

Chapter four

Findings and Discussion

In this chapter, the researcher presents the finding and discussion of the research. The findings answered the research questions proposed in this research. Then, in the discussion, the researcher presents further information and relates the findings to the theory reviewed in chapter two.

Findings

This part deals with the several findings related to the statistical analysis. The finding were obtained from questionnaire and the data documents reporting of the students' speaking score. This part presents the data of questionnaire debate, speaking skill score and the impact of debate habit toward speaking skill at EED UMY. The first data was collected by questionnaire from the students who joined debate community at English Education Department batches 2011 – 2014. The second data came from the students speaking skill score at EED UMY. The data were analyzed using *SPSS (statistical package for the social science) version 19.0* for windows. The output from the SPSS was expected to be able to answer the research question and the result could be seen from the table on findings before explained in discussion part to answer the research question.

Debate habit at EED UMY. How debate habit at EED UMY was the first research question. The questionnaire were distributed to 31 students who joined debate community at EED UMY as the sample of this research to obtain the data on how debate habit at EED UMY. The researcher utilized the statistical calculation using SPSS 19.0 to present the data provided in the following table:

Table 4.1 <i>Descriptive Statistic</i>	
N Valid	31
Missing	0
Mean	52.61
Std. Error of Mean	.933
Median	54.00
Mode	54
Std. Deviation	5.194
Variance	26.978
Skewness	-.311
Std. Error of Skewness	.421
Kurtosis	-1.155
Std. Error of Kurtosis	.821
Range	17
Minimum	43
Maximum	60
Sum	1631

Table above shows mean, median, mode, skewness of all questionnaire obtained from students. The highest of data was 60 and the lowest data was 43 and mean of the data was 52.61. The normality of all questionnaire could be seen from skewness. All of questionnaire was normal (-0.3) because the data was categorized normal when range of the data in value -1 until +1.

The explanation of each questionnaire items was delivered as follows:

Table 4.2					
<i>Q1. Debate activity makes me able to give an opinion with strong reason</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	38.7	38.7	38.7
	strongly agree	19	61.3	61.3	100.0
	Total	31	100.0	100.0	

Based on the table above, there were 12 students or 38.7% who answered agree and there were 19 students or 61.3% who answered strongly agree for the statement to answer question 1. It means that most of the students strongly agreed that debate activity made them able to give opinion with strong reason.

Table 4.3					
<i>Q2. Debate activity makes me understand how to give pro and contra opinion</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	35.5	35.5	35.5
	strongly agree	20	64.5	64.5	100.0
	Total	31	100.0	100.0	

Based on table above, there were 11 students or 35.5% who answered agree and there were 20 students or 64.5% who answered strongly agree for the statement to answered question 2. It means that most of the students strongly agreed that debate activity made them understand how to give pro and contra opinion.

Table 4.4					
<i>Q3. Debate activity makes me understand how to analyze a problem</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	61.3	61.3	61.3
	strongly agree	12	38.7	38.7	100.0
	Total	31	100.0	100.0	

Based on the table above, there were 19 students or 61.3 % who answered agree and there were 12 students or 38.7% who answered strongly agree for the statement to answer question 3. It means that most of the students agreed that debate made them understand how to analyze a problem.

Table 4.5					
<i>Q4. Debate activity makes me able to develop critical thinking</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.2	3.2
	Agree	11	35.5	35.5	38.7
	strongly agree	19	61.3	61.3	100.0
	Total	31	100.0	100.0	

Based on the table above, there were one students or 3.2 % who answered disagree, 11 students or 35.5 % who answered agree and 19 students or 61.3% who answered strongly agree for the statement to answer question 4. It means that most of the students strongly agreed that debate activity made them able to develop critical thinking.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.2	3.2	3.2
Agree	11	35.5	35.5	38.7
strongly agree	19	61.3	61.3	100.0
Total	31	100.0	100.0	

Based on the table above, there were one students or 3.2 % who answered disagree, 11 students or 35.5 % answered agree and 19 students or 61.3% answered strongly agree for the statement to answer question 4. It means that most of the students strongly agreed that debate activity made them able develop empathy to other people.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	12.9	12.9	12.9
Agree	18	58.1	58.1	71.0
Strongly agree	9	29.0	29.0	100.0
Total	31	100.0	100.0	

Based on table above, 4 students or 12.9% answered disagree, 18 students or 58.1 % answered agree and 9 students or 29 % answered strongly agree for the statement to answer question 5. It means that most of the students agreed that debate made them able to develop how to communicate with other people.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	18	58.1	58.1	58.1
strongly agree	13	41.9	41.9	100.0
Total	31	100.0	100.0	

Based on table above, there were 1 students or 3.2% who answered disagree, 15 students or 48.4 % answered strongly agree and 15 students or 48.4% answered strongly agree for the statement to answer question 7. It means that most students agreed and strongly agreed that debate made them able to develop listening skill and speaking skill.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.2	3.2	3.2
Agree	15	48.4	48.4	51.6
strongly disagree	15	48.4	48.4	100.0
Total	31	100.0	100.0	

Based on table above, 2 students or 6.5 % answered disagree, 16 students or 51.6% students answered agree, and 13 students or 41.9 % answered strongly agree for the statement to answer question 8. It means that most of the students agreed that debate activity made them able to develop the skill to rise an idea.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	6.5	6.5	6.5
Agree	16	51.6	51.6	58.1
strongly agree	13	41.9	41.9	100.0
Total	31	100.0	100.0	

Based on table above, there were two students or 6.5% answered disagree, 16 students or 51.6% answered agree, and 13 students or 41.9% answered strongly agree for the statement to answer question 9. It means that most of the students agreed that debate activity influenced their motivation in English learning process.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	45.2	45.2	45.2
strongly agree	17	54.8	54.8	100.0
Total	31	100.0	100.0	

Based on table above, there were 14 or 45.2% who answered agree and 17 students or 54.8% answered strongly agree for the statement to answer question 10. It means that most students strongly agreed that debate activity taught them how to understand about problem, fact and theories.

Table 4.12					
<i>Q12. Debate activity makes me more communicative in speaking skill</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.2	3.2	3.2
	Agree	12	38.7	38.7	41.9
	strongly agree	18	58.1	58.1	100.0
	Total	31	100.0	100.0	

Based on table above, one students or 3.2% answered disagree, 12 students or 38.7% answered agree, and 18 students or 58.1 % answered strongly agree for the statement to answer question 12. It means that most of the students strongly agreed that debate made them more communicative in speaking English.

Table 4.13					
<i>Q13. Debate activity helps me to improve public speaking skill</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	38.7	38.7	38.7
	strongly agree	19	61.3	61.3	100.0
	Total	31	100.0	100.0	

Based on table above, 12 students or 38.7% answered agree and 19 students or 61.3% answered strongly agree for the statement to answer question 13. It means that most of the students strongly agreed that debate activity helped them to improve public speaking skill.

Table 4.14 <i>Q14. Debate activity improves speaking skill when give opinion</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	35.5	35.5	35.5
	strongly agree	20	64.5	64.5	100.0
	Total	31	100.0	100.0	

Based on table above, 11 students or 35.5% answered agree and 20 students or 64.5% answered strongly agree for the statement to answer question 14. It means that most of the students strongly agreed that debate activity improved speaking skill when giving opinion.

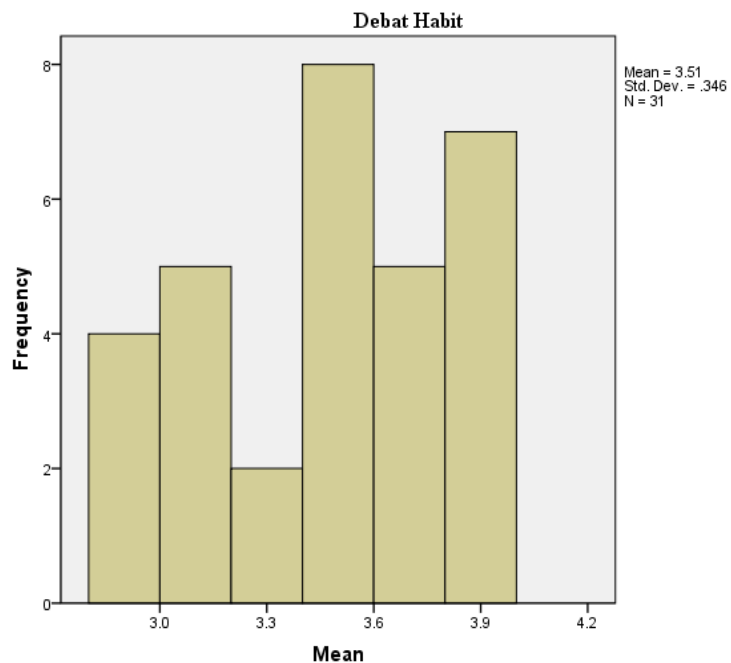
Table 4.15 <i>Q15. Debate activity increases confidence in speaking English</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	25.8	25.8	25.8
	strongly agree	23	74.2	74.2	100.0
	Total	31	100.0	100.0	

Based on table above, there were 8 students or 25.8% who answered agree and there were 23 students or 74.2% who answered strongly agree. For the statement to answer question 15, it means most of the students strongly agreed that debate activity increased confidence in speaking skill.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	43.5	43.5	43.5
2	11	47.8	47.8	91.3
3	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Based on the table above, the data revealed that 10 students or 43.5% once a week join in debate. There were 11 students or 47.8% in twice a week joined in the debate. Also, there were two students or 8.7% joined the debate three times a week. It means that most of the students joined the debate activity at EED UMY twice a week.

Figure 4.1
Histogram of students' debate habit



The table above is presented mean value of debate habit at EED UMY. The mean value of debate habit is 3.5. The mean value 3.5 is included in very good category based on the table categories mean value that is presented in discussion section.

Students speaking skill score at EED UMY. The second research question was to find out speaking skill at EED UMY. It was completed by analyzing the students speaking skill score through descriptive statistical analysis.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	7	22.6	22.6	22.6
80	3	9.7	9.7	32.3
85	5	16.1	16.1	48.4
90	10	32.3	32.3	80.6
95	6	19.4	19.4	100.0
Total	31	100.0	100.0	

Table 4.17 shows about students' speaking score. There were 7 students who had score 75 or 22.6%, 3 students or 9.7% who had score 80, 5 students or 16.1% who had score 85, 10 students or 32.3% who had score 90 and the last 6 students or 19.4% who had score 95.

Table 4.18 <i>Categories student's speaking score</i>
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Score	Total of students	Frequencies	Criteria
80 - 100	24	77 %	Excellent
66 – 79	7	23 %	Good
56 – 65	0	0%	Enough
46 – 55	0	0 %	Fail
0 – 45	0	0 %	Poor

The second table indicates the students speaking skill score at EED UMY. Most of the respondent (77%) were in score 80 – 100 which indicated that they were in an excellent category. The other respondent (23%) were in score 66 – 79 which indicated that they were in a good category. It means that most students had an excellent score in speaking skill.

The impact of debate habit toward speaking skill at EED UMY. In determining the impact of debate habit toward speaking skill at EED UMY, the researcher used the statistical analysis in SPSS 19.0 by using simple linier regression. This result were divided into two parts. The first part presented the coefficient determination and the second part was the Partial Test to answer the hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.221	6.455

Score	Category
0.8 – 1.0	Very high
0.6 – 0.79	High
0.4 – 0.59	Middle
0.2 – 0.39	Low
0.0 – 0.19	Very low

Regarding the result of this study, the table shows the coefficient correlation (R) between debate habit toward speaking skill and about how much debate habit gave impact toward speaking skill ($R^2 = R$ square). The first, the researcher focused on R table, R table explained how much the coefficient correlation between debate habit and speaking skill was. Based on the table 4.20 there was correlation between debate habit and speaking skill, and the researcher found 0.497. The value 0,497 is included middle category. Additionally, R^2 value (R square) presented about how much the impact of debate habit toward speaking skill, debate habit has contribution in giving impact toward speaking skill ($R^2 = 24.7\%$) and 75.3% is influenced by other factors. Other factors implemented at EED UMY which influenced speaking were not only debate, but also group discussion, presentation, conversation and soon.

Table 4.21						
<i>Partial Test</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.720	13.690		3.194	.003
	Total	.775	.251	.497	3.085	.004

The hypothesis was answered in the table above, Partial test can be shown in *t counting* (3.085). Priyatno (2012:50) stated that, the hypotheses was accepted if $T \text{ counting} > T \text{ table}$ and $t \text{ table}$. Afterward, the researcher found that $t \text{ table} = 2.039$ which means $T \text{ counting} > T \text{ table}$ ($3.085 > 2.0389$), so there was statically significant impact of debate habit toward speaking skill. Shortly, H_a was accepted and H_0 was rejected.

Discussion

The second part presents the discussion of the research which gave the additional information that related with the findings. This part discusses about the interpretation and analysis of the statistic as demonstrated in the findings section in order to answer the research question.

Debate habit. The researcher gathered the data of debate habit from questionnaire. The data that were analyzed would be used to identify the students' debate habit. To reveal the debate habit at EED UMY the researcher used the mean of value to know the category of debate habit is drawn in the following table.

Category	Score
Very low	0.0 – 1.0
Low	1.0 – 2.0
Good	2.0 – 3.0
Very good	3.0 – 4.0

The average mean score of the study was 3.5. It means that debate habit at EED UMY was very good. Considering the result of the debate habit at EED UMY, the researcher assumed that debate habit included several activities and also it was included their frequency to join debate activity. The students were able to develop communication with other people, and increase speaking and listening skill. Those statements implied on Krieger theory (2005) that debate was an activity for language learning because it engaged students in a variety of cognitive and linguistic ways, providing meaningful listening, speaking practice and debate was also highly effective for developing argumentation skills.

Subsequently, in debate habit the students were good in giving ideas based on a strong reason and analyzing problems. It was in line with Darby (2007) that debate defined as an old teaching-learning strategy that presupposed an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem. Furthermore, debate activity was able to develop empathy, increased speaking and listening skill. It was supported by Kennedy (2007) that debate was an instructional strategy of mastering the content as well to develop critical thinking skills, oral skill, and empathy.

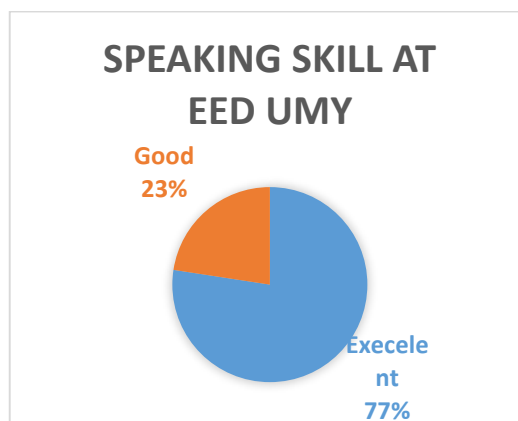
Additionally, debate activity thought them how to understand problem,

fact, and theories and involved them to be communicative in speaking. It was supported by Tumposky (2004) that debate also provided an opportunity for applying knowledge through role-playing while demonstrating their ideas, values, and attitudes. The students' debate activity improved public speaking skill, and improved their speaking skill when they gave opinion. In addition debate activity increased confidence. The theories were based on Yang & Rusli (2012) as cited in Roy & Macchiette (2005) stated that students were able to improve their opinion and public speaking skills, while students gained confidence by debate activity.

The explanation above clarified about debate habit at EED UMY. In conclusion, debate habit at EED UMY was very good. It was because the students who join debate was very good in several activities of debate and it was included about their frequency to join in debate activity at EED UMY.

Speaking skill. To answer the second research question, the researcher used the score of speaking skill of the students at EED UMY. In order to know whether debate habit gave impact toward speaking skill, the researcher should know the score of speaking skill. The table below presents the result speaking skill of the students at EED UMY. Here the researcher only focused to study speaking skill score of students who join debate at EED UMY.

Figure 4.2
Diagram of speaking skill score



The criteria of speaking skill score of students was presented in chapter three. The researcher found that 77% of the students who joined debate had an excellent score for speaking skill score. Whereas, 23% of the students who joined debate had a good score for speaking skill. In addition, in this study the researcher used the students who joined debate as the sample. The result of speaking skill above was the speaking skill score of the students who join debate at EED UMY. In conclusion, the speaking skill score of the students who joined debate at EED UMY was included in excellent category and good category.

The impact of debate habit toward speaking skill. The last research question is to find out the impact of debate habit toward speaking skill. The impact of debate habit toward speaking skill could be answered based on the findings. The researcher used simple linear regression to find out the impact of debate habit toward speaking. The finding showed ($R^2 = 24.7\%$), debate habit had contribution in giving impact toward speaking skill ($R^2 = 24.7\%$) and while the rest impact 75.3% was influenced by other factors. The related research also explained that debate gave impact in improving speaking skill of

students, teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students could improve their speaking skill after being taught by debate technique (Rubiati 2010). In this research the researcher found 24.7 % of students' speaking skill was influenced by debate habit and 75.3% was influenced by other factors. The reason the impact smaller than the rest impact was because there were other factors or others techniques that gave impact toward speaking skill. There were a lot of technique that had been implemented to enhance speaking skill. The other factors were the possible factors which influenced speaking not only debate habit but it can be discuss, conversation, presentation and soon.

In this study, based on the findings, the hypothesis was answered. Alternate hypothesis (H_a) that stated that there was a statically significant impact of debate habit toward speaking skill At English Education Department was accepted. Contrary, null hypothesis (H_0) that stated that there was no statically significant impact of debate habit toward speaking skill at English Education Department was rejected.