

CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of the current research. This chapter provides some information related to the background of the study. This chapter elaborates background of the study, problem statement, limitation of the study, objectives of the study, benefit of the study.

A. Background of the Study

English language is one of the most popular languages to learn. English is arguably the most spoken language around the world. People tend to choose to learn language simply to place them in a better position to secure work or communicate more effectively. Because English is a language that needs to be said, speaking is one of those skills that is necessary. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). There are countless challenges faced by people when learning speaking since they also have to learn Grammar, Vocabulary, Slang, Pronunciation, and Variations in English. Various ways had been used as the method of teaching and learning English to make it easier to be understood, begun from the traditional way by using traditional tools such as real object, picture, music, etc. However, nowadays there have been a lot of developed learning speaking methods, for instance drama, role play, games, debate, etc.

O'Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Born and Joyce (1997:54-55) state that one of the aims of most language

programs is to develop spoken language skills and most programs aim to integrate both spoken and written language.

In English Department of Universitas Muhammadiyah Surakarta, speaking skill is given in four subjects. Speaking I 'daily conversation' is learned in the first semester, speaking II 'situational communication' is learned in the second semester, speaking III 'debating' for third semester, and the last is speaking IV 'opening speech, language skills presentation, and how to read a diagram in English' for fourth semester students. The materials for speaking I are introduction, unforgettable experience, role of youth, and future plans. The materials of speaking II is making a complex conversation. The material of speaking III is debate. Students can practice Australian, Asian, American, or British debate according to their lecturer. The students could improve their arguments, how to ask and give argument and disagreement, and how to criticize some issues. The speaking IV is academic presentation (Buku Pedoman FKIP 2007: 215-234).

Basically, the use of debate method as a teaching method can make the classroom more student-oriented where students can take responsibility for their own learning. Debates foster students' active learning by giving them responsibility to understand course content, an approach that completely transforms their perspective from passive to active (Snier & Schunner, 2002).

Teacher selects technique or teaching method with purpose and concern, because every chosen method has strength and weakness. However, there is no universal method which is able to tackle all the needs of students. Hence, there is always a room for improvement in each method selected. The statement above is not a new issue in practice of teaching. Unfortunately, very little is discussed regarding techniques and methods from the perspective of students. It is important to investigate the perspective of students as they are the ones who experience the process. In other word, they are the ones who are heavily involved in teaching

learning process. Consequently, the research regarding students' perceptions about the use of methods in teaching speaking would be very worth studying.

From the rationale above, the researcher is interested in investigating the third semester students' perceptions on the use of debate in speaking class of English Department at UMS. The reasons why the researcher does this research are: 1) Very little is known on the study about students' perceptions from a lot of implementation of the methods. 2) Need for further developments of speaking in practice.

Therefore, the researcher proposes a research entitled **“STUDENTS’ PERCEPTIONS ON THE USE OF DEBATE IN SPEAKING CLASS: A CASE OF UNDERGRADUATE STUDENTS AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2016/2017 ACADEMIC YEAR”**

B. Problem Statement

The research problem is “What are the students’ perceptions on the use of debate in speaking class in the third semester Department of English Education at Universitas Muhammadiyah Surakarta 2016/2017 academic year?”

C. Limitation of the Study

The researcher limits the problem only on the students’ perceptions on the use of debate in speaking class in the third semester Department of English Education at Universitas Muhammadiyah Surakarta 2016/2017 academic year.

D. Objectives of the Study

The objective of this research is to describe the students’ perceptions on the use of debate in speaking class in the third semester

Department of English Education at Universitas Muhammadiyah
Surakarta 2016/2017 academic year.

E. Benefit of the Study

This study has two benefit of the study that can be defined into:

1. Theoretical Benefits

It can be used as the reference for the next researchers who will conduct the relevant research and give new knowledge about how students perceive the use of debate in speaking class.

2. Practical Benefits

a. For the Students

The result of this study will help the students to solve the problem in teaching learning activity, such as by using a debate as one of the learning activities which possibly can encourage the students' in speaking skill.

b. For English Teachers

Teachers can find other teaching learning activities to teach English in a fun way. This teaching learning activity can be imitated by other teachers to build an interesting teaching and learning process. The teachers may use debate as an activity to be implemented in speaking class.

c. For Other Researchers

This study is beneficial for the future researchers who want to have the same topic of the research. It is important to find some methods of learning activities to make English lesson more fun and easier for the students. This research can be used as one of the references to conduct another research.