

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which is very important to be mastered well. Everybody may speak English every time and everywhere. Besides, people almost face a free market era that everything uses international language. So, that is why people have to learn English moreover to speak out. Mastering English well in speaking skill is very useful. It means that people need such kind of teaching speaking activities to be able to speak up well.

In this case, teaching English speaking must be conducted in every education field. Students could master English speaking skill as well as writing one. Students could practice their speaking ability with their friends in school. In teaching speaking, students would know the pronunciation of words which they used. Besides, students would learn the way to communicate by using English more effectively.

Teaching speaking is different from teaching writing. Teaching speaking has its own ways to make students engaged. Such activities may include role playing, games, problem-solving, songs, and discussion (Fauziati, 2008: 122). In addition, there is a new technique which is also used in teaching speaking. This is debate technique.

Debate is the process of inquiry and advocacy, a new way of arriving at a reasoned judgment on a proposition (Freeley, 2000: 4). Individual may use debate to reach a decision in their own mind; alternatively, individuals or groups may use it to bring others around to their way of thinking. In this case, the writer would like to show the implementation of teaching English speaking by using debate technique.

Actually, students often deliver their mind used in debate unconsciously. As teenagers, students would like to do everything to get their willingness. It is also about delivering their opinion. Students would force their friends in order to do as well as they wanted. They would say in their own way to express their ideas until it could be agreed with. It could be about their subjects in school or everything surrounds them. This situation describes that students often make a debate in their daily life unconsciously.

SMA N 3 Salatiga is one of senior high schools which implements debate technique in teaching speaking. Students are divided into groups; it could be in small groups or in pairs to practice debate. After that, they divided into larger groups or on the other words; there are only two groups in the class room. Each group chooses their representatives to do the real debate. The teaching learning process aims to enable the students speak the target language.

The variety of techniques in teaching English speaking has its own strengths and weaknesses. However, debate technique which applied in speaking activity in SMA N 3 Salatiga also has certain strengths and

weaknesses. It means that the writer needs to conduct such a research in order to know whether its procedures or strengths and weaknesses.

Based on those phenomena, the writer tries to conduct research which is related to teaching English speaking. SMA N 3 Salatiga includes one of the favorite senior high schools in Salatiga with high reputation, so the writer chooses it to conduct research to know the procedure of the implementation of debate technique and its the strengths as well as the weaknesses entitled THE IMPLEMENTATION OF DEBATE TECHNIQUE IN TEACHING ENGLISH SPEAKING TO THE THIRD YEAR STUDENTS OF SMA N 3 SALATIGA.

B. Limitation of the Study

This research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the research. The writer limits the object of research is only focused on debate technique that used in teaching English speaking to the students of language class at the third year, because debate technique is merely applied in language class at the third year. The subject of the research is limited to English teacher and the third year students of SMA N 3 Salatiga 2010/ 2011 academic year.

C. Problem Statement

Based on the background of this research, the problems that may arise from this research are as follows.

1. How is the procedure of teaching speaking by using debate technique to the third year students of SMA N 3 Salatiga?
2. What are the strengths and weaknesses of teaching speaking by using debate technique to the third year students of SMA N 3 Salatiga?

D. Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. to describe the procedure of teaching speaking by using debate technique to the third year students of SMA N 3 Salatiga.
2. to describe the strengths and weaknesses of teaching speaking using debate technique to the third year students of SMA N 3 Salatiga.

E. Benefit of the Study

From this research, the writer hopes that this study has the following benefits.

1. Theoretical Benefit

This research would help readers to understand the use of debate technique in teaching learning process. Beside that, readers would get more knowledge or information that debate is not only applied on a quiz for some cases but also it could be applied on teaching activities at school. The finding of this research also will enrich the theory of students speaking mastery.

2. Practical Benefit

a. Teacher

This study could give contribution to the development of teaching English speaking. This result of the study could be useful for additional information that could be applied by general English teacher in teaching and practicing debate. Besides, this research gives more emphasizes on giving new information of debate technique in teaching learning process in senior high school.

In addition, this result is also useful especially for the teacher who practiced this technique. It could be a reference or suggestion to handle and manage the speaking activity.

b. Students

This result could be used as the ruler and knowledge in practicing debate. The students and listeners also could understand the way it is.

c. Other researcher

This result would give the information and knowledge about the implementation of debate technique in teaching speaking. The writer hopes that his finding could be used by other researchers to open further analysis of debate technique.

F. Research Paper Organization

The writer conducts the paper organization in order to make the reader understand the content of the paper. It is divided into five chapters as follows.

Chapter 1 is introduction which consists of the background of the study, limitation of the study, problem statement, object of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It delivers previous study and theoretical review.

Chapter III is research method. It presents types of research, setting, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is research result and discussion. In this chapter discusses the results or findings of the implementation the debate technique in teaching English speaking to the third year students of language class at SMA N 3 Salatiga.

Chapter V is conclusion and suggestion of the research taken from the result of teaching observation.