CHAPTER I
INTRODUCTION

A. Background of the Study

English is the international language that becomes the most essential language in the world. There are four basic competences in English language. One of them is speaking competence. Speaking is the crucial thing used to express mind or idea to communicate to other people. Teaching speaking should be conducted to the students to make them capable of communicating by using English fluently. There are five elements of teaching speaking that used to measure the capability of the students. The elements are vocabulary, pronunciation, grammar, fluency and gesture. There are many techniques or methods that can be used in teaching speaking, but it should be appropriated to the students. As there are many problems that will be faced by students in learning speaking.

Traditionally, the most problem that often be found in the case of teaching speaking is the students have limited vocabulary and insufficient skill in grammar aspect. They simply speak out with no accuracy in grammar aspect. Another problem, the students is afraid to make mistake to appear their ideas or their thinking. According to Kumaravadivelu (1991), the teacher and the learner have a remarkable degree of flexibility, for they are presented with a set of general learning objectives and problem-solving tasks. Hence, to solve the problems, the teacher and students should determine the techniques that will be used in teaching learning process of speaking.

During this time, there have been many of techniques or methods such as role play, storytelling, debating and information gap that often be used in the teaching speaking. But the implementation in the class is relatively open ended. Many previous researches that discuss about the techniques. The techniques are only emphasize on students need to speak up in the class. They tend to memorize material or dialogue to speak which prone to be avoiding a dynamic speaking. They speak what they always memorize. However, few researches those focus on the lecturer's techniques. Despite, the most important figure in teaching learning process is centered on lecturer.

The lecturer determines the techniques or methods that will be used during teaching learning process. But as we know, every technique or method always has a challenge, strength and weakness. An understanding of the advantages and disadvantages of techniques used in the teaching speaking is important to be researched especially from lecturer's perception. Wallace (1998) maintains that the lecturers or teachers should choose technique that appropriate with their learners. He explains that:

> "Teacher interviews were used to encourage teachers to reflect on their beliefs and language teaching practices. Participant's perceptions of how language should be taught and how languages are learned were also of interest to the researcher. It was hoped that these might provide the researcher with a possible understanding of the reasons for different language and activity choices made by a teacher"

Therefore, it is not easy to determine what technique or method that will be used in a class at the time. One of them, the use of debate technique in speaking class on the third grade of undergraduate students at Universitas Muhammadiyah Surakarta. This technique is chosen by the lecturer on the third grade of undergraduate students at UMS to deliver the argumentative speaking.

The debate technique in teaching speaking also has consequences that will be found during teaching learning process. Hence, to explore the challenge, weakness and strength of the use of debate in speaking skill is useful to development of teaching learning in speaking skill. For these reasons, the writer proposes research entitled "TEACHING SPEAKING SKILL THROUGH DEBATE TO THE THIRD GRADE OF UNDERGRADUATE STUDENTS AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2016/2017 ACADEMIC YEAR."

B. Limitation of the Study

The discussion in this study is limited to how is the teaching speaking implemented through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

C. Problem Statement

In this study the researcher formulate the problems of the study as follows:

1. How is the implementation of teaching speaking through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year?

2. What are the challenges, if there are any in teaching speaking through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year?

D. Objectives of the Study

In this research, the researcher formulates two objectives of the study as follows:

1. To know how teaching speaking through debate is implemented to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

2. To identify the lecturer's challenges if there are any in teaching speaking through debate to the third grade of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.

E. Benefit of Study

The researcher optimisms this research is worthwhile both theoretically and practically. The benefits of the study in this research, as follow:

1. Theoretical Benefit
   a. The result of this research can be benefited as an input in teaching speaking throught debate technique especially in Department of English Education at Universitas Muhammadiyah Surakarta.
   b. The result of this research can be used as the reference for those who want to conduct a research in teaching speaking of undergraduate students.

2. Practical Benefit
   a. This research provides lecturers the best method of teaching speaking in Department of English Education.

b. The readers will acquire more informations and knowledge of the teaching speaking of the third grade students of undergraduate student at Universitas Muhammadiyah Surakarta in 2016/2017 academic year.