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The Strategies of "EFOS" English Debate Club to Improve Students' Speaking Skill at SMA Negeri 1 Sidoarjo

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ABSTRACT

Fikria, Ainun. 2012. *Strategies of "EFOS" English Debate Club to Improve Students' Speaking Skill at SMA Negeri 1 Sidoarjo.* A thesis: English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Dra. Irma Soraya, M.Pd, Rakmawati, M.Pd.

Keywords: Strategies, EFOS, English Debate Club, Speaking Improvement.

The research occurred with three statements of the problem that cover; 1. What does the strategies of EFOS debate club to improve English speaking skill of SMA Negeri 1 Sidoarjo students?; 2. Are the strategies effective?; 3. What are the advantages and disadvantages of students' get after join the debate club further?

The objectives of this study are; 1. Explore the strategies of EFOS debate club coach to improve English speaking skill of SMA Negeri 1 Sidoarjo students; 2. Detect the effective strategies that the club conducted to achieve the betterment of speaking; 3.Find out the advantages and disadvantages that the students get toward their presence in debate club further.

The research conducted in SMA Negeri 1 Sidoarjo used a qualitative research focused on *descriptive-clarification* method. The result of this research is the strategies that the coach used, there are motivating students, lowering their anxiety and making them to learn taking a risk that match to the Douglas Brown theory of strategy for success in learning English which is accomplished by the usage of observation techniques. Further, the strategies are effective because they meet the extend purpose of the coach in speaking betterment. Completing the research, the advantage of the students' participation in debate improved their academic performances and also benefiting their future college and career. And the disadvantages covered the feeling of being overwhelmed toward their school activities and extracurricular activities. So, the researcher concluded that the strategies of the EFOS English debate club is effective in improving English speaking skill based on the data achieved.

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CHAPTER I

INTRODUCTION

A. Background of Study

By the dint of the existence of National Final examination as the first requirement for graduation which is using paper based test format, not an interview system, most of students who learn English in a school always grammatical oriented. It is proved by an extra hour for preparing National exam for third grade of Senior High school or Junior High School either which focuses on doing the grammatical question. Furthermore, the provided school hour of English subject is negligent to give a formal focus to the English speaking improvement of the student that will be benefit for them.

Speaking is part of daily life and it taken for granted, it is generally accepted that speaking is one of the ways to communicate with others. People speak to have interaction, exchange knowledge or ideas, and share information. Nowadays, being able to speak in a foreign language, in this case is English that acknowledged as an International language, is important because of the globalization era which gives people no border to connect with others in over the world where nowadays over one billion people use English[1], via social network or face to face as well. Further, In Senior High

[1] Douglas Brown, "*Strategies for Success, (In Practical guide to Learning English)*" (Longman, 2001), 21.

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School level, being able to master speaking English ability could meet the expectation of getting chance to take a charge in the International conferences, having an International debate competition or just make a friend with people all over the world.

Regarding to the importance of being able to communicate in English, SMA Negeri 1 Sidoarjo aware of their students' English speaking betterment by giving an extra hour to learn English outside the class. According to Harmer that students who are exposed repeatedly to language in outside the context of any classroom, will in normal circumstances learn it. They do this unconsciously – rather than as a form of study.[2] So, SMA Negeri 1 Sidoarjo provides an extracurricular in the form of English debate club to be a system which has a special mission on English speaking skill betterment. The English debate club gives students the opportunity to speak and broadening knowledge outside the classroom to achieve unconsciously speaking without lie much on grammatical or syntactical order but still in the appropriate way of speaking and attain the purpose of communication.

The English debate club namely EFOS, the abbreviation of English Federation of SMANISDA, is chosen to be the system which is trusted to meet the expectation of the school on students' English skills betterment, especially speaking skill. Making the expectation comes true, SMA Negeri 1 Sidoarjo supports all the needs of the club by funding operational expenses 4

[2] Jeremy Harmer. *How to Teach English* (England: Longman, 1998), 24.

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million a year, funding the registration fee of debate competition, and providing facilities for the benefit of EFOS such as classroom, LCD, AC and Internet connection out of the school hours as well.

Actually, the expectation will be easier to be achieved because speaking in a first language and the target language, in this case is English, is basically the same. They do the process of conceptualizing, formulating then articulating to produce some speech.[3] But, the differents lie on the speakers' knowledge of the target language, including vocabularies, grammar, and the frequency of practice speaking on the target language itself.

Thereby, this research will be conducted in School Based International Standard, SMA Negeri I Sidoarjo, because it has their expancement regarding speaking skill betterment. This case going interesting when they establish an English club called EFOS (English Federation of SMANISDA) that covers debate club inside. In this project, the research focuses on debate club because it has been proved as a speaking trigger[4]. Further, this club functioned as an educational program offered by this institution and has been obtained many achievements that benefit students and school as well. Proved by the latest achievement that EFOS got is being the first and second winner on STIKOM debate competition on SMA level.

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[3] Scott Thornbury – Jeremy Harmer. (Eds.). *How to Teach Speaking* (England: Longman, 2000). 28.
[4] Jeremy Harmer. *How to .... 88.*

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Regarding to the achievements, the researcher conducts this research on how the debate club meets the students' expectation on speaking English improvements. Further, the researcher will go deeper inside to find the effective strategies that they uphold. The researcher defined one factor as linguistic aptitude and the other as motivation, as Gardner and Lambert say on their book "Motivation in Second Language Learning" that "A motivation of a particular type, characterized by a willingness to be like valued members of the language club".[5] This theory stated that a membership in a club takes places on the language acquisition as a motivator.

Then, motivation accompanied by an effective and compatible strategies as the debate club do are proved to be a key of success to master speaking skill. Because the advantage of a debate is that, instead of just memorizing a lecture or a textbook content, students will get sharpen their critical thinking, oral communication and research skills.[6]

The previous study who concerned on debate as a learning tool of English speaking skill betterment is held by Faiza, in the research project entitled *"Using Debate Method to Improve Speaking Ability at the second Grade of SMA Giki Surabaya"*. This previous research focused on how debate being one of speaking betterment method inside the classroom, Faiza stated that debate method that teacher use in the classroom work linier with the

[5] Gardner - Lambert, Motivation in Second Language Learning, (1959), 271.
[6] Obeua S. Persons, paperwork: *"Debate As a Great Learning Tool"* (http://google.com, accessed on May 18, 2012)

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occurance of speaking betterment. The significant difference with this research is the subject. Faiza used debate as one of the method in teaching English speaking inside the classroom. So, the result is known when the method applied in classroom. But, this research focuses on debate club that has a definite schedule and structured activities with a certain objectives each. Hence, the result of speaking improvement will be significant.

So that, the researcher comes out with this thesis that concern on what kinds of strategies of English Debate club that could improve students' speaking skill. Further, the result of the research will be an effective strategies of EFOS English club which could be implemented in another club who concern on betterment of language studies, in this case is English as a second language.

B. Research Problems

1. What do the strategies of EFOS debate club to improve English speaking skill of SMA Negeri 1 Sidoarjo' students?
2. Are all the strategies upheld by the club effective?
3. What are the advantages and disadvantages of the students' participation in English debate club further?

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C. Objectives of the Study

The objectives of this study are;

1. Exploring the strategies of debate club upholds to improve English speaking skill of SMA Negeri 1 Sidoarjo' students.
2. Detecting the effective strategies that the club conduct to achieve the betterment of speaking.
3. Finding out the advantages and disadvantages which the students' get toward their presence in debate club further.

D. Significance of the Study

This study will be benefit for,

1. EFOS English club, because this study will be the reflection and evaluation of every activities they uphold.
2. Every institution that concern on language development because the researcher will also concentrate on how language is well improved in a club.
3. English Education Department Students because they will focus on this area during their study.
4. Student engaged in club to improve their quality on language development.
5. Being a significant solution for everyone who concern on English to meet their expectation on English speaking betterment, because this

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study will give the reader the effective strategies to learn English outsides the classroom.

6. This study will give a contribution to everyone who concern on English speaking betterment by giving various activities to improve Students English speaking fluency.

E. Scope and Limitation of the Study

The researcher limits the study in Senior High School level, in this case is English debate club of EFOS (English Federation of SMANISDA). This study is conducted in SMA Negeri 1 Sidoarjo because of substantial reason of effectiveness and the great achievement that they usually obtain in a year.

F. Definition of Key Terms

This is the subheading that bridging the researcher and the reader to be ordered in one point of concept conceive overwhelm of this thesis.

1. EFOS English Debate club in SMA Negeri 1 Sidoarjo

EFOS is the abbreviation of English Federation of SMANISDA. That is the name of English debate club which is specially conducted in SMA Negeri 1 Sidoarjo. EFOS is an extracurricular program that concern on students' English betterment which is highly supported by SMA Negeri

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1 Sidoarjo. Further, The support of the school is in the form of financial support and provision of facilities.

2. Speaking skill Improvement

The students could speak in English but have limited knowledge about the language, including vocabularies and grammar. This condition occurs because the frequency of practice speaking in English is lack. accompanied by the limited knowledge about the lesson topic which make they keep silent in the class because do not know what to say. And then when they are speaking in English, the fear comes, continued by nervous, anxiety, do not have the braveness to take a risk of making mistakes and as the result it may inhibit fluency proven by no word comes to their tongue because lack of confidence and too much self-filter or we used to call it "low self-esteem".

The speaking skill improvement means that those kinds of problems do not occur after the involvement in the debate club. That is what the researcher called improvement in this case.

3. Components of Speaking

Faiza stated in her thesis that there are basic components of speaking are accent, fluency, vocabularies, grammar, and comprehension.

4. Debate

In this study, the term debate defined as a formal contest of argumentation between two teams or individuals which embodies the

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ideals of reasoned argument, tolerance for divergent points of view, and rigorous self-examination. It emphasises on critical thinking, effective communication, independent research, and teamwork.

5. **Debate Club**

Debate club defined as the gathering activity that covers all the expectation and goal of its members. There is a coach provided in a club. Nowadays, the English debate club usually has specific schedule, strategies and activities to improve speaking skill of its member.

6. **Effectiveness**

Effectiveness is the extent to which an activity fulfils its intended purpose or function.[7]

7. **Strategy**

Based on the oxford vocabularies, the strategy is a plan of action designed to achieve a long-term or overall aim.[8] It means that the strategy described as the systematic ways and procedure in learning activities to develop the improvement of student's learning. The Appropriate strategy is believed to carry the activities effectively.

[7] http://www.qualityresearchinternational.com/glossary/effectiveness.htm, accessed on August 4, 2012.
[8] http://oxforddictionaries.com/definition/english/strategy?q=strategy, accessed on July 18, 2012.

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CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter focuses on review of related literatures that give the theoretical background and previous studies which related to the research. The review of related literatures will be described as follows;

A. Strategies for Improving Speaking Skills in English Learning

Strategy is the sistematic ways and procedure in learning activities to develop the improvement of students' learning.[1] There are some strategies for success in learning English as Douglas Brown stated on his book, those are self-motivating and setting goals, developing self-confidence and lowering anxiety, and learning to take a risk.[2]

1. Self-motivating and setting goal,

Brown divides the motivation in two main criterions, the internal and external motivation. The internal motivation that called self-motivation means that the students doing something because they want to do it or student have made their own choice to do it. They do not need the reward, and do not need

[1] Indah Merdekawati, skripsi: "Teacher's strategy in Teaching English speaking at Second Grade of SMPN 2 Pare-Kediri" (Surabaya: IAIN Sunan Ampel, 2011), 16.
[2] Brown. Douglas, "Strategies for Success, (In Practical guide to Learning English)" (Longman, 2001), 24.

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the punishment. They pleased to do it. Research has found that when people are self-motivated, they always successful.[3]

And another one is external motivation that defined as an other influences push to do something, in this case, you often need a reward and afraid of punishments. You are happy of being praised or given a reward. People who are motivated by outside influences are usually not so successful, because their reason for learning does not comes from inside them.

2. **Developing self-confidence and lowering anxiety,**

Speaking in a foreign language, in this case is English, may occur the anxiety and lowering self-confidence for those who does not feel that their ability in English is sufficiently. The feeling bad of English skill ability that happened in English foreign language learner, it may because their English-specific self-confidence (feeling about own ability in mastering English) is a little low.[4] Further, the *anxiety* occurs in the situation of most people feel foolish when they make mistakes in a foreign language.

The anxiety occurs when people afraid of making mistakes because of the consequences of being mocked by people. Those conditions will iritating the learner ego and make a frustration. As the result, the learner tend to be silent than speaking but making mistakes. Regarding those kinds of psychological aspect, the coach of the debate club manage and conduct his

[3] Brown. Douglas, "*Strategies for Success*.... 21.
[4] Brown. Douglas, "*Strategies for Success*.... 26.

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class as a comfortable as possible by build the atmosphere of fun but challenging.

The strategies of success toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to Douglas Brown covers conversation skill, pronunciation and public speaking are explained as follows;

a. Conversation skill

Practicing dialogues has a long history in language teaching, since language is essentially dialogic in its use.

b. Pronunciation skill

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech.

Mispronunciation can hurt the debater's credibility. The debater will pronounce words correctly and establish trust with the audience by focusing on the articulation. So that, the debate club pays attention on articulation of speaking for its member.

c. Public Speaking

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Public speaking is one of people's primary fears, sometimes ranked ahead of death.[5] Many people try to avoid speaking in public or experience significant anxiety before they do so. They may feel dizzy, have a dry mouth, sweaty palms, a racing pulse, or even begin to speech. In order to the settle the reactions it needs breathing exercise and practice regularly to speak English in front of people.

3. **Learning to take a risk,**

Learning to take a risk can be defined as taking a challenge. Something said as a challenge if that condition forced to out from the comfort zone. The coach always has the strategies to make students always take a challenge in his class.

B. The Activities of Debate Club to Improve English Speaking Skill

The Sociocultural theory, Scott Thornbury stated, situates the learning process firmly in its social context. According to this view, all learning is mediated through social and cultural activity. To achieve autonomy in a skill, the learner first needs to experience other-regulation, that is, the mediation of a 'better other', whether peer, teacher, or coach. This takes the form of **assisted performance**, whereby the teacher interacts with learner to provide a supportive framework which learner can extend their present competence, **aware** of the new

[5] Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 33.

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knowledge. Toward this shared activity, new knowledge is jointly constructed until the learners are in position to **appropriate** it – to integrate the new to their existing knowledge. Learners are now able to function independently in state of **self-regulation.**[6]

There are things learners cannot easily do, such as retrieving words at speed or achieving long, pause-free runs and how to respond appropriately in difficult word. In this case, they lack of knowledge. They need an awareness-raising activity that aimed to help learners uncover those gaps. **Awareness** involves at least three processes: **attention, noticing,** and **understanding.**

Attention, learners need to be paying attention – interested, involved and curious- if they are going to notice the features of target language. **Noticing**, then, is the conscious registering of occurrence of some event or entity. **Understanding**, it means the recognition of a general rule or principle or pattern.[7] All the process can be aided and supported by the presence of either a coach or another member of the English debate club.

The awareness-raising activities could be implemented by using **record** of authentic materials from TV or radio and **live** listening to the coach or guess coach. Listening from recording material, in intermediate level –equals Senior High school level, has the benefit for giving new vocabularies toward the

[6] Scott Thornbury – Jeremy Harmer. (Eds.). *How to Teach Speaking* (England: Longman. 2000). 38.
[7] Scott Thornbury....., 42

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listening material, focusing to check the gist, focusing to check the register variables. Live listening activity has the particular advantages of interactivity.

The appropriation activities could be implemented by using drilling, milling activity, assisted performance.

Toward the *automaticity*, the activities that the coach must do should be meet this following conditions;

1. Productivity,

   Speaking activity needs to be maximally language productive in order to provide the best conditions for automaticity language use.[8] This activity must force the student produces their L2 and whatever the condition they must reduce the usage of L1.

2. Purposefulness

   Often language productivity can be increased by making sure that the speaking activity has a clear outcome.[9] Lowering anxiety could be one of the purposes of the activity that could be risen by the coach of the debate club.

3. Interactivity

   Activity should require learner to take into account. There should be a possibility to have an interaction, e.g. where there is an audience present, understanding, and even ask question or make comments at the end. The

[8] Scott Thornbury....., 90
[9] Scott Thornbury....., 90

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activity should make the real-life language use and have the real life atmosphere.

4. Challenge

The activity should stretch the learners so that they are forced to draw on their available communicative resource the outcome. This will help them experience the sense of achievement, even excitement, that is part of autonomous language use.

5. Safety

While learners should be challenged, they also need to feel secure in knowledge that the coach will always be there to take over if things get seriously out of hand.[10] The safety is needed to maximized the productivity of L2 itself. in the other hand, the safety could be define as a supportive classroom dynamic and a non-judgmental attitude to error on the part of the coach.

6. Authenticity

Speaking activity should have any relation to real-life language use. Learners need to experience a quality of communication in outside of the classroom to become autonomous. The students need to perform in real operating conditions, e.g. spontaneously with minimal preparation.

[10] Scott Thornbury....., 91

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C. The Advantage and Disadvantages of Participating Debate club for Senior High School Students

Balancing school with before- and after-school clubs can be a challenging exercise in time management for some students. For others, it can instill a sense of responsibility and help them learn valuable skills while also having fun. This variety can benefit students immensely. But, extracurricular activities can also have downsides. The advantages and disadvantages of extracurricular are explained as follows:

1. Advantages

According to the children's education company Scholastic, extracurricular let children enjoy himself in a fun, stress-free environment, get some exercise and make friends outside of school.[11]

a. Improved Academic Performance

The National Federation of High School Activities also reports that students who participate in extracurricular activities have higher GPAs, better attendance, lower dropout rates, and overall fewer discipline problems. These conditions had the similar effect of the involvement to the English club where it takes the position as an extracurricular. The academic performances cover;

1) Speaking/Communication Skills

[11] Elissa Bassini, eHow Contributor : The Advantages of Extracurricular Activities | eHow.com http://www.ehow.com/list_7634991_advantages-extracurricular-activities.html#ixzz21JPq1fjy. July 22, 2012.

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Associate with people who speak good English. Join a debate society or a study group. Not only will learn eloquent modes of speech but, as the people in your group become your friends, they will unconsciously imitate their speech styles in order to fit in.[12]

2) Rigorous and Critical Thinking

Perhaps the most important skill debaters learn is the ability to think rigorously and critically. A number of studies have reported that participation in debate increasing the critical thinking of debate students.[13] Debate participation promotes problem solving and innovative thinking, and helps students to build links between words and ideas that make concepts more meaningful.[14]

3) Knowledge/Education

Many studies show marked improvement in a wide variety of academic skills as a result of participation in competitive debate. Debate students excel in written and oral communication, and greatly improve their reading comprehension (sometimes 25%

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[12] Isaiah David, eHow Contributor: How to Speak Better English | eHow.com http://www.ehow.com/how_4444027_speak-better-english.html#ixzz21KocQFVo. July 22, 2012.

[13] Korcok, Michael, "*The Effect of Intercollegiate Debating on Critical Thinking Ability*", Copyright 1997 http://mailer.fsu.edu/~ewotring/com5312/critical.html (Research Proposal)

[14] Bellon, J. (2000). National Center on Education and the Economy. (2007). "*Tough Choices or Tough Times: The Report of the New Commission of the Skills of the American Workforce*". San Francisco: Jossey-Bass.

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more than their peers).[15] Students become comfortable with new concepts and unfamiliar language, and gain access to a wide array of new information such as college-level philosophy, history, public policy and current events.[16]

b. College and Career Advantages

Colleges look closely at the extracurricular activities that high school students are involved with. The skills that students develop during high school and college through these activities give them a great advantage in the workplace, as they will already have experience working on teams and managing their time.

2. Disadvantages

For all the positive aspects, extracurricular activities can cause some problems for students. Here are the disadvantages that may occur; [17]

a. Feelings of Being Overwhelmed

The need to balance school with extracurricular activities can sometimes be overwhelming for students. For students who take part in multiple activities, the pressure can be even more intense. Students

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[15] Catterall., James S. "Essay: Research on Drama and Theatre Education." In Richard Deasy, ed. Critical Links: Learning in the Arts and Student Academic and Social Development. Washington, D.C.: Arts Education Partnership, 2002.

[16] Carr, J. E. (2002, January). A better investment not found on Wall Street. Rostrum, 76(5), 25-26. Colbert, Kent and Thompson Biggers, (1985).

[17] Lauralee Moss, eHow Contributor : The Disadvantages of Extracurricular Activities | eHow.com http://www.ehow.com/list_7699912_disadvantages-extracurricular-activities.html#ixzz21JPLOiTt, July 22, 2012

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must stay on top of their homework, attend practices, rehearsals and other events, and still find time to hang out with friends and family. They may have very little free time and feel constantly stressed.

b. Frustrations

No matter the age, students can become frustrated if they are overworked with school, friends, family and extracurricular activities. Older students sometimes juggle jobs as well. Students need time to study, relax with peers and join family time. Students might also be frustrated that they do not have time to grow their talents. If children put too much focus on a few, specific abilities, they might not develop into well-rounded people.

c. Physical Stresses

Another disadvantage of extracurricular activities is physical stresses. In older children, look out for mood swings, recurrent sickness such as stomachaches and complaints about the activities themselves. The activities might cause physical pain, such as leg cramps or headaches.

d. High Costs

For some families, the costs of their student's participation in extracurricular activities is simply too much. With shrinking budgets, schools contribute less and less to help cover the costs of activities.

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For example, they have to contribute to the costs of travel when they have debate competitions in other city.

e. Hurts Students' Academics

The involvement in extracurricular has its own advantages but also has it disadvantages if the students engaging themselves in a lot of extracurricular that make it overwhelmed and worse management of time. The engagement in extracurricular may hurt academic. The clash of school hour and extracurricular activity can burden the students.

D. Debating Techniques

There are some techniques in debating which debate club provides. Kate Shuster and John Meany describe in their book "Speak out! Debate and Public Speaking in the Middle Grades" all about the techniques required to improve speaking skill in debate. There are two main skills, verbal and nonverbal communication skills.

1. Verbal Communication skill

Vocal delivery, the way present speech, will influence how the audiences hear the message. The debaters cannot persuade another person of their opinion if they do not speak clearly and confidently. The effective public speaking in debate involves various elements. There are volume, rate,

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emphasis, articulation, organization, word choices.[18] Further, all of those elements will be described as follows.

a. Volume

The debaters should deliver a speech at the appropriate volume. It should not be too soft and too loud, the debater should deliver the speech in a slightly louder voice than a daily conversation used. Additional voice shows that the speaker is confident.

b. Rate

The rate of delivery is the speed or pace of a speech. Some people speak too rapidly because they are nervous and want to finish quickly. Others speak too fast because their anxiety changes the way their body functions. A rapid heart rate and faster breathing may speed the pace of all functions, and it works on speaking.

c. Emphasis

Do not emphasis all words equally. A good debater focuses the listener's attention, bring the emotions and remind the audience on the specific words that have the important ideas by emphasizing.

d. Articulation

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a

[18] Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004),16.

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dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech.

e. **Organization**

To debate successfully, the debater must do far more than pronounce words properly. They use the word to deliver a message, offer an opinion, share your knowledge, and persuade others. To succeed in debate, they must express the ideas effectively. The message should be simple, direct and clear.

An effective speech should follow a simple structure and have logical sequences of idea. The speech consists of three main parts: the introduction, main body and a conclusion. It provides a clear outline for the design and delivery of effective speeches.

f. **Word choices**

An effective debater selects the appropriate words to convey the message most accurately and persuasively. Strong wording make the arguments more credible. Always avoid prejudice and stereotypes in speech. Racist and sexist speech, unnecessarily violent or hostile images, and the use of offensive language will destroy credibility, and the audience will miss or ignore the effectiveness points.

2. **Nonverbal Communication skill**

Nonverbal communication is an important part of persuasive delivery. The debater must develop their nonverbal communication skills to make

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their presentation consistent and effective. Nonverbal messages can contradict verbal ones. Unless the debaters are aware of their nonverbal communication, they may sabotage their speech. The four major elements of nonverbal communication for successful debating include body positioning and movement, eye contact, gesture, and poise as well. Further explanation will be described as follows;

a. Body Positioning and Movement

Before begin the presentation, determine the starting spot, the place in the room from which you will speak. To begin a speech, wait until the audience is ready, make an eye contact by looking directly at them, relax with deep breath, be an enthusiastic speaker.

b. Eye Contact

Eye contact is valuable; it reaches out to an audience and pulls them in, it bridges the physical distance between the speaker and her listeners, it establishes trust.

c. Gesture

Using gestures adds movement to presentation and helps to emphasize important points. But, controlling gestures is an important skill for an effective speaker.

d. Poise

A speaker who acts in a respectful and responsible manner has poise. This speaker will not overreact to the issue, the audience, or any

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opposing voice. The poised speaker shows self-confidence but is never arrogant. In debate, a poised speaker will be a gracious winner and an honorable loser.

E. General Understanding of Debate

Debate is a process of generating argumentative clash. Debating is intellectual exchange of ideas.[19] Another sources stated that debate is an organized public argument on a specific topic. It is organized, in that there are rules of debating. It is public because it is conducted for the benefit of an audience.[20]

Parliamentary debate in the Middle School Public Debate Program (MSDPA) format is similar to arguments made in court before a jury. The MSDPD rules for competition cover seven key areas of a debate; a debate topics, number of team and debaters, speaking order and time limits, preparation period, debate materials, points of information and heckling, and Judge training and decision-making.[21]

1. Debate Topics

Topics for debate competition in MSPDP format use both extemporaneous and impromptu topics. An *extemporaneous* debate topic

[19] Phillips, Leslie. *Basic Debate – 4th Edition*, (Illinois, USA: National Textbook Company, 1996), 4.
[20] Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 44.
[21] Kate Shuster-John Meany, *Speak out! Debate.... 48*

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known before the debate is ready to begin. Topics are selected to provide a range of debate on education, social, economic, and cultural issues.

2. **Number of Team and Debaters**

There are two teams in debate; the proposition and the opposition. Each debate team consists of three students. One student is the first speaker, one is the second speaker, and the third is the team's rebuttal speaker.

3. **Speaking Order and Time Limits**

Speakers make their presentations in the following order. The time listed is the maximum allowed for each speech.

Table 2.1

The position and time limits of MSPDP debate

First speaker, Proposition team	5 minutes
First speaker, Opposition team	5 minutes
Second speaker, Proposition team	5 minutes
Second speaker, Opposition team	5 minutes
Rebuttal speaker, Opposition team	**3 minutes**
Rebuttal speaker, Proposition team	**3 minutes**

First speaker, Proposition team must: Define the topic. Outline briefly what each speaker in their team will talk about. ***First speaker, Opposition team*** must: Accept or reject the definition. If you do not do reject, it is assumed that you accept the definition. Rebut a few of the main points of the first proposition speaker.

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Second speaker, proposition must: Rebut the main points presented by the first opposition and present the second half of the proposition's case. ***Second speaker, opposition*** must: Reaffirm the opposition's team line. Rebut some of the main points of the proposition's case. Present the second half of the opposition's case.

Third rebuttal, proposition must: Reaffirm the proposition's team line. Rebut all the remaining points of the opposition's case. Present a summary of the proposition's case and the round off. ***Third rebuttal, opposition*** must: Reaffirm the opposition's team line. Rebut all the remaining points of the proposition's case. Present a summary of the opposition's case and round off.

4. Preparation Period

A topic is announced before each debate. If it is an *extemporaneous* topic; the prepared topic, debaters have twenty minutes preparation time to review their notes, speak with their teammates, and copy materials for use in the upcoming debate. If it is an *impromptu* topic; spontaneous topic, debaters have thirty minutes to prepare.

5. Debate Materials

Before the tournament or competition, or during preparation time, students may review any information that would be benefit for them to face debate. They may consult the library book or discussing with teammate. Once the debate begins, the debaters not allowed to review or

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use any materials that were not prepares during the preparation time period.

6. Points of Information and Heckling

Debaters use point of information and heckling. A *point of information* (also known as POI, pronounced "P-O-I") is a request to the speaker to surrender some of his speaking time for a comment or question by the opposing team. The speaker may accept or reject a POI. If the POI is accepted, the POI must no longer than fifteen seconds.

A *heckle* is an interruption of a speaker during his presentation. Students heckle to applaud the teammates and opponents before and after their speeches. Heckling is done by slapping one's hand on the table three to four times. Never use them to distract a speaker or continually interrupt a presentation.

7. Judge Training and Decision-Making

The MSDP judge must be certified. The judge will consider public speaking, argumentation, and teamwork skill in assigning points. The judge will announce the outcome of the debate to the participating teams and also will explain the reasons that a particular side has won the debate and provide some constructive criticism to help debaters improve future debates as well.

F. The Previous Studies

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Faiza, in the research project entitled "*Using Debate Method to Improve Speaking Ability at the second Grade of SMA Giki Surabaya*" (Surabaya: IAIN Sunan Ampel, 2011). This previous research focused on how debate being one of speaking betterment method inside the classroom, Faiza stated that debate method that teacher use in the classroom work linier with the occurance of speaking betterment. The significant difference with this research is the subject. Faiza used debate as one of the method in teaching English speaking inside the classroom. So, the result is known when the method applied in classroom. But, this research focuses on debate club that has a definite schedule and structured activities with a certain objectives each. Hence, the result of speaking improvement will be significant.[22] Another study was held by Fatimah Yuliani.

Fatimah Yuliani, Undergraduate Thesis: "*The Implementation of Debate in Teaching Speaking to the First Year Students of RSBI (Rintisan Sekolah Bertaraf Internasional) Class at SMP N 1 Boyolali*" (Surakarta: Universitas Muhammadiyah Surakarta, 2009).[23] The objectives of this research are to know the procedures of teaching speaking using debate, the activities of teaching speaking using debate, the problems faced by the teacher and the students, and the strengths and weaknesses of debate technique implementation. So, the different between the researcher's research and Fatimah's research is the subject,

[22] Faiza, Undergraduate Thesis: "*Using Debate Method to Improve Speaking Ability at the 2nd Grade of SMA Giki Surabaya*" (Surabaya: IAIN Sunan Ampel, 2011)

[23] Fatimah Yuliani, Undergraduate Thesis: "*The Implementation of Debate in Teaching Speaking to the First Year Students of RSBI (Rintisan Sekolah Bertaraf Internasional) Class at SMP N 1 Boyolali*" (Surakarta: Universitas Muhammadiyah Surakarta, 2009)

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the English community itself. This previous research was conducted in the class as a teaching method.

Afterwards, another studies concern about debate is held by Khoironiyah by the title of *The Implementation of Debate in Teaching Speaking at Eleventh Year Students of SMA Negeri 2 Rembang* in the Academic Year 2011/2012. The writer as the researcher wants to know the effect of this method in students' ability especially in speaking skill and to know the strength and weakness debate which implemented to the eleventh year students SMA 2 Rembang as the subject of the research. 44 students who sit in XI-IPA class were the subject of the research. The writer chooses debate method because debate is potential to develope the student's ability. Using debate as using the technique in teaching speaking can increase the ability and capability students in speaking. This gives the main differences to the researcher concern that this research is focusing on the debate club and its activities.

Further, the same focus of previous study were conducted by Junaidi by the tittle of *"Using Critical Debate Technique To Improve Students' Speaking Ability (A Classroom Action Research In The Eleventh Grader Of Sma Negeri 1 Sakra Lombok Timur In Academic Year Of 2010/2011)"* that has the similar focus to another previous studies.

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CHAPTER III

RESEARCH METHOD

This research focused on speaking betterment that took a place in SMA Negeri 1 Sidoarjo located on Jl. Buduran, Sidoarjo. This research was conducted on three weeks started from Sunday, June 3, 2012 as the schedule of the Debate club been arranged. This research focused on the English speaking skill betterment that applied in the EFOS Debate club in SMA Negeri 1 Sidoarjo because of its member improvements inside and outside of the class as well.

So that, this research came with the research question of what the strategies that debate community has to improve English speaking skill of SMA Negeri 1 Sidoarjo' students. In order to achieve the objective of the study, this research came with the research genre and research design. After that, determine data and source of data, then collecting data from the source using data collection techniques, analyze it and check the validity of the data. And all of the procedures are explained as follows,

A. Research Genre

This research genre was basically *descriptive qualitative*. In nature, it was dealing with the process of situations and the course of events happening in natural settings. It described facts as they were founded in the field. In descriptive qualitative, the data collected in the form of words and pictures

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rather than a number.[1] A study could be categorized as descriptive research if it had the aims to obtain information of an existing phenomenon without manipulating variables and it not directed to examine the hypothesis.[2]

And then, this research focused on *descriptive-clarification* because the research described the action that the members of the club did and implemented. The research clarified the theory that undercover the research and then going through the observation and interview session to prove it.

B. Research Design

The study was based on field research. In the field research, the method used to uphold this research was personal interview to the coach and a few members and also hold an observation to club's activities.

In a personal interview section that conducted in English, the researcher filed the data from the member about the advantages and the disadvantages of their presence in debate club toward their subject in the school and English speaking skill betterment. And then, the researcher asked about the effectiveness of the activity in debate club as well. Furthermore, from the interview section, the researcher could measure the ability of speaking English of the members as well. To smoothen the data finding, the researcher used an interview guideline which served in appendix 10.

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[1] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D.* (Bandung: Alfabeta,2011), 13.
[2] Donald Ary, *'pengantar penelitian dalam pendidikan (translated by Arief Furqon)'*, (Yogyakarta: Pustaka Pelajar, 2007), 447.

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Thus, the researcher collected the data of the role of the coach presence in the every single debate club meeting in order to catch the strategies of speaking betterment which the coach implemented in debate club itself. To smoothen the finding of data, the researcher provided the observation checklist which served in appendix 3.

In the field observation session, recording all the club's action, activities and rehearsal were the researcher's privilege. Hence, the researcher prepared the suitable equipment to smoothen the research project. This field observation was the main data for the research that served in the field note as presented in appendix 1.

To know the strategies of the debate club regarding its members' improvement on language development, the researcher conducted the observation in three weeks. In this observation, the researcher analyzed the activity that the coach and the member did in every single meeting and then test students' English speaking fluency by conducted the English debate simulation over EFOS member at SMA Negeri 1 Sidoarjo.

C. Data and Source of Data

Source of data of the research was the subject where the data obtained. the coach and the member of EFOS English debate club themselves. Therefore, qualitative study is description of phenomena that is written in form of text. It could be words, sentences or even picture.

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Data used in this research was divided into two data, the primary data and the secondary data, and would be explained as follows,

1. **The primary data**

   a. Data from the coach as the subject of this research, the coach was the key person to succeed this research, all the sentences, insight, the suggestion and the strategies that the coach used in the English club was the main subject to be studied further.

   b. Data from the member of English club as the object of this research, the whole member of this Debate club was 12 people. The population was homogeneous, because the members are from the first grade until the third grade of Senior High School level. For the exertion of validity and reliability of the research, 30% of the members are being interviewed. That was 3 students had been interviewed.

2. **Secondary data**

   Secondary data was the data gotten from all documents which was needed for this study such as: the certificate of achievements they obtained, the handbook and life histories of EFOS debate club.

This data was valid because the researcher directly did the observation to the source of data. The researcher reported the real situations during the observation through field note. In addition, the data could be generalized. In short, it was applicable to other situations.

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In qualitative research, reliability could be regarded as a fit between what researcher record as data and what actually occured in the natural setting that was being researched. To make it happened, the researcher would do the repeating observation[3].

D. Data Collection Techniques

Collecting data was the crucial aspect in the research. In order to get the data which was relevant and needed to accomplish the research, the researcher chose observation and interview techniques. The observation technique needs observation checklist (see appendix 1) and field note (see appendix 4) as the instruments to achieve reliable findings of coach's strategies and activities on speaking betterment. Furthermore, interview to the member and the coach accomplished the data needed to answer research question number two and three as served in appendix 7 because the sources of data in the qualitative research were the spoken data from the subject, material, motion and process of something[4]. Here are the explanations of research techniques and its instrument that applied to uphold the research;

1. Observation

Through observation, the researcher learned about behavior and the meaning attracted to those behavior.[5] In this way, the researcher could look directly at what was taking place *in situation*

[3] Lois Cohen, *Research Methods In Education*. (London and New York: Roulodge,2007), p. 396
[4] Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan.... p. 129*
[5] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif* p.310

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rather than relying on second-hand accounts[6]. Observational data should enable the researcher to enter and understand the situation that was being described.

There were three classifications in doing observation: participant observation; overt and covert observation; and unstructured observation. Spradley stated in Sugiyono that participant observation itself has four types: passive participation, moderate participation, active participation, and complete participation.[7]

In this research, the researcher used passive participant of participant observation. It mean the researcher observes what people did, listened what they say and did not interact or participate. The observation aided by observation checklist (Appendix 1) and field note (Appendix 4). Here are the explanations of each instrument.

a. Observation Checklist

Observation Checklist was conducted for three weeks, it concerned on how the club could assist, control, and form the members to be the qualified people on debating, in this case were speaking improvement oriented. Thus, the researcher needed the camera and handy cam to record all necessary things upon this debate club.

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[6] Lois Cohen, '*Research Methods In Education*', (London and New York: Roulodge,2007), p. 396
[7] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*.... p. 310

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Therefore, this technique was taken to answer the first research question on what the strategies that debate club implement to meet the students' expectation on speaking skill betterment.

b. Field Note

Field note, according to Bogdan and Biklen, is written record of what is heard, seen, experienced, and thought that aims to collect data and reflect the data in qualitative research.[8] This instrument was needed to make the data valid and reliable because this field note was made, as soon as the researcher came from observation place, based on the real situation, what is heard, seen and experienced during the observation.

The content of the field note consisted of two main segments. First, descriptive part consisted of overview of background observations, people, actions and speech. Second, reflective part consists of framework of thought, researcher's opinion, ideas, and concern.[9] This field note technique (Appendix 3) was taken to answer the second research question that focused on the effectiveness of the club's strategies towards

[8] Bogdan, Robert C. & Sari Knopp Biklen, *Qualitative Research for Education: An. Introduction to Theory and /methods*, Boston: Allyn and Bacon, Inc, 1982, p. 74

[9] Lexy J. Moleong, *Metodologi Penelitian Kualitatif – Ed. Revisi*, Bandung: PT. Remaja Rosdakarya, 2011, p. 211

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English speaking skill that will be analyzed by the researcher further.

2. Interview

To accomplish the data, the researcher asked the information from the sample through interview method. This interview section was conducted in 20 minutes each, the interview section was questioning the active involvement of them, their progress in learning English speaking in this club, the effectiveness of the strategies uphold by the coach and what the significant advantages and disadvantages that they already achieve through this debate club. All the interview section was aided by interview guideline served in appendix 7.

Furthermore, the researcher could see the improvements of the member by asking their previous ability in speaking in English before joining EFOS and assess their present speaking ability through this personal interview because the interview was conducted in English.

Therefore, this technique was taken to answer the second and third research questions on whether each strategy could meet the extended purpose on speaking skill betterment or not and describe the advantages and disadvantages from their participation in debate club.

This interview section was recorded in order to give a reliable result of the research and ease the researcher to get the necessary information related on the research.

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E. Data Analysis Techniques

Analyzing data in qualitative research was conducted before, during and after the field research. Qualitative data analysis involved organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities[10].

The techniques of data analysis applied in this research was Interactive Model of Analysis Miles and Huberman. The process of analyzing data was an ongoing with the process of collecting data. When did the interview, the researcher had analyzed the answers of the questions. It would be done as far as the answer was satisfying.[11] In this model, suggesting at least four procedures should be performed interactively in data analysis. Those procedures were data collection, data reduction, data display, and conclusion drawing.

Data collection referred to the process of collecting data in the field. The data of this study collected throughout the observation in three meeting of Debate club itself. The observation was aided by the observation checklist to know the coaching process in three meeting. And using field note to know how was the implementation of the activities that the debate club have been

[10] Op.cit, *Research Methods In Education*', *p.461*
[11] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*..... *p.337*

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uphold. Further, researcher interviewed the three students as the representative of all the members in order to get validation of data.

Data reduction involved the process of selecting, transcribing, and translating the raw data obtained in the data collection. In selecting the data, the researcher sorted the raw data. Only the relevant data was taken; whilst the irrelevant data were discarded. The relevant data were the data about the coach-member interaction and the activities that the club held until the researcher found the strategy that the club have to meet their member's expectation on speaking English betterment. All of the data selected were transcribed into the written form.

Data display referred to the process of organizing and arranging the selected, transcribed, and translated data in the form of field note. Those data described how the implementation of the coach's strategies and also the activities that the club uphold in every meeting and what the advantages and disadvantages of the club member have during their participation in the club. The data display based on the formulation of the research problems. The data from the coach interview used to support the analysis of the strategies that the coach did in toward the club. The most frequent form of display data for qualitative research data in the past has been narrative text.[12]

Finally, *conclusion drawing* was the last procedure of analyzing the research data. In this step, the researcher drawn conclusion based on the

[12] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....*, p.341

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findings and the discussion of the findings.[13] The conclusion drawing was the answer of the research question that had been formulated in the beginning of the research.

F. Data Validity Check

To make the data of the research valid and reliable, the researcher expanded the research period to ensure the validity of data, continued by the triangulation of data consist of source triangulation, technique triangulation, and time triangulation. And further, the researcher used media references in the form of handy cam and camera to make the data reliable. After that, uphold member check was benefit for checking the validity of the temporary finding result, this member check could be conducted in the discussion session with the object to reduce, add, or agreed the finding. So that, the researcher could compose the report in a well organized, detail, systematic, and reliable report in order to get the transferability that mean the result could be applied in another place (transferable).

So forth, the researcher did the dependability and confirmability check to the supervisor by giving the research track of record in order to audit the result and its objectivity.[14] So there were the efforts of the researcher to get the validity and reliability of the research.

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[13] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....*, p. 345
[14] Sugiyono. *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2010) 120-131.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the data findings and discussion of the research. This chapter will be the main point of the research. This chapter consists of three main subheadings; the glance description of the research subject "EFOS English debate club", the data findings that is explained by the usage of instrument, and the discussion of the research findings.

A. The Glance of the Subject "EFOS Debate Club"

EFOS, an abbreviation of English Federation of SMAN 1 Sidoarjo (SMANISDA) is chosen to be the system which trusted to meet the expectation of the school on students' English skills betterment, especially speaking skill. Making the expectation comes true, SMA Negeri 1 Sidoarjo support all the needs of this extracurricular by funding operational expenses 4 million a year, funding the registration fee of debate competition, and providing facilities for the benefit of EFOS such as classroom, LCD, AC and Internet connection out of the school hours as well.

Addressing the enormous support by the school, EFOS has provided many achievements that give benefit to the school. This year, EFOS holds at least three championships in national competition. The last achievement that EFOS get was the champion of English Debate competition on Senior High School level that was held by STIKOM.

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EFOS has main coach who has graduated from Universitas Negeri Surabaya (UNESA), Rizal Kuddah. He is one of the members of SCUD (Surabaya Community of Debate). The amount of the member of this club is 12 people. EFOS members gathered on Saturday and Sunday every week that could make them practice speaking English out of school hour. That was a brief description of the subject of the research.

B. Research Findings

The researcher finds the data which accomplished by the usage of the instrument that will be explained as follows:

1. The Strategies of EFOS Debate Club to Improve English Speaking Skill

a. The strategies of EFOS

Strategies of the club based on the observation are motivating students, lowering their anxiety and require them to take a risk. The strategies of coach to motivate them are invite the senior of EFOS who has graduated from SMA Negeri 1 Sidoarjo and get engaged into the favorite university (appendix 6) to be a debating partner, invite the guest coach (see appendix 6), show-up the achievements of efos to the member (see appendix 10).

The strategies of English debate club coach toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to researcher's observation cover;

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hold the unconscious conversation (see appendix 5), hold pronunciation exercise (see appendix 5) and public speaking skill activities (see appendix 5).

The strategies of English debate club coach to make them learning to take a risk are spontaneously questioning them related world issues (see appendix 5), engage the student to a certain debate competition (see appendix 10) and then giving the out-door activity regarding public speaking with a minimal preparations (see appendix 5).

b. The Activities of EFOS

They did an awareness-raising activity that aimed to help learners understand about the material. **Awareness** involves at least three processes: *attention, noticing, and understanding.*

Attention, learners need to be paying attention – interested, involved and curious- if they are going to notice the features of target language. The activities of the debate club regarding attention rehearsal based on the observation are, (Appendix 1)

1) Listening to the recording material entitled "The experience of Ali"
2) Live listening to the coach and guest speaker
3) Listen to the import quotation of the sequel of Harry Potter in the Prof. Snapes' scene.
4) Listening to the BBC world news

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Noticing, then, is the conscious registering of occurrence of some event or entity. The activities of the debate club encompass noticing rehearsal based on the listening activity (grab attention stage) according to the observations are, (Appendix 1)

1) Focusing to check the gist
2) Focusing to check the register and place
3) Focusing on new vocabularies (taking note in every new words, phrases or quotations)

Understanding, it means the recognition of a general rule or principle or pattern.[1] The activities of the debate club regarding the understanding rehearsal based on the observation are; (see appendix 4)

1) Coach checking students' understanding by asking the gist that occur in the listening materials.
2) Coach gave the chance for those who want to re-tell the story chronologically.
3) Coach pointed someone to re-tell the story chronologically.

Furthermore, ***the appropriation*** activities were implemented by using *drilling, milling activity, assisted performance.* The coach of the English club was drilling the students by pausing listening material in the right way in order to emphasis the new word (see appendix 5). The *Milling activity* hold in this club was "What would you do if you were".

[1] Scott Thornbury....., 42

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That activity benefits to increasing their critical thinking and speaking ability (see appendix 4). *Assisted performance* is 1-to-1 conversation between coach and student. The student is asking anything about the motion raised in debate competition (Appendix 6).

Toward the ***automaticity***, the speaking activity that the coach must do should be meet this following conditions; Productivity, Purposefulness, Interactivity, Challenge, Safety, Authenticity. The coach has his special training activity toward the automaticity. Here are they:

1) They have a speech in public places where so many people attend, such as a restaurant (Mc Donald) and the high way bank in front of the school of SMA Negeri 1 Sidoarjo (the Buduran flyover). (Appendix 5)
2) They have a debate simulation inside the class (Appendix 4).

c. The Achievements of EFOS members

The achievements of the students who engaged in EFOS were excellent. It was proved by the data found in the interview section, observation and study of documents that would be explained as follows;

The interview section aimed to measure the speaking ability of the members in order to know their significant improvement by comparing their previous ability before engaged in EFOS to their present conditions. Based on this interview section, all of the three interviewees stated that they used to have bad speaking ability in English before engaging in EFOS. But now, the researcher could stated that their speaking ability

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EFOS. But now, the researcher could stated that their speaking ability was excellent because they speak fluently, unconsciously speak in English to answer the researchers' questions, think fast, pronounced the words accurately and have a lot of vocabularies (see appendix 8).

The observation section stated that their English speaking skill are excellent because they could speak fluently in debate simulation with the good articulation, clear accent, speaking comprehension in seven minutes length without relying much on the note, and produced rich vocabularies although not in grammatical order. But, if all of the components of speaking were achieved, the researcher could conclude that the member of EFOS acquired excellent English speaking skill proficiency (see appendix 6).

Furthermore, the data found based on the study of document stated that they obtained a lot of achievements in every English debate competitions they participated in the range of regional, national until international competitions. It was general truth that English debate competition required above average level of English speaking skill. So, based on their achievements, the researcher could conclude that the EFOS members have excellent level of English speaking skill proficiency because it was proved by their achievements in debate competitions. Here is the list of the achievements they got in the last two years (certificates enclosed);

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Table 4.1

The achievements of EFOS debate club

No.	Name of Event	Year	Achievement
1	ITS Open Debate – JATIM	2011	Octo Finalist
2	SMANISDA Open Debate (SMASH) – JATIM	2011	Octo Finalist
3	STIKOM English Debate – JATIM	2011	1st Runner Up
4	High School Debate Competition UNAIR – JATIM	2011	The Champion
5	HI-LITE Debate Competition UNAIR – JATIM	2011	Octo Finalist
6	English Debating Contest UMSIDA – JATIM	2011	The Champion
7	English Debate (PEDC) Penabur Bandung – Nasional	2011	Semi Finalist
8	English Week (E-WEEK) UNESA – JATIM	2011	2nd Runner Up
9	Debate Competition UPH – JATIM	2011	Quarter Finalist
10	Lomba Debate "Think Safety" POLRES – Sidoarjo	2012	1st Runner Up
11	ALSA Debate Championship (ASDC) – JATIM	2012	Quarter Finalist
12	Debate Competition Widya Mandala – JATIM	2012	1st Runner Up
13	High School Debate Competition UNAIR – JATIM	2012	1st Runner Up
14	ITS Open Debate Competition – Nasional	2012	Octo Finalist
15	STIKOM English Debate Competition – JATIM	2012	The Champion
16	Asian School Debating Competition di Malaysia – ASIA	2012	Participant
17	National School Debating Championship – Nasional	2012	Octo Finalist

2. Advantage and Disadvantage of Member's Participation in Debate Club

In the interview session, the researcher limit on the advantage and disadvantage of the member's participation in debate club which covers their improvement of speaking/communication skills, research skills, analytical/critical skills, knowledge/education, and college carrier advantage. And then the disadvantage of their participation covers feeling of being overwhelmed, hurt their health, make them frustration, costly, and hurts their academics.

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The result of the interview section to each member describes that the advantages of their participation in debate club are developing their academic performance and benefiting their future college carrier (see appendix 7). Furthermore, the disadvantage covers the feeling of overwhelming because they have a lot of task given by the school and the club activities that require them to focus on that (see appendix 8).

C. Discussion

1. The Strategies of EFOS Debate Club to Improve English Speaking Skill

Strategy is the sistematic ways and procedure in learning activities to develop the improvement of students' learning.[2] There are some strategies for success in learning English as Douglas Brown stated on his book, those are self-motivating and setting goals, developing self-confidence and lowering anxiety, and learning to take a risk.[3] Those kinds of strategies was implemented in EFOS English Debate club and will be explained as follows:

a. Self-motivating and setting goal,

In order to be self motivated, the strategy of the coach was; invite the senior of EFOS who has graduated from SMA Negeri 1 Sidoarjo and get engaged into the favorite university (Appendix 6) to be a debating

[2] Indah Merdekawati, skripsi: "Teacher's strategy in Teaching English speaking at Second Grade of SMPN 2 Pare-Kediri" (Surabaya: IAIN Sunan Ampel, 2011), 16.
[3] Brown. Douglas, "*Strategies for Success. (In Practical guide to Learning English)*" (Longman. 2001), 24.

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partner. This strategy was giving motivation to the member who has a low-motivated self. So, this strategy was successfully attracts students involvement in joining EFOS.

Invite the guest coach (see Appendix 6), the beneficial of inviting guest coach was giving the knowledge of language for students that the own coach does not gave. The presence of guest coach also gives the benefit as the comparison of speaking style which makes students aware of another style of speaking and, further, could be a figure and motivate them to learn English more.

Show-up the achievements of EFOS to the member (See Appendix 10). EFOS itself contributes lots of trophy for school. The achievements attract students' excitement of being engaged in the community and then they will be highly motivated to get their own trophy.

According the finding data of the interview session, the motive of the member to join EFOS debate club was so vary. Then, the researcher comes to divide it into two main criterions, the internal and external motivation. The internal motivation that called self-motivation means that the students doing something because they want to do it or student have made their own choice to do it. They do not need the reward, and do not

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need the punishment. They pleased to do it. Research has found that when people are self-motivated, they always successful.[4]

The student's internal motivation based on the interview session; *first*, they want to be engaged in youth International conferences that need the acquisition of English, all four skills. It is not impossible to get engage in the International forum mentioned above if they have acquired English skills, so that, they join EFOS with the expectation on improving English skill, mostly speaking skill; *second*, they love English, they love the culture, movies, song and all things related to English, so that they want to master English to have fun with it. *Third*, they want to be able to speak English fluently because they want to traveling abroad to meet people all over the world.

The next motivation was external motivation that defined as other influences push to do something, in this case, you often need a reward and afraid of punishments. People who are motivated by outside influences are usually not so successful, because their reason for learning does not comes from inside them.

Here was the external motive of EFOS member based on the interview session; *first*, they want to get a high score of English lesson, because to pass the examination requires high score; *second*, they want to

[4] Brown. Douglas, "*Strategies for Success*.... 21.

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enter a good university by mastering English, because if they entering a good university, their prestige will be grown up; *third*, they want to get a good job in the future, because many company around the world require English for good job positions.

Regarding that all motivation, the coach gives a tactical strategy (Appendix 10) to be a success students, they are;

a) Think about your motives right now
b) Make a list of internal reasons to learn English
c) Set some specific goals for yourself to pursue in the next few weeks
d) Look at your goals frequently and track your progress
e) As you complete goals, set new ones

Further, The strategy was well implemented in every member of EFOS. As the result, they are encouraged to follow every activity that the coach gave.

b. Developing self-confidence and lowering anxiety,

Speaking in a foreign language, in this case is English, may occur the anxiety and lowering self-confidence for those who does not feel that their ability in English is sufficiently. The feeling bad of English skill ability that happened in English foreign language learner, it may because their English-specific self-confidence (feeling about own ability in

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mastering English) is a little low.[5] Further, the *anxiety* occurs in the situation of most people feel foolish when they make mistakes in a foreign language.

The anxiety occurs when people afraid of making mistakes because of the consequences of being mocked by people. Those conditions will iritating the learner ego and make a frustration. As the result, the learner tend to be silent than speaking but making mistakes. Regarding those kinds of psychological aspect, the coach of the debate club manage and conduct his class as a comfortable as possible by build the atmosphere of fun but challenging. He has a motto, "practice speaking as much as possible although you make a lot of mistakes in your home is better than you make an error outside the home".

The strategies of English debate club coach toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to researcher's observation covers conversation skill, pronunciation and public speaking are explained as follows;

1) Conversation skill

Practicing dialogues has a long history in language teaching, since language is essentially dialogic in its use.

Strategies:

[5] Brown. Douglas, "*Strategies for Success*.... 26.

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a) Invite guest coach. The member asks the experienced speaker (guest coach) to have a conversation with them.

b) Gossip away with your friend in English

c) Participating in group discussion

d) Playing conversation games such as "What would you do if you were". This is coach-students interaction. (Appendix 4)

2) Pronunciation skill

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech

Strategies:

a) Speak a loud. It helps the coach to correct the students' mispronounce words.

b) Ask for help. Members ask their coach to listen to their practice speeches for pronunciation errors.

c) Ask dictionary. (Appendix 5) Practice pronouncing sounds and words clearly to avoid errors through English pronouncing dictionary. Whether, open *One Look Dictionary* websites for pronunciation on www.onelook.com.

d) Articulate unusual or difficult words and phrases.

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e) Articulate similar words and phrases.

3) Public Speaking

Public speaking is one of people's primary fears, sometimes ranked ahead of death.[6] Many people try to avoid speaking in public or experience significant anxiety before they do so. They may feel dizzy, have a dry mouth, sweaty palms, a racing pulse, or even begin to speech. In order to the settle the reactions, the coach always gives the strategies to handle it.

Strategies:

a) Read a lot of books. The anxiety occurs when people do not know what to say because they do not know the knowledge of that.

b) Have a breathing exercise

Inhale normally and comfortably. Speak each of the numbers in item "i" in a clear and confident voice, pronouncing each with a single breath. Repeat this exercise using the other three lists. Once you can handle it, combine "i" and "ii". Do the same thing with "iii" and "iv". (Appendix 5)

i. 1-2-3-4-5-6-7-8-9-10

ii. 11-12-13-14-15-16-17-18-19-20

[6] Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 33.

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iii. A-B-C-D-E-F-G-H-I-J-K

iv. L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

c) Have a speaking exercise

Say the following sentences on a single breath. Remember to speak clearly, with sufficient volume. (Usually some of these quotations is used in student's speeches). (Appendix 10)

a. It could probably shown by facts and figures that there is no distinctly American criminal class except Congress. *Mark Twain*

b. The public will believe anything, so long as it is not founded on truth. *Edith Sitwell*

c. Even if you're one the right tract, you'll get run over if you just sit there. *Will Rogers*

Therefore, based on the discussion above, the researcher stated that the strategy to lowering the students' anxiety was well implemented in every member of EFOS. As the result, they are not afraid any more to speak English in a debate simulation, in a public place and debate competitions as well.

c. Learning to take a risk,

In this session, learning to take a risk can be defined as taking a challenge. Something said as a challenge if that condition forced to out from the comfort zone. The coach always has the strategies to make

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students always take a challenge in his class. The strategies will be explained as follows;

1) Always sharpen student's critical thinking by asking spontaneously to the student regarding the recent issues in certain countries. (see appendix 5)
2) Giving the out-door activity regarding public speaking with a minimal preparations. (see appendix 5)
3) Engage the student to a certain debate competition, in order to have experience in a real debate atmosphere, feel the beat of debating and to be inured out of the comfort zone. (see appendix 10)

Those all strategies are well implemented to the students and also meet the expectation of the students of being brave and not afraid to face a challenge from their coach. The result of an interview session stated that the students enjoy the strategies that the coach uphold (see appendix 4).

2. The Effectiveness of the Strategies of EFOS

a. Motivate Students

Based on the observation result, the coach was motivating students by inviting the guest coach and senior and also showing up the achievements that the club obtained in the last two years in order to increase the students` motivation.

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Inviting the guest coach is effective strategy because all of the three students which interviewed stated that by the attendance of another coach instead of their own coach gave them the motivation to learn more about debating and its new knowledge about that.

Inviting the senior is effective strategy because all of the three students stated that by the attendance of their senior would increase their motivation to be someone like them someday who attend the favorite University and have the capability to speak in English fluently.

Showing up the achievements is effective strategy because they are motivated to have their own trophy to be proud of and then their participation in debate competition has its benefit for adding point on the requirement for university enrollment.

So that, all of the strategies could increasing the students' motivation that was meet the extended purpose of the coach to motivate them. So, the researcher conclude that the strategies to motivate students that held by the coach of EFOS is effective based on the data above.

b. Lowering Anxiety

Based on the observation result, the strategies of debate coach to lower students' anxiety are through the unconscious conversation (see appendix 5), held pronunciation exercise (see appendix 5) and public speaking skill activities (see appendix 5).

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Unconscious conversation is chosen to be one of the strategies to lower students' anxiety because this activity is conducted by the student and the coach, the coach ask the student, and the student answer the coach, all the conversation delivered in English that make student continued speak in English unconsciously. The three interviewees stated that 1-to-1 conversation made them not afraid to speak because the coach always ask them to tell their experience in the vacation or sometime the coach stimulate them to gossip away in English and some new vocabulary occurred here. So, the researcher concluded that the activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above.

Held pronunciation exercise is one of the strategies held by the coach because it could make them learn about pronouncing the words and increase their confidence in speaking English and not afraid of mispronounce words anymore. The interviewees stated that if they say the word correctly, they would not afraid of speak anymore and then the ability to speak in English accurately will give them the confidence to be engaged in such a debate competitions. So, the researcher concluded that the activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above

Public speaking activity is one of the strategies that the coach held because it is the main fear of most people. They may feel dizzy, have a

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dry mouth, sweaty palms, a racing pulse, or even begin to speech. That is why the exercise is needed to make students familiar with the conditions and also make them accustomed to speak in front of people. The interviewees stated that the frequent exercise to speak in a public places make them feel like home, not afraid anymore. They said that practice makes perfect and it happens. So, the researcher make a conclusion that the public speaking activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above

c. Learning to Take a Risk

Based on the observation result, the strategies to make them learning to take a risk in order to get the automaticity in speaking covers spontaneously questioning them related world issues (see appendix 5), engage the student to a certain debate competition (see appendix 10) and then giving the out-door activity regarding public speaking with minimal preparations (see appendix 5).

Spontaneously questioning them related world issues being one of the strategies of the coach to make student learn to take a risk of making mistakes. The interviewees stated that the activity was so surprising. They have no idea to speak and have limited knowledge about the world issues but this activity requires them to speak, so they speak whatever in their mind is whether it wrong or true, making mistake were embarrassed, but did not take a risk of making mistakes was much more embarrassing. So,

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the researcher concluded that the strategy of the coach was successfully meet the extend purpose to make student learn to take a risk.

Out-door activity regarding public speaking with minimal preparations was proven to make student learning to take a risk. This activity quiet challenging, the public speaking usually need such preparation of material or self-preparation as well. But, this activity requires the students to take a risk of speak in front of people in public places without preparations. The three interviewees agreed that this is challenging activity that should be taken because they aware of its benefit regarding their speaking betterment. So, the researcher inferred that this activity is effective to make the students learn to take a risk.

Engage the student to a certain debate competition was the challenging activities. The purpose of the speaking training in extracurricular is leading them to compete in such debate competitions. The interviewees agreed that taking a challenge to have a debate in such competitions make them improved their speaking ability. So, the researcher inferred that the strategy of the coach to engage them in debate competitions could make the students to take a risk in deliver their speaking along with critical thinking. Furthermore, that activity is benefit for their speaking improvements.

Based on the discussion above, the researcher conclude that the strategies hold by the coach in EFOS debate club could benefit for the

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students speaking skill betterment because all of the activities meet all the strategies' extend purpose. So, all the activity of each strategy is effective.

D. The Advantages and Disadvantages of Engagement in Debate Club

1) The benefits to students' participation in debate.

a. Speaking/Communication Skills

Very benefiting, all of three students who were interviewed stated that their participation in debate bring the benefit in speaking/communication skills. The benefit covers the ability to speak in front of the class in a good manner and no anxiety. This condition is benefiting their presence in every school lesson that requires presentation method and further it will be benefit their future carrier when they have an interview section to enroll the job.

One of the reasons delivered by the interviewee is "since debating means you're speaking in front of the audiences with much confidence and try to explain your argument as convincing as possible. So it makes me being used to public speaking with persuasive style which is really benefitting for my school lesson and also the future."

b. Research skills

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Very benefiting, all of three students who was interviewed stated that their participation in debate brings the benefit in their research skills. The benefits cover the ability to research something new by relating the problem, the existence of law, and the cause and effect that lies on the motion. This condition is benefitting to their presence in every school lesson that requires research on academic writing.

One of the reasons delivered by the interviewee is" when you're in the middle of mattering, you will 'forced' to read that so-many-debate-matters that related to the motion, which is means you will increase your ability in searching something and arrange it into a good argument."

c. **Analytical/Critical skills**

Very benefiting, all of three students who is interviewed stated that their participation in debate brings the benefit in their critical skills. The benefit serves in the condition of needed a critical thinking when the analytical question occurs in partial subject, e.g. economic and social subject. That is benefitting to their presence in every school lesson that requires a critical thinking on some problem.

One of the reasons delivered by the interviewee is "As you know, debating is not only about how is your manner in delivering

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your speech, but also on how good you are in analyzing the motion and both your and your opponent's arguments. So it does help my critical skills a lot."

d. Knowledge/Education

Very benefiting. All of three students who is interviewed stated that their participation in debate brings the benefit in their better knowledge because they are reading a lot of news regarding the worldwide issues.

One of the reason delivered by the interviewee is "My classmates usually dont know about the international issues that happened while I've knew it from my mattering session since the motion is always including the hot issues in the world. So, debate surely brings advantage in term of my education.

e. College Carrier Advantage

Very benefiting. All of three students agree with the benefit that they have because of their involvement in debate club regarding their college carrier. It is because all of the achievements that they had will give the extra point in their college carrier. One of the statements is "All the achievement of my involvement in Debate competition support my academic point as well for University enrollment. That's relieving."

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2) Identify the disadvantages to members' participation in debate.

2. **Being Overwhelming**

Yes. All of three students agree that being overwhelming is the main problem they face. Since they are students of SMA N 1 Sidoarjo, they have lots of homework and feel that they should set a priority and go along with that. One of the statement is "I choose Debate club as my prior extracurricular because I see the benefit in me. I just join EFOS because if too many activities I took, I will be overwhelmed and my school subjects will be dilapidated, because in EFOS there are so many activities".

3. **Health/sleep/frustration**:

Not really. All of the three students stated that the frustration is exist but in the day of the competition coming and the out-door activity comes, but overall is well and fun, they enjoy it. One of the reason covers that statement is "gotta admit that a week before the day of the competition is like my most toughful week in the month. But kinda enjoy it though."

4. **Financial costs**:

Not really. All of the three students said that the financial cost is for the benefit of the club, so it was never mind to spend money for the betterment of themselves than to spend it in the amusement park. One of the reason undercover that statement is

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"Surely it will cost a lot when the competition is on another city that quite far from mine, but it's better to spend my money this way rather than waste it in some amusement park or whatsoever, I dont like that thingy."

5. **Hurts Academics**

Not at all. They all still can manage to put them self in the top three of their class, but the disadvantage lie on their presence at school. one of the reason is "I still manage to put myself in top three on my class so yeah, as long as you can divide your time wisely, it wont bother anything at all.

So, the researcher could conclude that the participation of the member in debate club increase their academic performance proven by the achievements that they got in every debate competitions as the data stated and the disadvantage of their participation was the feeling of being overwhelmed of the activity in the club and school itself.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This chapter covers the conclusions of the research that cover the data finding and discussion to answer the research question;

1. The strategies of EFOS English debate club are motivating the students, lowering students' anxiety, and also making students learning to take a risk. The strategies combined with effective activities are proven to be a factor that could improve the students' speaking skill. Furthermore, those strategies matched with the theory of Douglas Brown that stated in his book entitled Strategies for Success.
2. The strategies of the coach are effective based on the data served in discussion section. Because all of the activities uphold by the coach meet the extend purpose of the strategies itself.
3. The Advantages that students got toward their participation in debate club covers the increasing of the ability to speak, their knowledge of recent issues around the world and the benefit of college carrier point (see appendix 7) and then the disadvantages of their participation in debate club covers the feeling of overwhelming by the students toward their school presence and the club activities, but it could be managed by setting

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their priority so it did not hurt their academic scores in class. (See appendix 8)

Furthermore, the researcher concluded that the EFOS English debate club is one of the extracurricular which has the effective strategies on speaking English improvements that give particular benefits to its member on academic performance and meet the school's expectation on English speaking skill betterment through achievements in every debate competitions.

B. Suggestions

After conducting this research, the suggestion occurs here:

1. For EFOS debate coach, this research is a kind of evaluation to his strategy and activity that he upholds toward his club. The researcher hope that he has another active and effective strategies and activities outside what he used to apply in their club.
2. For the EFOS member, keep struggling to meet your expectation on English betterment. That all activities and strategies that your coach upheld was so benefiting for your future.
3. For the next researcher, try to find another club who has concern on English as a foreign language improvement in a different level, such as debate club in a university level and also in a different subject such as the school newspaper for English writing improvements or keep on going further with this research.

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