TEACHING SPOKEN ANALYTICAL EXPOSITION TEXT USING MINI DEBATE FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL
(An Experimental Study at SMA Negeri 1 Demak in Academic Year 2011/2012)

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ABSTRACT


Key Words: Mini Debate, Teaching Technique, Speaking, Analytical Exposition.

The main objective of this study is to find out whether there is any significant difference in achievement between students who are taught spoken analytical exposition using Mini Debate as a technique and those who are not. There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypotheses (Ha). The alternate hypothesis in this study is “There is a significant difference in achievement between students who are taught spoken analytical exposition text by using Mini Debate technique and those who are taught without Mini Debate”. The second one is the null hypothesis (Ho) is “There is not a significant difference in achievement between students who are taught spoken analytical exposition text by using Mini Debate technique and those who are taught without Mini Debate”.

In this study, the population was the second year students of SMA Negeri 1 Demak in the 2011 academic year. The number of the population was 360 students classified into 10 classes. In taking the sample, I used simple random sampling. I chose 40 students out of 360 students, whereas 20 students from class XI A1 as the control group, 20 students from class XI A2 as the experiment group. The research design used was the post test equivalent group. This design made me took the sample of this research randomly, and then I held the experiment in four meetings, and gave posttest in the last meeting. The result of the test was then analyzed using t-test formula to see the difference between control and experimental group.

The t obtained is 5.01. Since the t is greater than the t critical value on the table, so the working hypothesis is accepted. It means that there is a significant difference in achievement between students who are taught spoken analytical exposition text by using Mini Debate technique and those who are taught using reading aloud technique.

Therefore, it can be concluded that Mini Debate is effective used as a technique to teach spoken analytical exposition.