

## CHAPTER 1

### INTRODUCTION

#### A. The Background Of The Study

Speaking as a linguistic skill is often regarded to be a task that comes naturally to an individual. However, an effective and communicable discourse can only be realized by the awareness of the rules and strategy giving the speech events. It seems that the allocation of time is not sufficient in the instructional process of speaking activities. The students keep silent while the teacher monopolizes the class. Consequently, the students are usually given few opportunities to practice speaking. Even worse, speaking has rarely been included in most English-Language tests. Therefore, it is no wonder that students use their ears and eyes more than their tongues. Speaking is regarded as a product skill besides writing. It is not easy to be able to speak fluently.

According to Chaney(1998), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in variety of context. In Indonesia English has been introduced since Junior High School in the 1950s. In this globalized era, it is introduced in some Elementary Schools. The instructional process is teacher-centered but now the shift has taken place and now it is student-centered. In the instructional process, a teacher should give much time for the students to take focus in speaking. But, this situation rarely happens,

so when students are asked to speak they have nothing to say because they are not train to do so. On the other hand, in the process of teaching speaking, students



THE  
*Character Building*  
UNIVERSITY

think that speaking is very difficult to be practiced. When a teacher asks them to express their opinions or ideas orally, most of them are afraid to make mistakes. It has expressed concern with students' in ability to have teamwork communication, an oral presentation skill. This situation makes them lazy to take part in speaking activities and because of this they get low score. It is proven by their ability in giving argument or communicating in English. .

This case also found by the researcher when the researcher was in field teaching practise or Program Pengalaman Lapangan (PPL) In 2012 on SMAN 1 BABALAN, Pangkalan Brandan. Most of the students of the six class (Tenth grade) feel got any troubles of how to speaks. Speaking is not difficult if one enjoys watching other speaking, read aloud and singing are two human activities that can be classified into speaking.

So the researcher is interested in trying to apply Debate Technique in this research. The debate technique is a discussion between some participants and they play the roles of one of the participants. In the the Debate Technique, students examine diffrent points of view or perspectives related to an issue. The researcher believes that Debate Technique is effective and interesting for the students to improve their speaking skill.

In accordance with the explanation to the explanation above, the researcher would like to conduct a study on students' speaking ability by using Debate Technique to increase the student's speaking ability.

### **B. The Problem of the Study**

As related to the background of the study, the problem is formulated as follows:

“Is students’ achievement in speaking taught by using debate technique higher than the students’ taught by lecture methhod?”

### **C. The Objective of the Study**

The objective of this study is to investigate whether the students’ achievement of the eleventh graders in MA Robitotul Istiqomah Padang Lawas year of academic of 2015/2016 in speakingtaught by using debate technique is higher than the students’ taught without deabte technique.

### **D. The Scope of the Study**

The study is limited and focused on the use of Debate Technique in speaking, especially to improve students’ achievement in speaking. And the process speaking refers to student’ perception toward Debate Technique.

### **E. The Significance of the study**

The finding of the study are expected to have both theoretrical and practiced importance in speaking as a process and product, especially the framework of speaking.

- 1) Theoretically, the findings of the study are expected to enhance the theories of speaking.
- 2) Practically, the finding of the study is expexted to give a feedback to the:

- a. English teacher. As a source of valuable information about how to increase students' speaking ability by using Debate Technique.
- b. Students. Can have more information on how the selection of the interesting and effective media to improve their speaking ability.
- c. Other researcher, as a reference material for the conducting of a more in depth research on students' speaking performance.