CHAPTER I

INTRODUCTION

1.1. Background of the study

In recent years, language teaching has been focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability . Learners need to learn how to use the target language in " real life " situations and *not the artificial* " situation of the classroom where often drills and structured dialogues are taught, or ask them to speak in front of the class with a prepared speech.

In terms of the language use , the reality denotes that there are many undergraduate students are still poor mastery in speaking English and also a few of students who have finished their study still have the same problem, this phenomenon drives the researcher to find out the alternative solution. This problem might be able to overcome by applying good techniques of language teaching. One way is to engage in social use of language, As this is not probable in the classroom, one alternative is simulation techniques. These technique bring students to be active in classroom interaction as if they were in real life situation.

In teaching conversation, simulation technique is one alternative instead of asking students to speak in front of the class with their own topic and the others listen to him. This way will not bring students to use the target language naturally. Simulation technique gives students opportunities to explore ideas by using target language. The teacher's role is as a facilitator during the activity is taking place. From the various

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description , we can say that they are *learners - centered activity*. The students have to draw on their language resources in order to take part in classroom activities.

We may be in one point of view that a good English teacher not only can master the course material but also he should be able to create a good class room atmosphere during teaching learning process is taking place. Based on a research findings in USA in 1999 denoted that the common problem of language learners is "speaking", and also the phenomenon that faced by most students at school here, apart of the most difficult in English is speaking. The phenomenon drives the writer to carry out a research about technique in language teaching specially on conversation.

Nunan conducted an important study into the development of communication skills built on a model of communicative competence as " the ability to function in a truly communicative setting – that is , in a dynamic exchange in which linguistic and paralinguistic, of one or more interlocutors" (1999).

A good English instructor should figure out the difficulties of students in learning language, then find out the outcomes psychological or methodological approach. Creating an interesting teaching learning process will bring students to take part in classroom interaction. People might cite that the common problem of language learning is lack of facilities, bad course design , numbers of students in one classroom. One thing that effects more to reach the teaching target is the technique applied by the language instructor, because it will affect the class room atmosphere. Harmer (2000:1) suggests that "good teachers should make their lesson interesting so the learners do not fall asleep in them and must love her job, if s/he really enjoys the job that will make the lesson more interesting ".

A good teaching process will take students' interests and it is crucial to obtain the teaching target. An ideal teaching for conversation is Teacher Talk Time (TTT) less than Students Talk Time (STT), because students need more opportunity to use the target language than the teacher him self, this is what we called learners-centred activity.

1.2. The problems of the study

With the reference to the background of this study, the research problems are formulated as follows :

1. Does simulation technique with class debate do significantly effective works in a classroom ?

2. How does simulation technique with class debate take place in teaching conversation ?

3. What is the result of simulation technique with class debate in teaching conversation ?

1.3. The objective of study

The primary objective of this study is to answer the problem mentioned in the research problems : i.e. to reach out

1.whether simulation technique with class debate does significantly effective work in the classroom

2.The description of simulation technique with class debate in teaching conversation

3. The roles of simulation technique with class debate in creating students' speaking proficiency.

1.4. The scope of the study

This study is focused on class debate of simulation techniques in teaching conversation. The writer will describe how the technique were carried out and the result of the technique in teaching conversation for the second year students of English department at Institute for Islamic Studies of North Sumatera (IAIN – SU).

1.5. The significance of the study

The research findings are expected to be useful for English teachers to increase students communicative competence and also for the further researches concerning with language use research.