

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Language is a system for communication of meaning. Its primary function is interaction and communication Arung & Jumardin (2016). At the first, man learns to listen and then spoken, and later he learns other skills such as reading and writing. One of the ways in communication is through speaking. Speaking is used to express their ideas and to communicate to people. The final goal of learning a language is speaking. Speaking is one of the four basic skills in learning a language besides listening, reading, and writing.

Speaking is the ability to express oneself in life situations, or the ability to express an idea fluently. It is also an interactive process of constructing meaning which involves producing, receiving and processing information. Fulcher (2003:23) states, “Speaking is the verbal use of language to communicate with others that in speaking there is a process of communication between a speaker and a listener”. That means there must be at least two people in speaking.

Furthermore, Wallace (1978:98) states, “Oral practice or speaking becomes meaningful to students when they give attention to what they are saying”. Thus, the students can learn better on how to require the ability to converse or to express their idea fluently with precise vocabularies and good or acceptable pronunciation and by speaking student can say everything that they have in their mind. To make the students learn to speak English, each student must have many opportunities to speak during the lesson and they practice to be able to speak fluently and teacher

also should has the best way or technique in teaching English. According to Dobson (1987:45), there are some techniques in improving speaking, such as dialogues, small-group discussion, debate, song, and games.

Concerning to techniques in teaching speaking, the English teacher have to be aware of innovative way and well selected techniques in teaching especially in teaching speaking skill. Debate is technique which involves two or more speakers, discussing certain topics, giving their opinion, thoughts, and facts that giving respond to relevant questions or comments from others in the class.

Krieger, (2005:121) states that debate is an excellent activity far language learning because it engages students in a variety of cognitive and linguistic ways. Choiriniyah (2013:67) claims that debate making chance to students to work cooperatively, and brainstorm ideas, develop vocabulary and read to support and opinion.

Based on the writer's experience in teaching SMK Negeri 5 Kupang, the writer found that students have problems to learn English subject. Especially for speaking skills, students have problems in performing speech. Because most of the students show less scores for speaking, it is important to fix the problem. The writer classified the problem into pronunciation, grammar, vocabulary, fluency, and comprehension because those are indicators of assessing speaking.

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First is comprehension; Students are not able to comprehend the message clearly, even in simple English conversation. Second is fluency; Students found that their speech is stopping when they speak English. They cannot handle the situation and they find hard to grope the next words to speak. Third is vocabulary; Students feel difficult to choose the correct words to express their thoughts because English contains many words with different usage. Fourth is pronunciation; Students find it difficult to pronounce many English words since English has a lot of words with no clear rules to pronounce them in one kind. Fifth is grammar; Students find it difficult to use correct English grammatical rules directly when they speak. Since our first language does not have grammatical rules for different situations so it makes students feel confused to use English grammar.

After classifying the problem, the writer looked for the solution. Based on the writer's experience as a debater, students who joined the English debate class would produce better speech and be actively involved in discussion. It is because students get more practices, peers, exposures and activities that encourage them to speak up. Classroom debate trains students to have pairs in speaking, group and individual work. It allows students to form groups of two or four in which they will share the responsibility of getting the job done and doing the planning, preparation and presentation of their accumulated information as a team. Students can give the better speech when they can organize their presentation sequentially, chronologically and thematically. Through the classroom feel free, students will

practice to organize their speech including their comprehension, fluency, vocabulary, pronunciation and grammar around problems and solutions, causes and results, and similarities and differences.

Concerning the problems above and the advantages of classroom debate, the writer decided to bring the idea of classroom debate as a treatment to improve the students' speaking skill. The writer only focuses on the five areas of assessing speaking skills that are comprehension, fluency, vocabulary, pronunciation and grammar because those areas contain indicators of students speaking progress.

## **1.2 Research Problem**

Based on the statement above, the problem can be formulated in the following question as follows:

Does the implementation of debate technique improve speaking ability in learning English?

## **1.3 Aim of Study**

Based on the research problem, this study aim:

To find out whether the students' speaking skill improve after implementing the Debate Technique in learning English.

## **1.4 Significance of Study**

### **1.4.1 Theoretical Benefits**

Theoretically the benefits of this research are that it can develop theories related to learning methods (debate) effective in improving the of

students' ability in speaking and as a reference for future teachers and researchers.

#### **1.4.2 Practical Benefits**

##### **1. For English Teachers**

This research is expected to provide benefits as information to apply various variations of learning methods so that the used not only lecture and assignment methods, but also using learning methods that can make students active such as debate method.

##### **2. For students'**

This research is expected to motivate and train students to actively ask questions, answer every question using logic, develop a great attitude of curiosity, and become a good student skilled at speaking.

##### **3. For Researcher**

This research is a means to hone and improve the ability and creativity of researchers in conducting classroom action research to improve speaking skills students using the debate method.

##### **4. For Readers**

This research is expected to contribute so that the reader's insight increases and can become consideration to motivate new ideas that are more creative and innovative in the future.