for further fairness the same rule extends to the third speaker of team government (although some formats may tolerate third speaker governments providing new arguments, but they still at least put a low weight on these new arguments).

The role of a third speaker is simply to respond the other team and providing rebuttals, but usually some more advanced speakers would package this duty by the following techniques:

- a) To map out how the debate went, by clustering the issues and summarizing the dynamics of debate regarding the battle of both sides on each issues.
- b) With the ‘map’ set in the previous point, rebuttals are now provided in a much more focused and directed way which is issue based.
- c) For each points of rebuttals in one issue. After deconstructing what the other team have said, then usually



the third speaker will claim that it is his/her team whom has provided a better argument regarding that same issue.

An additional remark on point (iii), some third speakers make mistakes by thinking that “summarizing own case” is a bigger priority than providing rebuttals. Do not be mistaken by doing so. It is more recommended to just remind the adjudicators that after you provide a rebuttal, “not only their argument is bad, but our arguments were better”.

#### 5) Reply Speeches

Reply speeches are the last chance to convince the adjudicators. No new arguments and rebuttals may be given. A reply speech is simply a summary of the debate, identifying crucial points by referring back to points already delivered previously in the debate, and explaining why their team should win with tools of comparison. Some say it’s just like a biased verbal adjudication. The end goal is to remind the adjudicators what are the burdens of each team, and that it is his/her team who managed to prove it –and not the other team.

Some little tips for a reply speech is that it should be packaged as interesting as possible. Truth be told, the adjudicators have already heard all the arguments. You may not bring new points, but then letting the adjudicators hear the same thing again would be excruciatingly boring. Sometimes,

adjudicators are already really tired at this point or even using the time to calculate scores instead. Narrating your points or using interesting analogies may help make your reply speech memorable.

There are certain duties which are not mentioned above, such as “summarizing own arguments at the end” or “sign posting” and many more (or even in some competitions, “introducing team members”).

It is not that they are not important thus not worthy of noting on speaker roles. It is just that such duties are not unique duties of a specific speaker role, but they are merely etiquettes of a public speaker which are embedded in any public speeches which would generally make any speech easier to understand.

All these roles are imperative for any speaker to understand. Perhaps you may have certain specialties or preference for certain roles, but there are always times when your team would need a more flexible role. Plus, through experience you will also usually be able to be more flexible.<sup>25</sup>

### 3. Technique of Learning

#### a. Learning Material

Characteristics of Good TLM Given below are some characteristics of a good teaching learning material.

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<sup>25</sup>Jogja Debating Forum Team, *Handbook for Competitive Debating: Asian Parliamentary Format*. (Jogja :Debating Forum,2014), 91-93.

- 1) The TLMs need to be attractive to the children. Size, colour (multi-colour or brilliant or appealing colour combination), movement (like moving toys) and in some cases the smell or/and taste or sound are some of the attributes of the materials which attract the attention of young learners.
- 2) Familiarity of TLMs will help to introduce new concepts. The children can also manipulate these materials with ease for meaningful learning of new concepts.
- 3) Novelty of the material also attracts the children. Unusual materials or novel use of the familiar materials are the attractive features of good TLMs.
- 4) The material should have utilitarian value. No material is a good or bad TLM, it is in the proper use that makes the material good or bad. A beautiful and attractive flower increases the aesthetic sense but is not a good material to teach the properties of a square.
- 5) Materials of multiple utility like dice, sticks, marbles, cubes and flash cards can have multiple uses in nearly all subject areas of elementary school curriculum and are hence more in demand as TLMs in the schools.<sup>26</sup>

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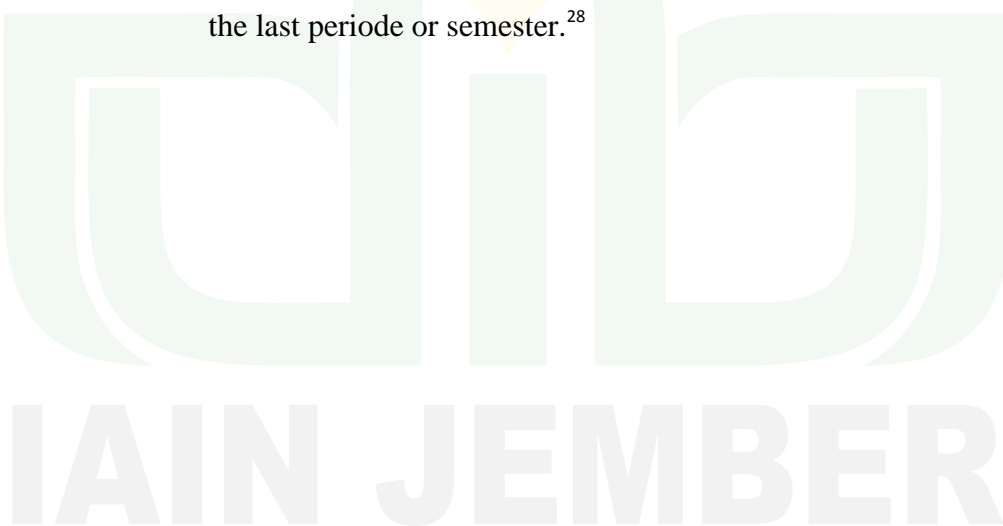
<sup>26</sup>Diploma in Elementary Education (D.El.Ed), 2002, Teaching and Learning Materials, 36.

#### b. Time Allocation

Determination of learning method must calculate the available time. A good learning plan is calculating the use of time allocation detaily, si that the learning runs well dinamically and no wasting time. The opening, main activity and closing should be determine well.<sup>27</sup>

#### c. Evaluation of Learning

There are two kinds of evaluation. Those are formative and summative evaluation. Formative evaluation is evaluate learning process to increase the learning methode and usually held in the middle of learning. Meanwhile, summative evaluation is evaluate learning process in the last of learning periode and usually held in the last periode or semester.<sup>28</sup>



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<sup>27</sup>ImasKurniasih, 2017, "SuksesMengajar - Panduanlengkapmenjadi guru kreatifdaninovatif", (PustakaDiantara), 28.

<sup>28</sup>"Formative and Summative Assessment", Yale Center for Teaching and Learning, <https://ctl.yale.edu/>

## CHAPTER III

### RESEAECH METHOD

Educational research is the application of the scientific approach to the study of educational problems. Educational research is the way in which people acquire dependable and useful information about the educative process. Educators usually conduct research to find a solution to some problem or to gain insight into an issue they do not understand. The ultimate goal is to discover general principles or interpretations of behavior that people can use to explain, predict, and control events in educational situations.<sup>29</sup> Proper use of methods in a research to assist the researcher in acquiring data that matches. At this stage, there are several technical methods which were used in this research:

#### **A. Research Design and Kind of Research**

In this research, the researcher will use descriptive research and a qualitative approach. It will help the researcher will use descriptive to get information about Teaching Speaking Though Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo.

Qualitative research methods are often referred to as qualitative research because the data collected and the analysis are more qualitative.<sup>30</sup> It means that the researcher use the words in the explanations and do not use numbers.

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<sup>29</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education* (Belmont USA: Wadsworth, 2010), 19.

<sup>30</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2017), 14.

While kind of research that used in this research is field research (penelitian lapangan). The researcher use field research as kinds of research because this research is done by looking directly into the field to get the valid data.

Field research is a study of the realities of people's social life directly. The important idea is the researcher goes to the field to observe a phenomenon in natural condition. This type of research was chosen by the research because the researcher wants to present the phenomena in the field that correspond to research themes that chose by the research.

The researcher want to obtain the information based on the research problem in this research such as want to know "Teaching Speaking Though Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo.". The researcher will describe the problem that become this research focused based on the reality that is in learning process.

#### **B. Location of the Research**

This Research will be conducted at JL. Kyai Haji Zaini Mun'im, Karanganyar, Paiton, Dusun Karang Anom, Karanganyar, Kec. Paiton, Probolinggo, east java. LPBA made the students who followed him speak English well. And that becomes important for students. And also the student of LPBA not only can speak English well but can also dominate other skills such as writing, listening and reading. And other evidence in LPBA can train students to be confident to appear in front of people. And the reason why this

study focuses on students of LPBA is because learning English can be used by them as preparation for continuing their education to college.

### **C. Subject of the Research**

At this stage, the researcher determines several participants or informants who provide the information about the problems in this research. And then, in determine the subject of the research the researcher uses *non probability sampling*. Non probability sampling is a sampling technique that does not give same opportunity for the members of population to be chosen as a sample. Kinds of the non probability sampling, such as; sistematis sampling, quota sampling, Incidental sampling, purposive sampling, surfeited sampling and snowball sampling.<sup>31</sup>

In this research, the subjects of the research that are involved in solving problems that are discussed include:

1. Students of LPBA
2. English Teacher in LPBA

### **D. Technique of Collecting Data**

In this research, the technique is used to collect many various data such as observation, interview, and document review.

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<sup>31</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017), 84.

## 1. Observation

The data collection through observation has a special characteristic when other techniques. In Sugiyono's book, Sutrisno Hadi said that observation is a complex process and is composed of various biological and psychological process. Two of the most important are the processes of observation and memory.<sup>32</sup>

In this research, the researcher used non participant observer. The teacher only join to the classroom and observe the teaching learning process.

The specific information that were observed by the researcher are:

- a. The Implementation Teaching of Speaking Though Debate Technique in LPBA.
- b. The English Teacher Evaluate Students by using Speaking Though Debate Technique in LPBA.

## 2. Interview

Interviews are used as data collection techniques if researchers want to conduct a preliminary study to find problems that must be studied and also if researchers want to know things from respondents who are more in depth and fewer respondents.<sup>33</sup> There are some kinds of interview and the researcher use semi structured interviews.

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<sup>32</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2017), 203.

<sup>33</sup>Ibid., 194.



The data that was observed in this research are:

- a. The history of LPBA
  - b. The Implementation of Teaching Speaking Through Debate Technique in LPBA.
  - c. The English Teacher Evaluate Students by using Speaking Through Debate Technique in LPBA.
3. Document Review

According to Sugiyono, “Documentation is a record of past events. A document can include written, pictures, or masterpiece. Document studies are a complement from observational methods and interviews in qualitative research”.<sup>34</sup> Creswell explained that “Qualitative document can be in the form of public documents, such as newspapers, papers, and office reports or private documents such as letters, e-mails, and diaries”.<sup>35</sup>

The documents that were observed in this research are:

- a. The note of debate material.
- b. The note of debate themes.
- c. Profile of LPBA

#### **E. Technique of Analysis Data**

The next step that the researcher will do after collecting data obtained by using observation, interview, and document review is analyze the data by using technique. The researcher use the data analysis technique develop by Miles and Huberman 2014. They state that there are three steps. First, data condensation second, data display and the third is drawing conclusion.

<sup>34</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2017), 240.

<sup>35</sup>John Creswell, *Research Design*(Yogyakarta: Pustaka Belajar, 2016), 255.

### 1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in the full corpus of written up field note, interview, document, and other empirical materials.<sup>36</sup> In this process the data will be stronger or lose something.

### 2. Data Display

The next steps is to present the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, chart, tables, and graphs.

### 3. Drawing Conclusion

The last step is the stage of drawing conclusion based on findings and verifying the data. The first conclusion is still temporary conclusion.

Hopefully the researcher will obtain the information that can be used to support the achievement of research objectives.

## F. Validity of Data

Data validity is a concept that indicates the validity of the data in the research.<sup>37</sup> To measure the validity of the data, the researcher uses Triangulation. Triangulation can be defined as a kind of data collection technique which is combines the various technique and data sources that had been exist.<sup>38</sup>

<sup>36</sup>Mathew B. Miles,dkk, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. (USA: Sage Publications, 2014).

<sup>37</sup>Lexy Maelong, *Metodologi Penelitian Kualitatif*(Bandung: PT Remaja Rosdakarya, 2014), 321.

<sup>38</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2017), 241.

In the triangulation technique, the researcher uses *source triangulation* and *technique triangulation*. Both of them are following:

#### 1. Source Triangulation

According to Sugiyono, “Source triangulation is used to test the credibility of the data that done by checking the data that has been obtained through several different sources”.<sup>39</sup>For example to find out the data about Teaching Speaking Though Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo, the researcher do the interview with the English Teaching, and then recheck with different source that is students of LPBA. And then the data are described, categorized, which view are equal, which are different, and which are more specific from both of the sources. After the researcher analyzes the data, the researcher asks for agreement from both of the sources to determine the final conclusion.

#### 2. Technique Triangulation

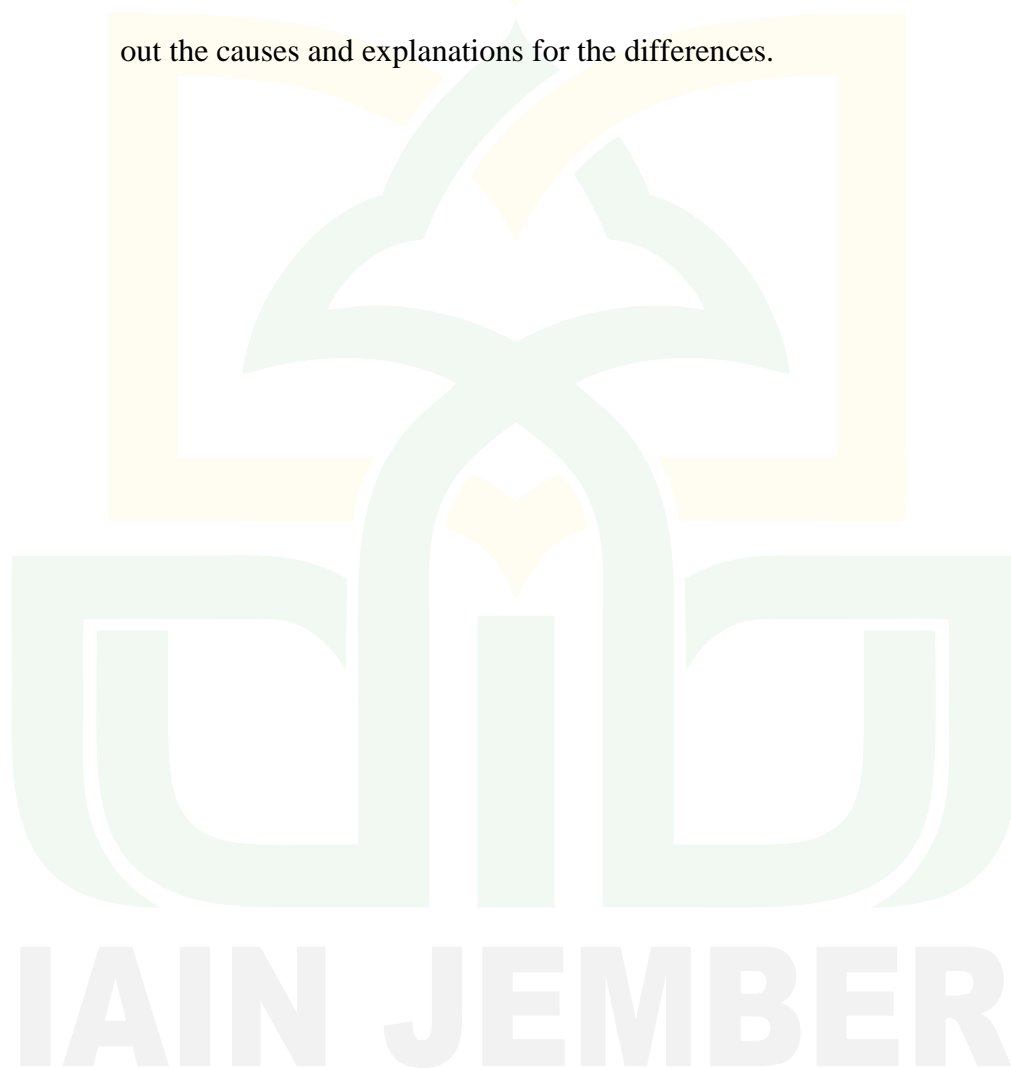
Technique triangulation is used to test the credibility of the data that done by checking the data that has been obtained through the same sources but with the different technique. For example, after the researcher get the data from observation, and then the researcher rechecks through interview and documentation. For example in this research, if the researcher after get the data about Teaching Speaking Though Debate

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<sup>39</sup>Ibid, 274.

Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo.

from the interview, and then the researcher rechecks by using observation, and documentation. If from the three techniques, the data result has a similarity or there is no similarity so the researcher has to find out the causes and explanations for the differences.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Description of the Research Objective

##### 1. The Brief History of Lembaga Pengembangan Bahasa Asing (LPBA)

LPBA is one of the non-formal educational institutions under the auspices of the Pondok Pesantren Nurul Jadid Foundation. The establishment of the LPBA began with KH. Zaini Mun'im to equip Nurul Jadid Islamic Boarding School students in the field of Arabic and English skills as an effort to prepare the next generation. Students can compete in the international world that is reliable and of high quality in the Arabic and English fields by increasing mastery and understanding the yellow book as a characteristic of Nurul Jadid Islamic Boarding School students.

The Foreign Language Development Institute was founded by a group of foreign language lovers, especially Arabic and English that were small groups in several mosques that were not organized and were officially established on July 7, 1989, through the Decree of the Head of the Boarding School Nurul Jadid with the number: NDJ / II / B / X-1989.

The establishment of the LPBA is an effort to accommodate and facilitate the interests and talents of students at the Nurul Jadid Islamic Boarding School in Arabic and English language skills.

The LPBA was established in the Nurul Jadid Paiton Probolinggo Islamic Boarding School which is located in the "Ibnu Arobi" area of the "Sunan Kalijaga" area (Gang D) and moved to the "Sunan Bonang" Area

(Gang N). It was started only devoted to santri son with facilities 2 room namely; 1 room for Arabic and 1 room for English.

In the first establishment, this educational institution was named the Nurul Jadid Islamic Boarding School Arabic Language Study Group (KKBA) which opened and received the registration of new students on July 27, 1989. The director was KH. Abdul HaqZaini, Lc, with 30 students devoted to the Arabic language skills program. And the increasing interest of students to pursue the field of Arabic and English language skills, then in 1990 opened an English teaching program and changed its name to LPBA Boarding School Nurul Jadid.

Further developments, since 1990 the LPBA then opened a program for female students living in the Al-Mumtazah area Dormitory (1 room), Al-Hasyimiyah Dormitory (1 room), and in the FatimatuzZahro Region Dormitory (1 room) and limited to santri junior and senior. However, due to a change in the curriculum in the FatimatuzZahro region, in 1996 the LPBA in the FatimatuzZahro region was dissolved.

By going through a well-planned and planned management process, two years later, on October 1, 1992, received an official permit based on a decree from the head of the Republic of Indonesia's Department of Labor office in East Java for the establishment and organization of vocational training programs for Arabic and English language training programs with KEP number. 610 / W.12.E / 1992.

As a result of the high commitment to improving the directed learning process, in 1992 LPBA won first place in the East Java Arabic speech contest in Malang. Two years later, in 1994, he was selected as the best participant with an A in the Indonesian Language Teacher Training conducted by the Islamic University of Madinah (UIM) Su'udiyah Arabiyah, located at Pondok Rohman Islamic Boarding School in South Jakarta.

The more established management and education process (KBM) and has gained the confidence of the students, since 2017 the LPBA will monitor language in the Nurul Jadid Islamic Boarding School, especially for students in the school.

It is not enough just with the achievements that have been achieved to improve the ability of qualified students with adequate disciplines and skills, but the form of creativity has also experienced rapid development as evidenced by the publication of monumental works in 1995 in the form of Al-Kiyani's book (*containing Letters Arabic Romance Romance Accompanied by Indonesian Translations*) written by Abdul Jalal Al-Kiromi (*Arabic Teaching Staff and Former Assistant Director 1993-1994*), Correspondence (*Containing Writing Techniques for English Letters and Documentation Accompanied by Indonesian Translators*) and a collection of English Speech books (*containing speech writing techniques complete with examples of English speech scripts accompanied by Indonesian translations*) (*English Teaching Staff and Former Assistant Director for*

*the 1989/1994 Period*) which are much sought after by students and students pesantren and outside pesantren.

The history range has made this educational institution LPBA more mature, renewals in all fields have been carried out, especially the effective and efficient teaching and learning process. In 1999 the institute won the General Champion achievement in the implementation of the "Week of Two Languages" contest organized by the Student Association of the Department of Arabic Language Education (HMJ-PBA) Islamic High School (STAIN) Malang.

After going through a long process, with a self-help system, then in 1997 opened a Diploma I English program to meet the needs of skilled workers with mastery of English language skills. However, this program only lasted 2 years, ie until 1999, this was due to the existence of formal legality objectives through formal institutions. As a result of the realization of these goals, this program was delegated to the Indonesian College of Computer Science (STIKMI).

At the beginning of its establishment, LPBA always develops existing facilities. It is noted that LPBA has 10 rooms for male students as well as 2 main buildings, each for the Central LPBA office and for the library room which also functions as the office for student organizations. While in the princess area there were 8 rooms and 2 main buildings for the branch office. The dormitory facilities owned by LPBA can accommodate as many as 382 students each year.



Based on academic data up to 2007, LPBA has graduated 1095 students from English and 896 students from Arabic, from many graduate students each year who continue their studies and are accepted at reputable PTS / PTN with the mastery of foreign language skills as a requirement to achieve graduation and among them are also continuing their studies abroad such as America, Malaysia, Brunei Darussalam, Cairo, and Egypt with Scholarships from the Government of Indonesia.

History was again carved out by LPBA students by snatching the achievements of the general champion of the East Java high school level in the implementation of English language competition activities in the 28th EDSA ANNIVERSARY event organized by the Faculty of English Literature at the University of Jember (UNEJ) on June 2, 2007.

## **2. Basics of Implementation**

- a. Law No. 20 of 2003 concerning the National Education System.
- b. PP Number 19 of 2005 concerning National Education Standards.
- c. Decree of the Minister of National Education No. 13 of 2005 concerning the Organization and Work Procedures of the Directorate General of Out-of-School Education Ministry of National Education.

### 3. Profile of Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid

#### a. Organization identity

Name of Organization: LPBA ( *Lembaga Pengembangan Bahasa Asing*)

Educational Level: Senior High School

Year founded: 1989

#### b. School identity

Address: Jl. Kyai Haji Jl. KH. Zaini Mun'im, Dusun Tj. Lor,  
Karanganyar

Subdistrict: Paiton

District: Probolinggo

### 4. Vision and Mission of Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid

#### a. Vision:

*"Become a leading foreign language development institution in conducting education and teaching, preaching and studies based on pesantrenan values to produce graduates who are skilled in foreign languages".*

#### b. Mission:

1) Carrying out Islamic-based education and teaching to produce graduates who have pious and noble character.

- 2) Organizing professional education and teaching to produce graduates who are skilled in foreign languages, both active and passive.
- 3) Organizing education and teaching in a comprehensive manner to produce graduates who can support Islamic missionary efforts through foreign language skills possessed.
- 4) Carry out intensive studies in an effort to develop foreign language skills.
- 5) Applying Islamic values and maintaining professionalism in carrying out the tasks and institutional vision.

#### **5. Formal Legality**

Decree on Establishment of Institution: NDJ / II / B / X-1970 dated July 7, 1989

SK DEPNAKER R.I. East Java Province Regional Office: Kep.610 / W.12.E / 1992 dated October 1, 1992

Decree of Probolinggo Regency Government Education Agency: 594.3 / 1820 / 505.101 / 2010 dated June 29, 2010

Decree of Probolinggo Regency Government Education Agency: 420/745 / 426.101 / 2012 dated June 28, 2012

#### **6. Leadership**

Since the establishment of the Nurul Jadid Foreign Language Development Institute, there has been a change of structure at the Nurul Jadid Foundation level and the change of Directors, namely:

**Table 2.2****Leadership**

NO	NAMA	TAHUN	KETERANGAN
1	KH. Abdul Haq Zaini, LC	1989 – 1996	Dibawah naungan Biro Kepesantrenan PP. Nurul Jadid
2	Drs. KH. Nur Chatim Zaini	1996 – 1999	Dibawah naungan Nurul Jadid College (NJC) PP. Nurul Jadid
3	Fathullah Ahmadi, S.Ag	2000 – 2001	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
4	H. Fariq Abdul Hafidz, S, HI	2001 – 2002	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
5	Drs. KH. Nur Chatim Zaini	2002 – 2004	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
6	KH. Najiburrohman, M.Ag	2004 – 2009	Dibawah naungan Yayasan Nurul Jadid
7	Ernawiyadi Munsy, S.Ag	2009 – 2014	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
8	KH. Najiburrohman Wahid, M. Ag	2014 – 2018	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
	K. Muhammad Al-Fayyadl, M. Phil	2018- Sekarang	Dibawah naungan Biro Pendidikan PP. Nurul Jadid

**7. Organization Institutions****1. Pimpinan Yayasan Nurul Jadid**

Pelindung : Pengasuh Pondok Pesantren  
Nurul Jadid

Ketua Yayasan : KH. Abdul Hamid Wahid, M.Ag

Wakil Ketua Yayasan : KH. Najiburrohman Wahid, M.Ag

Sekretaris : KH. Hefniy Rozaq, M.Pd

Bendahara : KH. Faiz. Ahz, S.Fil

Departemen Usaha Dan Waqaf : -

Departemen Kelembagaan : -

Departemen Sosial dan Dakwah : -

## 2. Pimpinan Organisasi LPBA Nurul Jadid

Penanggung Jawab : Biro Pendidikan PP. Nurul Jadid

Dewan Syuroh : KH. Najiburrahman Wahid, M. Ag

: K. Imdad Robbani, M. Th. I

: Ny. Hj. Umi Hani'ah, S. Th. I

: Ny. Mamnuhatur Rohmah

Direktur LPBA : K. Muhammad Al-Fayyadl, M. Phil

Wakil Direktur I : Taufik Hidayah

Wakil Direktur II : Siti Ruqoyyah

Bendahara Pusat : Fajar Hadi P.

: Imania

: Lu'luul Maknunah

### **Tata Usaha**

Adm. Kurikulum & Kesekretariatan : Aqil Fahmi At-Taufiqi

: Lailatul Izzah

Adm. Kesiswaan : Abdul Latief

Sarana, Aset & Media : Rizal Hidayat

### **Bagian-Bagian**

Kesiswaan : Nafi Afifuddin Zuhud

Ibu Asuh Arab Dalbar	: Barirotul Ummah
Ibu Asuh Inggris Dalbar	: Widiana Sari
Ibu Asuh Arab Daltim	: Muzayyanah
Ibu Asuh Inggris Daltim	: Nurul Fadilah
Kurikulum	: Arfan Hidayatullah
Net Working	: Moh. Yahya
Koordinasi Program Interwilayah (KPI):	Moh. Firman Karimullah
	: Zulfikar Prayogi
	: Abd. Wafi
	: Yiyim Rofiqo Mei
	: Dinia Arifah R <sup>40</sup>

## **B. Research Finding**

In this chapter, the researcher described the result of research data that appropriate with the research focus that was about LPBA in Speaking Skill at Nurul Jadid Islamic Boarding School Paiton Probolinggo. The result of data research obtained from observation, interview, and document review technique conducted by the researcher at LPBA. The researcher used a Qualitative research method to see the natural condition of the phenomenon.

### **1. The Implementation of Teaching Speaking Though Debate Technique**

#### **a. Debate Technique**

The researcher can analyze the data in qualitative descriptive after collecting data by using interviews, document review, and observation.

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<sup>40</sup> Document review, LPBA Nurul Jadid, October 29<sup>th</sup> 2019

The researcher will describe, elaborate, and interpret data so that will be the whole description.

Firstly, to know how they do debate, the researcher came to the field of research. In the field, the researcher found that the steps of debate technique were done with several steps. It was guided by a moderator. The moderator mentioned a problem/topic to be debated, then choose which is the team to be the opposition/affirmation, Then the moderator gave some minutes to discuss, The moderator appoints the team to start a debate for a few minutes. Firstly the team introduced themselves for 1 minute per person, Then they will elaborate argument according to their position of the team. Then was responded by the affirmation team, and each team provided a rebuttal, gave a question or comment, and finally, Each team gave a closing statement on the topic according to the team's position.

In the next meeting, the teacher reviews the yesterday topic of debate. Then she invited students to present debates with a new topic. Debate activities carried out usually on Friday afternoon, 1.30 to 2 pm at SMP Nurul Jadid and Tuesday from 7 pm to 9 at the hostel. All students are divided into classes according to their level. The levels were Beginner, Intermediate, and Advanced.<sup>41</sup>

This observation was supported by interviewing Miss Imania as an administrator of LPBAas follow:

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<sup>41</sup>Observation, LPBA Nurul Jadid, October 15 dan 18<sup>th</sup> 2019

"We tend to use a system that is booming again, and the current debates do use the POI system, so automatically they automatically like the POI system, which is those who like to debate, the POI here also makes it easier when LPBA students take part in the debate with 2 the team and 1 team have 3 speakers."<sup>42</sup>

It was supported by Andina Silvi Amalia as president of the

LPBAas follow:

"We use POI (Point of Information) system, so the POI system here has two groups and three speakers, and this is done as a general debate to make it easier for students to give their opinions and the time has already been set for 3 minutes for each speaker, the first speaker and the second gives an opinion but the second speaker gives a broad opinion and the second speaker here becomes the reply speaker while the third speaker summarizes their opinions."<sup>43</sup>

It was also supported by Amelia Azizah as one of LPBA's student

below:

"We get a certain topic to discuss with our team. However, our tutor explained the definition of the topic. Then we have some minutes to create our argument. Then the government team and opposition team will perform in front of the class in turn. Firstly, 1st speaker of the government team will perform and followed by the 1st speaker of opposition. Next, 2nd speaker of government will perform and followed by 2nd speaker of opposition. Also the 3rd speaker of both."<sup>44</sup>

According to the interview and observation above, the researcher concluded that the debate technique in teaching speaking skill are: (1) Students are divided into two teams that are government and opposition team. Each team has 3 speakers. (2) Each team created their argument for some minutes. (3) There will be one moderator to guide the process of debate, (4) The moderator calls the speaker one by one which is

<sup>42</sup>Imania, Interview, Probolinggo, October 22<sup>th</sup> 2019

<sup>43</sup>Andina Silvi Amalia, Interview, Probolinggo, October 24<sup>th</sup> 2019

<sup>44</sup>Amelia Azizah, Interview, Probolinggo, October 25<sup>th</sup> 2019



started by the government and followed by the opposition team. (5)  
Each speaker should give rebuttal and POI to the opposition.

### **b. Learning Material**

In the field, the researcher found that the topic of debate was "Online Education is as Effective as Traditional on- Campus Schooling". It was given in the last meeting and discussed at the next meeting. Then, after finishing one topic, they move to the next topic of debate that is "Should cell phone use be allowed in schools?". This topic was used in debate competition that they conducted internally.<sup>45</sup>

Researcher did interview with Imania as the administrator of LPBA as follow:

"Yeah, actually topic is the most important in the debate. It should follow the newest case that happens in our environment. We choose a topic 'Online Education is As Effective as Traditional on-Campus Schooling', then for the debate competition we choose a topic 'Should cell phone use be allowed in schools?'."<sup>46</sup>

It was supported by statement of Andina Silvi Amalia as the student of LPBA about the material of debate. She explained as follows:

"Firstly we were given a topic by the tutor to be discussed together with our team and debated with the opposition team and one day before the debate begins. The topic was "Online Education is As Effective as Traditional on- Campus Schooling". On the other day, when will be conducted a debate competition for internal of us, we are given a new topic."<sup>47</sup>

<sup>45</sup>Observation, LPBA Nurul Jadid, October 15 and 18<sup>th</sup> 2019

<sup>46</sup>Imania, Interview, Probolinggo, October 22<sup>th</sup> 2019

<sup>47</sup>Andina Silvi Amalia, Interview, Probolinggo, October 24<sup>th</sup> 2019

To increase their critical thinking more, it was given a new topic.

It was explained by SintaWardanaas one of LPBA student as follows:

"We were given a topic of debate 'Online Education is As Effective As Traditional on- Campus Schooling'. While in the last we were given a topic 'Should cell phone use be allowed in schools?'. "<sup>48</sup>

According to the observation and interview above, the researcher concluded that the material of debate is "Online Education is As Effective as Traditional on- Campus Schooling" and "Should cell phone use be allowed in schools?"

### **c. Learning media**

In the field, researchers found that the learning media that they used were blackboard as a media to write the topic of debate and some materials, sheets, newspapers as a source of arguments, writing books to note their argument and some materials, and the internet connection. Then for doing the debate they use some simple things those are tables as a speaker's platform, a plastic bottle as an alarm of time allocation.

It was supported by interview with Imania as the administrator of LPBA about what media they use in debate as follow:

"While the media they usually use such as blackboards, sheets, markers, references (newspaper and internet). Students in the cottage sometimes use the printer of computers in the cottage or they go to the library."<sup>49</sup>

It was supported by Andina Silvi Amalia as president of the LPBAas follow:

<sup>48</sup>SintaWardana, Interview, Probolinggo, October 25<sup>th</sup> 2019

<sup>49</sup>Imania, Interview, Probolinggo, October 22<sup>th</sup> 2019

"Our media are usually blackboard, markers, newspaper, tables, and plastic bottle as an alarm of time allocation. Blackboard and marker are used to note the topic of debate, newspaper as a reference, tables are for a table of the stage of the debate, plastic bottle as the alarm of debate."<sup>50</sup>

Statement above is also supported by Amelia Azizah as the student of LPBAas below:

"We usually use a blackboard, markers, references, tables, and a bottle a ring bell of the speaker. All those were the simple things we can use as long as the practice of debate."<sup>51</sup>

According to the interview and observation above, the researcher concluded that the learning media were used in debate, they are (1) Newspaper and internet connection as the reference if ideas, (2) Blackboard, marker, and sheets as a media to write the topic of debate and some materials, (3) Writing book to note their argument and some materials, (4) For doing the debate they use some simple things those are tables as a speaker's platform and a plastic bottle as an alarm of time allocation.

#### **d. Time Allocation**

To get the data of time allocation, the researcher did observation. In the field, the researcher got the time allocation for each person to speak in front to argue was 2 to 3 minutes. Some speakers were able to speak 3 minutes even more. The others less than 3 minutes. Overall, just 3 minutes for each speaker. Each team has 3 4 times or 12 minutes to elaborate argument.

<sup>50</sup>Andina Silvi Amalia, Interview, Probolinggo, October 24<sup>th</sup> 2019

<sup>51</sup>Andina Silvi Amalia, Interview, Probolinggo, October 24<sup>th</sup> 2019

Researcher did interview about time allocation with Imania the administrator of LPBA as follow:

"Debate was set with 3 minutes speaking for each speaker in turn. The second speaker each team has twice spoken. it means each team had 3 minutes 4 times to elaborate their argument in front."<sup>52</sup>  
It was supported by interview with Amalia Azizah as the student of

LPBA as follows:

"..... and the time has already been set for 3 minutes for each speaker, the first speaker and the second gives an opinion but the second speaker gives a broad opinion and the second speaker here becomes the reply speaker while the third speaker summarizes their opinions."<sup>53</sup>

It was also supported by interview with Sinta Wardana as a student of LPBA as follows:

"Usually, we debate for 3 minutes per speaker. It was done in turn. So when the time was 3 minutes, the moderator would stop us. Sometimes the speaker couldn't speak to 3 minutes. It could be 1.5 and 2 minutes only."<sup>54</sup>

Based on the interview and observation above, the researcher gave the conclusion that the time allocation they use in a debate is 3 minutes per person or 12 minutes for each team.

## **2. The English Teacher Evaluate Students by using Speaking Though Debate Technique**

The researcher did observation as the first step to collect data as common. For the evaluation, the teaching staff held a kind of competition between different levels, so they would be randomized with whom they would compete and the topic was given one day before perform, and the topic they raised when the observation researcher was "should cell phone

<sup>52</sup>Imania, Interview, Probolinggo, October 22<sup>th</sup> 2019

<sup>53</sup>Amalia Azizah, Interview, Probolinggo, October 25<sup>th</sup> 2019

<sup>54</sup>Sinta Wardana, Interview, Probolinggo, October 25<sup>th</sup> 2019

use be allowed in schools? " and their topics are all the same but before competing the references they get have been corrected by their seniors then it is likely their opinions will vary, and when the observations at Nurul Jadid will return to the Pondok so that the evaluation will be held on October 28, 2019.<sup>55</sup>

Researcher got an explanation from Miss Imania as an administrator LPBA below:

"If a boarding school evaluation is usually competed at the level of competition, almost at the end of the year usually, there is also a language month competition, it's dalbarvsdaltim, and this assessment goes into academic value in the course, if the assessment increases at another level."<sup>56</sup>

It was supported by Andina Silvi Amalia as president of the LPBA following:

"by holding a competition from there we get points for evaluation, there is 2 evaluation we use, monthly and annually. We held a debate competition among the level of class per month and a debate competition between dalbar and daltim annually."<sup>57</sup>

This was also expressed by Amelia Azizah as a student LPBA, he explained as follows:

"yes usually held a competition miss, there are competitions between levels of competition between wilayah ( dalbarvsdaltim) miss."<sup>58</sup>

Based on interviews and observation above, LPBA evaluates the debate technique by holding a competition, among levels of wilayah

<sup>55</sup>Observation, LPBA Nurul Jadid, October 28<sup>th</sup> 2019

<sup>56</sup>Imania, Interview, Probolinggo, October 22<sup>th</sup> 2019

<sup>57</sup>Andina Silvi Amalia, Interview, Probolinggo, October 24<sup>th</sup> 2019

<sup>58</sup>Amelia Azizah, Interview, Probolinggo, October 25<sup>th</sup> 2019

(dalbar vs daltim) that was held annually and weekly. It means LPBA implemented formative and summative evaluation.

### **C. Discussion**

This section is the researcher's idea, the correlation between categories and dimensions, the position of findings with the previous findings, with interpretation and explanation of findings that presented in the field.

A Finding Discussion contains the data obtained by the researcher by using Observation, Interview, and Document Review techniques in the field.

The discussion as follow:

#### **1. The Implementation of Teaching Speaking Though Debate Technique**

##### **a. Debate technique**

According to the interviews and observations above, the researchers concluded that According to the interview and observation above, the researcher concluded that the debate technique in teaching speaking skill are: (1) Students are divided into two teams that are government and opposition team. Each team has 3 speakers. (2) Each team creates their argument for some minutes. (3) There will be one moderator to guide the process of debate, (4) The moderator calls the speaker one by one which is started by from government and followed by the opposition team. (5) Each speaker should give rebuttal and POI to the opposition.

with this system, they learn fast thinking and look for ideas faster because with the limited time they have, and not only that with this technique they not only learn to speak in front of them they also get material from their ideas and also from the ideas of their opponents. so with this technique, students more actively speak English and improve their speaking.

While according to the theory of debate technique is In this Parliamentary debate, a debate is held between two teams of three members each. These two teams will be referred to as the Affirmative and the Negative. Members of each team are assigned positions as 1st, 2nd, and 3rd speakers. For each debate ( section), a motion is given. After the motion is given, teams are given time to prepare for each debate. Each of the speakers will deliver a substantial speech of some minutes duration and either the 1st or the 2nd speaker on both sides will deliver the reply speeches for their teams.

is also the added theory about the world system of debate Asian-Australian Parliamentary Debate is almost the same with the Australian Parliamentary Debate. However, the Asian-Australia debate uses POI (Point of Information) and interruption. The goal is to support a motion for the affirmative team and refuse an argument for the negative team.

According to the findings and supported theory, the researcher concluded that LPBA has implemented the Australian parliamentary

debate system in which there are two teams of debate, POI (Point of Information) and interruption. The goal is to support a motion for the affirmative team and refuse an argument for the negative team. It means LPBA implement a world standard debate system.

#### **b. Learning Material**

According to the interview and observation above, the researcher concluded that the material of debate is "Online Education is As Effective As Traditional On-Campus Schooling" and "Should cell phone use be allowed in schools? ".

the instructor chooses the topic above so that with this topic students can look for ideas that are in their lives so that they understand and what the consequences are in education so they can think critically why in education there is such a thing as rules, and they are also easier think and give ideas faster so that it is more fluent in English.

It was supported by a theory Familiarity of TLMs will help to introduce new concepts. The children can also manipulate these materials with ease for meaningful learning of new concepts.<sup>59</sup>

According to the research finding and theory above, the researcher concluded that the material which was used by LPBA followed the theory of learning material characteristic. The topic of debate was familiar with the daily life of students so that it was easy

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<sup>59</sup>Diploma in Elementary Education (D.El.Ed), 2002, Teaching and Learning Materials, 36.



to understand and breakdown. It's better rather than choosing a new topic that was not related to students' life, they would be probably difficult to elaborate argument.

### c. Learning Media

According to the interview and observation above, the researcher concluded that these media were used by students of LPBA in Debate Technique to Teaching Student' Speaking Skill are (1) Newspaper and internet connection as the reference if ideas, (2) Blackboard, and sheets as a media to write the topic of debate and some materials, (3) Writing book to note their argument and some materials, (4) For doing the debate they use some simple things those are tables as a speaker's platform and a plastic bottle as an alarm of time allocation.

with the media that has been mentioned, they can more easily find references to the topics that have been given and with these media, they are easier when the activity takes place.

The finding discussion above was appropriate with the theory that explained by Ega Rima Wati, the explanation as follow:

Visual media is a media that has several elements; they are forms, colors, and texture in the synthesized. Visual media can show how material content is related to reality. Some visual media are used in the learning process such as Books, journals, maps, magazines, pictures, globe, sketch, etc.

Audiovisual media is a media that can show the picture elements and sounds simultaneously at a server of messages or information. Audiovisual media can reveal objects and real events. Some visual media are used in the learning process such as projector, tape recorder, Movie, Video, Sound system, Laptop, handphone, sound slide, film strip, etc.<sup>60</sup>

Based on the finding discussion and supported by the theory, it can be concluded that Medias are used in Debate Technique to Teaching Student' Speaking Skill program were Visual media such as markers, blackboards, references (for debates), used bottles of aqua (to be used as bells when giving opinions).

#### **d. Time Allocation**

The research of finding that mentioned above, time allocation of the debate was 3 minutes/ speaker or 12 minutes/ team. It was supported by a theory about time allocation of learning as follows :

The determination of the learning method must calculate the available time. A good learning plan is calculating the use of time allocation details, si that the learning runs well dynamically and no wasting time. The opening, main activity, and closing should be determined well.<sup>61</sup>

According to the research finding and theory above, the researcher concluded that the time allocation of debate in LPBA was

<sup>60</sup>Ega Rima Wati, *Ragam Media Pembelajaran* (Yogyakarta: Kata Pena, 2016), 5.

<sup>61</sup>Imas Kurniasih, 2017, "Sukses Mengajar - Panduan lengkap menjadi guru kreatif dan inovatif", (Pustaka Diantara), 28.

suitable for the theory. It is because of the determination of time for each person to elaborate arguments. There were also three steps in it, those are opening, main argument, and closing argument or statement. It has been related to the theory of time allocation.

## **2. The English Teacher Evaluate Students by using Speaking Though Debate Technique**

According to the research finding, it was mentioned that LPBA did formative evaluation that held weekly and summative evaluations they held annually. It was supported by the theory as follow :

According to the research finding, it was mentioned that LPBA did formative evaluation that held weekly and summative evaluations they held annually. It was supported by the theory as follow :

There are two kinds of evaluation. Those are formative and summative evaluation. Formative evaluation is to evaluate the learning process to increase the learning method and usually held in the middle of learning. Meanwhile, summative evaluation is to evaluate the learning process in the last of the learning period and usually held in the last period or semester.<sup>62</sup>

so why is there an evaluation in LPBA so students know the improvement of students in learning and also increase students more actively to be better than before.

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<sup>62</sup>"Formative and Summative Assessment", Yale Center for Teaching and Learning, <https://ctl.yale.edu/>

According to the findings and theory above, the researcher concludes evaluation is the other important factor in learning implementation. Evaluation is necessary to assess how good and successful the learning process based on the goal of learning. The evaluation will help the tutor and student to create better learning in the next process of learning. Those are 2 evaluations that were used in the LPBA debate class. It is a good implementation because by using formative, they can measure every week of learning and prepare well for next week's program. Then, summative evaluation is a necessity to create the most innovative learning strategy for next year.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter covers both the conclusion and the suggestion of the research findings and discussion presented in the previous chapter, the first is the conclusion of the research findings and the second is suggestions which addressed for the teaching students' speaking skill by implementation of debate technique for future research.

#### A. Conclusion

The conclusion covers the answers to the research questions, as follows:

1. The Implementation of Debate Technique in Teaching Student' Speaking Skill of Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid Paiton Probolinggo, (a) The debate techniques are; Students are divided into two team that is government and opposition team. Each team has 3 speakers. (b) The learning materials are; "Online Education is As Effective as Traditional on- Campus Schooling" and "Should cell phone use be allowed in schools?". (c) The learning medias are; Newspaper and internet connection, Blackboard, marker, and sheets, writing book, tables, and plastic bottle. (d) The time allocation is; the time allocation they use in debate is 3 minutes per person or 12 minutes for each team.
2. The Evaluation of Debate Technique in Teaching Student' Speaking Skill of Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid Paiton Probolinggo implemented formative and summative evaluation.

## B. Suggestions

Suggestion are proposed as follows:

Teachers can use media and can provide the best educational services to students so that they can be motivated to learn, hopefully to be more creative and innovative in learning.

After conducting the research and getting the result, the researcher would like to suggest the students, especially in learning English subject as follows:

- a. In learning speaking, the students should practice to speak in target language in order to grow their confidence and fluency, and minimize the use of mother tongue.
- b. The students should learn their mistakes in practicing speaking. Control their emotion when their opinion are wrong along to opposite team. Just make the learning activity enjoyable.

IAIN JEMBER

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IAIN JEMBER

## RESEARCH MATRIX

Title	Variable	Sub variable	Indicators	Source of data	Research method	Research problem
Teaching Speaking Though Debate Technique in Students' Speaking Skill Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo.	Debate Technique in Teaching Students' Speaking Skill	<ol style="list-style-type: none"> <li>1. Debate Technique</li> <li>2. Speaking Skill</li> </ol>	<ol style="list-style-type: none"> <li>a. Critical Thinking of Debate</li> <li>b. The Types of Debate</li> <li>c. Speaker's Roles</li> <li>a. Definition of Speaking Skill</li> <li>b. Component of Speaking Skill</li> <li>c. Characteristic s of Spoken Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Students LPBA Nurul Jadid</li> <li>2. English Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design               <ol style="list-style-type: none"> <li>a. Qualitative Descriptive</li> <li>b. Field Research</li> </ol> </li> <li>2. Technique of Collecting Data               <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Document review</li> </ol> </li> <li>3. Miles and Huberman data analysis               <ol style="list-style-type: none"> <li>a. Data Condensation</li> <li>b. Data Dislay</li> <li>c. Conclusion</li> </ol> </li> <li>4. Data Validition               <ol style="list-style-type: none"> <li>a. Data Source Triangulation</li> <li>b. Triangulation Technique</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How is the Implementation of Teaching Speaking Though Debate Technique?</li> <li>2. How is the English Teacher Evaluate Students by using Speaking Though Debate Technique?</li> </ol>

## AUTENTICITY DECLARATION

The undersigned below:

Name : Sayu Kurniawati  
NIM : T20156028  
Study Program : English Education Department  
Faculty : Tarbiyah  
Institute : IAIN Jember

Honesly declared that thesis which entitled ” Teaching Speaking Though Debate Technique in Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid paiton Probolinggo.” has been writen, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Jember, 25 July 2020

The writer



Sayu Kurniawati  
T20156028



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B.2937/In.20/3.a/PP.00.9/07/2019  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Izin Penelitian**

25 Juli 2019

Yth. Pengurus LPBA Nurul Jadid  
Jl. Kyai H. Zaini Mun'im, Karanganyar, Paiton. Dusun Karang Anom, Karanganyar,  
Kec. Paiton, Probolinggo, Jawa Timur.

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Sayu Kumiawati  
NIM : T20156028  
Semester : IX (Sembilan)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Implementation of Debate Technique in Teaching Students' Speaking Skill of LPBA Nurul Jadid Paiton Probolinggo selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru
2. Peserta Didik

Demikian, atasperkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

a.n. Dekan  
Wakil Dekan Bidang Akademik,



Mashudi



معهد نور الجديد الإسلامي للتربية والعلوم  
مركز ترقية اللغة الأجنبية

NURUL JADID ISLAMIC INSTITUTE FOR EDUCATION AND SCIENCE  
FOREIGN LANGUAGE DEVELOPMENT INSTITUTE

صندوق بريد: ابيطان بربانجا جوا الشرقية 67291 هاتف رقم : (0335) 771248 • 771644 - فاكس رقم : 771406

Nomor : NJ-H/09/0033/A.II/10. 2019  
Lampiran : -  
Perihal : Keterangan Penelitian

Kepada :  
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Jember

di Tempat

**Assalamu'alaikum War. Wab.**

Salam sejahtera kami sampaikan semoga Bapak/Ibu tetap dalam naungan Taufiq dan Hidayahnya sehingga tetap mampu melaksanakan aktivitas sehari-hari.

Yang bertanda tangan dibawah ini adalah direktur Lembaga Pengembangan Bahasa Asing PP. Nurul Jadid Paiton Probolinggo Menerangkan dengan sebenarnya bahwa :

Nama : **Sayu Kurniawati**  
NIM : **T20156028**  
Jurusan : **Pendidikan Bahasa**  
Prodi : **Tadris Bahasa Inggris**  
Judul Penelitian : **"The Implementation of Debate Technique in Teaching students' Speaking Skill of LPBA Nurul Jadid"**

Telah melakukan kegiatan penelitian untuk menyelesaikan tugas akhir di Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo selama 30 (tiga puluh) hari.

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

**Wassalamu'alaikum War. Wab.**

Paiton, 30 Oktober 2019

Direktur LPBA,



**K. MUHAMMAD AL-FAYYADL, M.Phil**

## RESEARCH INSTRUMENTS

### 1. Observation Guide

- 1) This research specially observed:
  - a) How teacher has planned his lesson
  - b) How teacher implement debate technique
  - c) How teacher encouraged students to be more active
  - d) How teacher motivated students in learning debate
  - e) How teacher give evaluation
- 2) Secondly, this research also observed:
  - a) How students were involved in debate
  - b) How students themselves attempted to improve their learning debate

### 2. Interview Guide

- a. What are the systems of Teaching Speaking Though Debate Technique in LPBA.?
- b. What are the materials of Teaching Speaking Though Debate Technique in LPBA.?
- c. What are the medias of Teaching Speaking Though Debate Technique in LPBA?
- d. How time allocation the activities of Teaching Speaking Though Debate Technique in LPBA.?
- e. How to evaluate Teaching Speaking Though Debate Technique in LPBA?

REKAPITULASI NILAI UJIAN AKHIR TINGKAT I  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
 Tahun Pelajaran 2019/2020

Tingkat : Elementary Pusat

NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Javid Nama	85	77	65	86	84	80	477	95.4	A
2	Rifki Eki Aprilianto	90	78	70	84	76	77.5	475.5	95.1	A
3	Ahmad Bayhaki	90	77	80	86	68	75	476	95.2	A
4	Ainur Rasyid	90	74	65	85	80	75	469	93.8	A
5	Alfarobi Shidqi M.	80	72	65	65	65	75	422	84.4	B
6	Angga Kholistiawan	80	70	65	80	80	72.5	447.5	89.5	A
7	Moh. Ansori Dimas Tiar	80	73	65	75	60	72.5	425.5	85.1	B
8	Achmad Firdaus P.	90	74	65	85	85	70	469	93.8	A
9	Hoerur Rozikin	80	76	75	85	65	70	451	90.2	A
10	Nabiel Ba Ramadhani	80	78	65	65	65	70	423	84.6	B
11	Thoriq Farhan S.	90	76	65	84	64	70	449	89.8	A
12	Moh. Fikrih Haikal	80	74	65	75	76	65	435	87	B

**KETERANGAN :**

- A : SPEAKING
- B : LISTENING
- C : GRAMMAR
- D : WRITING
- E : READING
- F : VOCABULARY

Ket :

- Tidak ikut :
- Berhenti :
- Susulan :



IAIN JEMBER

REKAPITULASI NILAI UJIAN AKHIR TINGKAT I  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
 Tahun Pelajaran 2019/2020

Tingkat : Elementary Al-Bayan

NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Sitti Surya P	82	78	80	90	85	85	500	100	A
2	Zilqi Auliyatul F	85	83	90	77	75	82.5	492.5	98.5	A
3	Lailatun Nafisah	81.5	81	80	87	70	90	489.5	97.9	A
4	Naila Imtiyaz	82	78	65	82	75	87.5	469.5	93.9	A
5	Riska Wahyuni	69	78	70	70	85	89.5	461.5	92.3	A
6	Eva Rosdiana	70	72	70	90	75	80	457	91.4	A
7	Novela Ramadhani	75.5	73	75	68	65	80	436.5	87.3	B
8	Ayu Qomariyah	73.5	74	65	69	65	76.5	423	84.6	B
9	Arini Hidayati	69	74	65	70	65	76	419	83.8	B
10	Lailatul Karomah	70	68	65	65	65	75	408	81.6	B
11	Sohibatul Islamiyah	66.5	72	70	68	65	75	416.5	83.3	B
12	Novia Maulidia	67.5	74	65	65	65	77.5	414	82.8	B
13	Nur Khumairoh Amelia Agustin	62.5	75	65	65	65	70	402.5	80.5	B
14	Nur Aulia Iqlil Faizah	70	74	65	65	65	72.5	411.5	82.3	B
15	Leni Wulandari	65	70	65	65	65	75.5	405.5	81.1	B
16	Siti Nur Aisyah	62.5	72	65	65	65	75	404.5	80.9	B

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- A : SPEAKING
- B : LISTENING
- C : GRAMMAR
- D : WRITING
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- F : VOCABULARY

Ket :

Tidak ikut :

Berhenti :

Susulan



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REKAPITULASI NILAI UJIAN AKHIR TINGKAT I  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
 Tahun Pelajaran 2019/2020

Tingkat : Elementary Al-Hasyimiyah

NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Nur Nadifah Ramadani Rahadatul A	80	78	80	85	80	90	493	98.6	A
4	Dian Nuriska	85	72	85	75	68	85	470	94	A
2	Devi Meriska T.	80	74	76	84	80	75	469	93.8	A
3	Kenzy Allayna	85	81	60	85	76	77.5	464.5	92.9	A
12	Safitri Nuriyatun	80	76	68	80	68	91.5	463.5	92.7	A
8	Mujaheedah Manor	80	78	70	85	68	81.5	462.5	92.5	A
9	Triya Resti Ramadhani	80	78	68	80	80	76.5	462.5	92.5	A
11	Balqis Nazilia	90	75	68	83	70	76.5	462.5	92.5	A
6	Eny Puspita Sari	80	78	65	84	76	78.5	461.5	92.3	A
5	Adella Putri A	80	74	69	80	80	78	461	92.2	A
10	Robiatul Al-Adawiah	80	76	80	74	70	79	459	91.8	A
7	Nur' Aini Agustina	85	81	66	75	68	80	455	91	A
15	Iklimatul Filzi S	85	74	67	80	68	80.5	454.5	90.9	A
16	Meilynda Krisna Dewi	85	76	70	83	68	71.5	453.5	90.7	A
13	Vina Sholehatal F	80	73	65	75	80	79.5	452.5	90.5	A
19	Silvia	80	76	68	80	68	80	452	90.4	A
18	Ayu Astutik	80	78	70	65	68	86.5	447.5	89.5	A
14	Imamah Naila A	80	76	75	65	76	75	447	89.4	A
17	Nur Aini	80	75	67	65	80	75	442	88.4	B
20	Nurul Erda	80	76	68	75	68	75	442	88.4	B
23	Sugianti	80	75	68	75	70	72.5	440.5	88.1	B
22	Musfiatin Nabila	80	75	75	65	68	75	438	87.6	B
21	Lailatul Aulia	80	75	66	75	70	70	436	87.2	B
24	Diah Manda Putri P	80	0	0	0	0	0	80	16	D
25	Fatimatus Zahro	0	0	0	0	0	0	0	0	D
26	Firda Zakiyatun N	0	0	0	0	0	0	0	0	D
27	Jihan Fita Nabila	0	0	0	0	0	0	0	0	D
28	Juwita Nurul Aini	0	0	0	0	0	0	0	0	D
29	Linda Roslia	0	0	0	0	0	0	0	0	D

**KETERANGAN :**

- A : SPEAKING
- B : LISTENING
- C : GRAMMAR
- D : WRITING
- E : READING
- F : VOCABULARY

Ket :

Tidak ikut :

Berhenti :

Susulan :



REKAPITULASI NILAI UJIAN AKHIR TINGKAT I  
LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)

Tahun Pelajaran 2019/2020

**Tingkat Intermediate Pusat**

NO	NAMA	NILAI					JML	R2	YDS
		A	B	C	D	E			
1	Rivaldo	79	85	77.5	79	87	407.5	81.5	B
2	Homaidi	90	80	82.5	71	83	406.5	81.3	B
3	Ardhi Wiria Ahmad	77	90	80	72.5	83	402.5	80.5	B
4	M Naufal	80	80	80	75.5	80	395.5	79.1	B
5	A Irham Maulidy	77	90	75	71	82	395	79	B
6	Moh. Nunung Sanjaya	79	85	85	61.5	82	392.5	78.5	B
7	Khoiruf Vijay Farhad S	80	75	80	75.5	82	392.5	78.5	B
8	Wildan Sulton Al-Ma'ruf	85	80	75	71	81	392	78.4	B
9	M. Rifqi	82	70	85	71	82	390	78	B
10	Fagil Ali Farelullah	76	70	85	71	84	386	77.2	B
11	Khalilurrahman	76	75	80	72.5	80	383.5	76.7	B
12	Much Husen Haikal	78	85	80	60.5	80	383.5	76.7	B
13	Ade Zian Syarofi	86	80	75	58.5	79	378.5	75.7	C
14	Agil Hibatullah	78	75	77.5	66	77	373.5	74.7	C
18	Muchammad Faiz Hasan	70	80	80	58.5	81	369.5	73.9	C
15	Chaerul Rahman	76	75	75	56.5	80	362.5	72.5	C
16	Andi Taufiqur Rohman	85	65	65	65	77	357	71.4	C
17	Dwi Vito Pramada	84	65	65	65	78	357	71.4	C
19	M Syamsul Hadi	0	0	0	0	0	0	0	D

**KETERANGAN :**

- A : SPEAKING
- B : LISTENING
- C : GRAMMAR
- D : WRITING
- E : READING

Ket :

Tidak ikut :

Berhenti :

Susulan



REKAPITULASI NILAI UJIAN AKHIR TINGKAT I  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
 Tahun Pelajaran 2019/2020

Tingkat : Intermediate Al-Bayan

NO	NAMA	NILAI					JML	R2	YDS
		A	B	C	D	E			
1	Wahyu Lestari	92	75	77.5	85.5	88	418	83.6	B
2	Alfiatus Zahro	90	90	67.5	75.5	85	408	81.6	B
3	Badilatil Walida	88	95	77.5	66	80	406.5	81.3	B
4	Nidaul Hasanah	88	85	80	67	83	403	80.6	B
5	Sofiyatul Widad	88	88	75	68	84	403	80.6	B
6	Ulfatun Hasanah	87	85	80	66	84	402	80.4	B
7	Nabila Firdausyah	88	78	67.5	82	82	397.5	79.5	B
8	Silfiyah Hikmatul Maulidah	85	75	80	69	84	393	78.6	B
10	Rita Farida	82	80	80	66	85	393	78.6	B
16	Ayu Suci Romadhoni	81	80	80	70	80	391	78.2	B
9	Haifa Annisa	85	90	67.5	70	78	390.5	78.1	B
12	Khairun Auliyatun Nisak	88	80	77.5	66	79	390.5	78.1	B
11	Nur Diana Kholishoh	84	75	80	67	81	387	77.4	B
13	Vania klarestaatkia	84	78	75	69	79	385	77	B
14	Siti Sri Wahyuningsih	82	75	80	67	80	384	76.8	B
15	Ulfatun Hasanah B	82	78	67.5	70	85	382.5	76.5	B
18	Eva Kurnia Setiawan	82	78	72.5	66	83	381.5	76.3	B
17	Inayatul Maula	84	80	70	66	81	381	76.2	B
26	Tutut Maptuhatul H	82	75	75	66	80	378	75.6	C
19	Wahida Aprilia	65	75	80	75.5	81	376.5	75.3	C
20	Nadya Selly Oceani	84	77	70	65	80	376	75.2	C
21	Annastasya Berliana Putri A	65	80	77.5	68	85	375.5	75.1	C
22	Laila Maqfirotika	82	70	72.5	70	80	374.5	74.9	C
27	Nikmatus Surur	81	75	70	66	82	374	74.8	C
23	Siti Noer Fadilah	65	80	72.5	75.5	80	373	74.6	C
24	Naila Afkarina	85	70	67.5	67	82	371.5	74.3	C
25	Tiffany Fadela H	65	80	77.5	66	82	370.5	74.1	C
28	Tasnim Jeharwae	65	75	80	66	79	365	73	C
29	Sofiyah Hidayati	83	65	65	65	78	356	71.2	C
30	Auliya Putri Atikah	0	0	0	0	76	76	15.2	D

**KETERANGAN :**

A : SPEAKING  
 B : LISTENING  
 C : GRAMMAR  
 D : WRITING  
 E : READING

Ket :

Tidak ikut :  
 Berhenti :  
 Susulan



**FINAL SCORE RECAPITULATION**  
**ADVANCED LEVEL OF FOREIGN LANGUAGE DEVELOPMENT INSTITUTE (FLDI)**  
**PP. NURUL JADID PAITON PROBOLINGGO**

**KATEGORI BINTANG KELAS**

No	Student's Name	TOEFL	PAPER-PROJECT	ORAL-TEST	TOTAL SCORE
1	Diana Mustafidah	437	77	81	198
2	Rulita Kumala Dewi	427	76	89	197
3	Retno Anindita Trinoviarini	423	77	90	197
4	Laili Maratus Sholiha	430	74	78	194
5	Andina Silvi Amaliah	403	76	99	193
6	Qotrunnada Zanuba Hanim	413	77	86	192
7	Mariyah Ulfa	407	73	92	191
8	Sifani Syarifatul Jannah	403	75	89	189
9	Qurrotul Aini	400	76	90	189
10	Syimatul Mahmuda	400	75	90	188
11	Nanik Firdausyiah	410	76	78	188
12	Aulia Himmah M.	423	77	62	188
13	Maryatul Qiftiyah	417	77	69	187
14	Nayyiratut Tadzkiroh	407	78	75	186
15	Putri Ayu Lestari	397	84	74	185
16	Sinta Nur Faiedatur Rohma	393	77	83	184
17	Fira Magfirotu Rizkia	393	76	75	182
18	Silvia Qodrun Nada	370	82	91	181
19	Siti Maymunah	383	77	81	180
20	Safhira Qur'aini	393	77	70	180
21	Siti Fatimatus Zahro	383	77	78	179
22	Helmiyatul Mukaroma Azay	380	75	78	178
23	Murtasiyah	380	76	76	177
24	Lisa Agistriana	373	77	72	174
25	Vera Cholidatul Islamiah	370	77	66	171
26	Aisyah	373	74	62	170
27	Regita Diyah Aulia Kusuma	353	78	68	166
28	Kinanti Dyah Lestari	347	76	75	166
29	Anggi Ayuning Arisandi	333	78	75	162
30	Faidatul Jannah	347	76	62	162
31	Yuyun Ayu Lestari	307	79	69	151

No	Student's Name	TOEFL	PAPER-PROJECT	ORAL-TEST	TOTAL SCORE
1	Faris Hilaal Firaas	420	87	90	199
2	Ahmad Sulthon Zainawi	410	73	85	189
3	Zulfan Robert Maulana A	410	72	73	185
4	Saiful Ishaq	363	72	95	177
5	Syaif Angga M.	373	73	83	176
6	Rahmat Sulhani	380	72	70	174
7	Ahmad Hamdan Maulana	377	73	71	173
8	Miftahul Arifin I.	373	72	70	172
9	Muhammad Nabil Izzah	363	73	65	167
10	Bagus Perdana Kusuma	343	76	70	163

**KATEGORI TA TERBAIK**

No	Student's Name	PAPER-PROJECT	ORAL-TEST	TOTAL SCORE	YUDISIUM
1	Faris Hilaal Firaas	87	90	88	B
2	Andina Silvi Amaliah	76	99	88	B
3	Silvia Qodrun Nada	82	91	87	B
4	Retno Anindita Trinoviarini	77	90	84	B
5	Saiful Ishaq	72	95	84	B
6	Qurrotul Aini	76	90	83	B
7	Mariyah Ulfa	73	92	83	B
8	Rulita Kumala Dewi	76	89	83	B
9	Syimatul Mahmuda	75	90	83	B
10	Sifani Syarifatul Jannah	75	89	82	B
11	Qotrunnada Zanuba Hanim	77	86	81	B
12	Sinta Nur Faiedatur Rohma	77	83	80	B
13	Diana Mustafidah	77	81	79	B
14	Putri Ayu Lestari	84	74	79	B
15	Siti Maymunah	77	81	79	B
16	Ahmad Sulthon Zainawi	73	85	79	B
17	Syaif Angga M.	73	83	78	B
18	Siti Fatimatus Zahro	77	78	78	B
19	Nanik Firdausyiah	76	78	77	B
20	Anggi Ayuning Arisandi	78	75	77	B
21	Helmiyatul Mukaroma Azay	75	78	76	B
22	Nayyiratut Tadzkiroh	78	75	76	B
23	Murtasiyah	76	76	76	B
24	Laili Maratus Sholiha	74	78	76	B
25	Fira Magfirotu Rizkia	76	75	76	C
26	Kinanti Dyah Lestari	76	75	76	C
27	Lisa Agistriana	77	72	74	C
28	Yuyun Ayu Lestari	79	69	74	C
29	Safhira Qur'aini	77	70	74	C
30	Regita Diyah Aulia Kusuma	78	68	73	C
31	Bagus Perdana Kusuma	76	70	73	C
32	Maryatul Qiftiyah	77	69	73	C
33	Zulfan Robert Maulana A	72	73	73	C
34	Ahmad Hamdan Maulana	73	71	72	C
35	Vera Cholidatul Islamiah	77	66	72	C
36	Miftahul Arifin I.	72	70	71	C
37	Rahmat Sulhani	72	70	71	C
38	Aulia Himmah M.	77	62	70	C
39	Faidatul Jannah	76	62	69	C
40	Muhammad Nabil Izzah	73	65	69	C
41	Aisyah	74	62	68	C

**REKAPITULASI NILAI UJIAN AKHIR TINGKAT II  
LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)  
Tahun Pelajaran 2019/2020**

**Tingkat : Elementary Pusat**

NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Achmad Firdaus P.	90	78	75	82.5	85	84	494.5	82.4	B
2	Ahmad Bayhaki	90	75	75	82.5	85	85	492.5	82.1	B
3	Rifki Eki Aprilianto	85	78	75	85	85	83	491	81.8	B
4	Javid Nama	80	76	75	86.5	85	87	489.5	81.6	B
5	Angga Kholistiawan	85	75	75	75	82.5	87	479.5	79.9	B
6	Ainur Rasyid		80	75	86.5	83.5	84	409	68.2	C
7	Thoriq Farhan S.	80	70		81.5	85	80	396.5	66.1	C
8	Alfarobi Shidqi M.		73	75	75	85	81	389	64.8	C
9	Nabiel Ba Ramadhani		75		85	82.5	82	324.5	54.1	D
10	Moh. Ansori Dimas Tiar		70		80	82.5	80	312.5	52.1	D
11	Moh. Fikrih Haikal	70			70	80		220	36.7	D
12	Hoerur Rozikin				79	87.5		166.5	27.8	D

**KETERANGAN :**

- A** : SPEAKING
- B** : LISTENING
- C** : GRAMMAR
- D** : WRITING
- E** : READING
- F** : VOCABULARY

**KETERANGAN :**

- Tidak Ikut :
- Berhenti :
- Ujian Susulan :



IAIN JEMBER

**REKAPITULASI NILAI UJIAN AKHIR TINGKAT II**  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
**Tahun Pelajaran 2019/2020**

**Tingkat : Elementary Glory Al-Bayan**

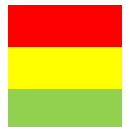
NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Lailatun Nafisah	85	78	75	80.5	82.5	84.8	485.75	81.0	B
2	Naila Imtiyaz	85	82	75	69.5	75	75	461.5	76.9	B
3	Ayu Qomariyah	90	80	75	69.5	75	71.3	460.75	76.8	B
4	Riska Wahyuni	80	78	75	68.5	75	84.3	460.75	76.8	B
5	Novela Ramadhani	80	78	75	72.5	70	71.3	446.75	74.5	C
6	Sitti Surya P	80	80	75	67.5	75	68.5	446	74.3	C
7	Nur Aulia Iqlil Faizah	80	80	75	62.5	67.5	80	445	74.2	C
8	Sohibatul Islamiyah	80	70	75	68.5	70	75	438.5	73.1	C
9	Leni Wulandari	75	70	75	66.5	72.5	70.8	429.75	71.6	C
10	Nur Khumairoh Amelia Agustin	75	78	75	62.5	70	66.5	427	71.2	C
11	Arini Hidayati	75	78	75	62.5	62.5	70.8	423.75	70.6	C
12	Novia Maulidia		65	65	65	65	77.3	337.25	56.2	D
13	Eva Rosdiana		78	75	70.5	77.5		301	50.2	D
14	Zilqi Auliyatul F		70	75	72.5	75		292.5	48.8	D
15	Lailatul Karomah								0.0	D
16	Siti Nur Aisyah							0	0.0	D

**KETERANGAN :**

- A** : SPEAKING
- B** : LISTENING
- C** : GRAMMAR
- D** : WRITING
- E** : READING
- F** : VOCABULARY

**KETERANGAN :**

- Tidak Ikut :
- Berhenti :
- Ujian Susulan :



**REKAPITULASI NILAI UJIAN AKHIR TINGKAT II**  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
**Tahun Pelajaran 2019/2020**

**Tingkat : Elementary Al-Hasyimiyah**

NO	NAMA	NILAI						JML	R2	YDS
		A	B	C	D	E	F			
1	Safitri Nuriyatun	80	80	85	61.5	85	74	465.5	77.6	B
2	Iklimatul Filzi S	90	78	91	51.5	70	71.8	452.25	75.4	C
3	Dian Nuriska	80	68	89.5	66.5	67.5	74.5	446	74.3	C
4	Nurul Erda	75	80	74.5	53.5	65	71.8	419.75	70.0	C
5	Nur' Aini Agustina	80	80	78.5	84.5	85		408	68.0	C
6	Kenzy Allayna		70	91	65	82.5	65	373.5	62.3	D
7	Lailatul Aulia		80	80	62.5	67.5	71.8	361.75	60.3	D
8	Robiatul Al-Adawiah		70	89	54.5	70	74.5	358	59.7	D
9	Balqis Nazilia		80	85	60.5	62.5	65.3	353.25	58.9	D
10	Nur Aini		78	63	74.5	62.5	75	353	58.8	D
11	Devi Meriska T.		75	70	60.5	65	71.8	342.25	57.0	D
12	Imamah Naila A		80	62.5	59.5	62.5	71.8	336.25	56.0	D
13	Mujaheedah Manor		78	68	52.5	67.5	65.3	331.25	55.2	D
14	Nur Nadifah Ramadani Rahadatul A		70	75	73.5	82.5		301	50.2	D
15	Adella Putri A		80	60	52.5	65		257.5	42.9	D
16	Eny Puspita Sari		80			60	81.5	221.5	36.9	D
17	Silvia			79		65	65.3	209.25	34.9	D
18	Meilynda Krisna Dewi		70		51.5	60		181.5	30.3	D
19	Triya Resti Ramadhani				55.5	65		120.5	20.1	D
20	Sugiati					65		65	10.8	D
21	Ayu Astutik							0	0.0	D
22	Musfiatin Nabila							0	0.0	D

**KETERANGAN :**

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- E : READING
- F : VOCABULARY

**KETERANGAN :**

Tidak Ikut :

Berhenti :

Ujian Susulan :



**REKAPITULASI NILAI UJIAN AKHIR TINGKAT II**  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
**Tahun Pelajaran 2019/2020**

**Tingkat : Intermediate Pusat**

NO	NAMA	NILAI					JML	R2	YDS
		A	B	C	D	E			
1	Andi Taufiqur Rohman	81.5	90	70	76	57	374.5	74.9	C
2	Khoiruf Vijay Farhad S	77	95	72.5	76	53	373.5	74.7	C
3	A Irham Maulidy	76.5	90	79	74	53	372.5	74.5	C
4	Dwi Vito Pramada	80.5	90	70	77	53	370.5	74.1	C
5	Homaidi	86.5	90	74	65	53	368.5	73.7	C
6	Wildan Sulton Al-Ma'ruf	83	85	67.5	75	53	363.5	72.7	C
7	Ade Zian Syarofi	82.5	80	70	77	53	362.5	72.5	C
8	Agil Hibatullah	79	85	70	75	49	358	71.6	C
9	Moh Naufal M	79.5	85	77.5	75	41	358	71.6	C
10	Chaerul Rahman F	73.5	85	65	75	55	353.5	70.7	C
11	Fagil Ali Farelullah	73.5	80	70	76	53	352.5	70.5	C
12	Much Husen Haikal	75.5	85	65	77	45	347.5	69.5	C
13	Ardhi Wiria Ahmad	75	85	65	76	45	346	69.2	C
14	M Khalilur R	76.5	85	72.5	65	45	344	68.8	C
15	Moh. Nunung Sanjaya	76	65	60	65	51	317	63.4	C
16	Rivaldo	80	80	70		53	283	56.6	D
17	M. Rifqi	80	85			55	220	44.0	D

**KETERANGAN :**

- A** : SPEAKING  
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**E** : READING

**KETERANGAN :**

- Tidak Ikut :  
 Berhenti :  
 Ujian Susulan :





**REKAPITULASI NILAI UJIAN AKHIR TINGKAT II**  
**LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)**  
**Tahun Pelajaran 2019/2020**

**Tingkat : Intermediate Al-Bayan**

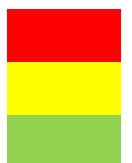
NO	NAMA	NILAI					JML	R2	YDS
		A	B	C	D	E			
1	Ulfatun Hasanah dalbar	87	95	63	79	90	414	82.8	B
2	Silfiyah Hikmatul Maulidah	84	82	73	79	95	413	82.6	B
3	Badiatil Walida	87	95	73	77	80	412	82.4	B
4	Naila Afkarina	83	95	70	79	85	412	82.4	B
5	Alfiatus Zahro	89	95	73	78	76	411	82.2	B
6	Haifa Annisa	84	95	73	79	75	406	81.2	B
7	Sofiatul Widad	87	95	70	77	77	406	81.2	B
8	Wahyu Lestari	90	90	73	78	74	405	81.0	B
9	Sofiyah Hidayati	83	95	65	79	83	405	81.0	B
10	Nadya Selly Oceani	83	95	65	79	82	404	80.8	B
11	Laila Maqfirotika	81	95	70	78	77	401	80.2	B
12	Nabila Firdausyiah	85	95	84	77	55	396	79.2	B
13	Nur Diana Kholisho	83	88	55	79	88	393	78.6	B
14	Siti Sri Wahyuningsih	82	92	73	78	61	386	77.2	B
15	Khiron Auliatur Nisa'	87	90	63	77	65	382	76.4	B
16	Nidaul Hasanah	87	72	63	76	76	374	74.8	C
17	Tutut Maptuhatul H	82	85	75	78	47	367	73.4	C
18	Ulfatun Hasanah daltim	82	72	65	79	68	366	73.2	C
19	Nikmatus Surur	81	68	70	79	65	363	72.6	C
20	Eva Kurnia Setiawan	81	82	63	78	47	351	70.2	C
21	Vania klarestaatkia	84	76	65	77	47	349	69.8	C
22	Ayu Suci Romadhoni	81	72	65	78	51	347	69.4	C
23	Inayatul Maula	83	82	65	65	49	344	68.8	C
24	Rita Farida	81	65	65	65	45	321	64.2	C
25	Auliya Putri Atikah		82	78	79	46	285	57.0	D

**KETERANGAN :**

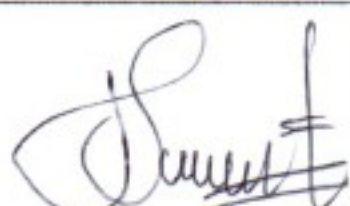

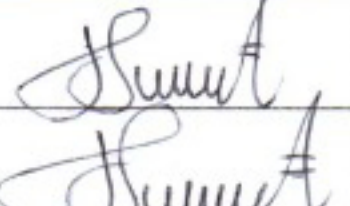
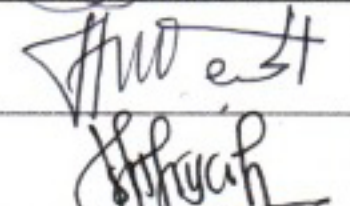
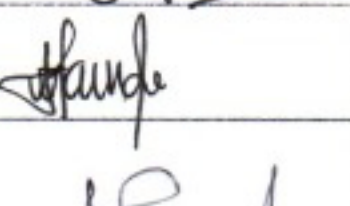
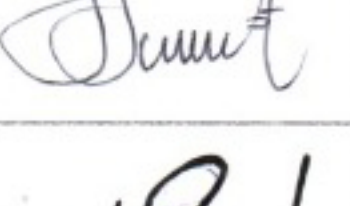

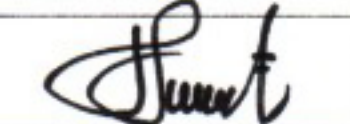


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- D : WRITING
- E : READING

**KETERANGAN :**

- Tidak Ikut :
- Berhenti :
- Ujian Susulan :



JURNAL PENELITIAN

NO	HARI, TANGGAL	JENIS KEGIATAN	TTD
1	3 Oktober 2019	Observasi asrama dan meminta izin melaksanakan penelitian	
2	8 Oktober 2019	Menanyai mengenai surat izin melaksanakan penelitian	
3	15 Oktober 2019	Observasi kegiatan proses pembelajaran	
4	18 Oktober 2019	Observasi kegiatan proses pembelajaran	
5	22 Oktober 2019	Wawancara dengan pengurus LPBA	
6	24 Oktober 2019	Wawancara dengan presiden LPBA	
7	25 Oktober 2019	Wawancara dengan siswa LPBA	
8	28 Oktober 2019	Observasi kegiatan proses pembelajaran (Evaluasi)	
9	29 Oktober 2019	Meminta dokumentasi hasil nilai siswa selama proses pembelajaran dan profil LPBA	
10	30 Oktober 2019	Pengambilan surat selesai penelitian	

Jember, 30 Oktober 2019

Mengetahui,

Diikuti LPBA



(K. Muhsin al-Fayyadl, M.Phil)

## DOCUMANTATION



**Interview with students**





### Activities in the class



## RESEARCHER'S BIODATA



Name : Sayu Kurniawati  
NIM : T20156028  
Place, Date of Birth : Probolinggo, 11 December 1996  
Adress : Gilin Kebonagung Kraksaan Probolinggo  
Major : English Department  
Faculty : Tarbiyah and Teacher and Training

### Educational Background :

1. SDN Alaskandang 1 (2003-2009)
2. MTS Nurul Jadid (2009-2012)
3. MA Nurul Jadid (2012-2015)
4. IAIN Jember (2015-2020)

### Organizational Experience :

1. Sekretaris forsis Nurul Jadid ( forum Siswa Bahasa) (2012-2013)
2. PMII ( Pergerakan Mahasiswa Islam Indonesia ) Angkatan Glombang (2015)
3. Pengurus HMPS ( Himpunan Mahasiswa Program Studi ) Tadris Bahasa Inggris (2015-2017)
4. ICIS ( Institute Of Culture Islamic Studies ) (2016-2017)