**ABSTRAK**

**Saraswati, Girindra Putri Dewi. 2012. *Debate Role Play as a Technique to Teach Spoken***

***Exposition Text at RSBI Junior Secondary School: An Experimental Research.* Final Project. English Department. Faculty of Languages and Arts. State University of Semarang. First Advisor: Drs. Ahmad Sofwan, Ph.D, Second Advisor: Drs. Hartoyo, M.A, Ph.D.**

**Key words: debate role play, spoken exposition text, speaking**

Speaking is the most challenging skills in teaching English. The proper teaching

technique is needed for the sake of the betterment in teaching and learning process. Researcher had conducted an experimental research to investigate the effectiveness of debate role play technique to teach spoken expositon text. The purpose of this study is to know whether Debate Role Play technique is effective as a technique to teach the spoken exposition text for year eight students at *RSBI* Junior Secondary School.

In this research, the population was the year eight students at Junior Secondary School

1 Ungaran. The members of the population was 184. By applying the cluster sampling, 8F and 8G were taken as the subjects of the study. Each consisted of 23 students. This research uses an experimental design in which consists of experimental and control group. The experimental group class was taught using debate role play technique while the control group was not.

Here, the writer used two kinds of tests, they were pre test and post test. The test was given into both groups, the experimental and control group. The pre test was done before the treatment and the post test was given after the treatment. To do both of the tests, students had to come in front of class and gave speech about their argument toward the cases given. The scores of the tests were based on the Douglas H. Brown rubric that had been modified based on year eight students’ ability. Several aspects tested here, they were: Grammar, Pronunciation, Fluency, Content, and Vocabulary.

After calculating the result using SPSS, the improvement ability of students in experimental group can be clearly seen. By implementing the independent sample *t*-test, writer got the value of *t* was 6.101 with the two tailed probability significance of 0.00. After comparing the significancy, writer got that 0.00 was less than 0.05, means the hypothesis of H1 is accepted and refused the Ho, thus based on the proven hypotheses, writer can conclude and assume that the Debate Role Play technique is proven effective to be implemented in teaching spoken exposition text for year eight student at *RSBI* Junior Secondary School.